ISLIP
SCHOOL DISTRICT
* Committed to Excellence *

REOPENING PLAN
FOR
ISLIP MIDDLE SCHOOL

September 2020

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INTRODUCTION

The Islip School District's Reopening Plan was developed in conjunction with dozens of teachers, administrators, Board of Education members, parents, technical experts, and community members.

The following people served on our Reopening Committees:

<u>Health and Safety Committee</u>

Michael Zeterberg (Committee Co-Chair), Assistant Superintendent for Business
Brian Graham (Committee Co-Chair), Director of Facilities
Andrew Bromm, Office of Food and Nutrition Director
Brian Burke, Security Supervisor
Christine Cabanas, Teacher
Mary Carroll, School Nurse (Islip Middle School)
Jason Cohen, Assistant Principal (Islip Middle School)
Dr. Anthony Donatelli, School Physician
Ann Marie Ferry, School Nurse (Sherwood Elementary)
Donald Flynn, Covert Investigations
Michael Giacchetto, Principal (Wing Elementary)
Eric Holdsworth, Teacher
Arlene Leggio, Food Service Unit
Tom Leggio, Board of Education Vice-President/Islip Fire Department
Christine LeMaire, Teacher
Robb LeVien, Teacher & ITA President
Kate O'Callaghan, Executive Director for Student Support Services
Lisa Scheibe, School Nurse (Islip High School)
Laura Schuman, Teacher
Ellen Semel, Superintendent of Schools
John Sparacio, Director of Health, Physical Education & Athletics
Elizabeth Thomas, Parent
Mary Viniotis, Islip Teacher Aides Association
Toni Weintz, Clerical Unit
Megan Zarchy, Parent

<u>Scheduling Committee</u>
Jaime Fulton (Committee Chair), Director of School Counseling
Paul J. Austin, Board of Education Trustee
Steven Balsamo, Parent
Christine Breslin, Parent
Eric Buehler, Board of Education Trustee
Theodore Dieumegard, Teacher
Robert Drysielski, Social Studies/Business Coordinator
John Ferritto, Mathematics Coordinator

Michele Finlay, Chief Information Officer
Cynthia Fitzgerald, Assistant Superintendent for Human Resources and Administrative Services
Rich Harris, Teacher
Curt Juengerkes, Assistant Principal (Islip High School)
Jon LaRochester, Principal (Islip High School)
Robb LeVien, Teacher & ITA President
Timothy Martin, Principal (Islip Middle School)
Keith Scheidel, Teacher
Ellen Semel, Superintendent of Schools
Christopher Smalley, Assistant Superintendent for Curriculum & Instruction
Chad Walerstein, Director of Technology, Innovation, and Information Systems
Laura Yarosz, Parent
Priscilla Zarate, World Language/ENL Coordinator

Social-Emotional Learning Committee
Kate O'Callaghan (Committee Co-Chair), Executive Director for Student Support Services
John Sparacio (Committee Co-Chair), Director of Health, Physical Education & Athletics
James Cameron, Principal (Commack Road Elementary)
Donna Carbonaro, School Psychologist
Melissa Clehane, Teacher
Elizabeth Driver, School Psychologist
John Ferritto, Mathematics Coordinator
Danielle Flora, Board of Education Trustee
Jaime Fulton, Director of School Counseling
Nicole Hall, Guidance/Drug & Alcohol Counselor
Curt Juengerkes, Assistant Principal (Islip High School)
Suzanne Lange, Teacher
Robb LeVien, Teacher & ITA President
Jennifer Martin, Behaviorist
Melissa Miller, School Psychologist
Joseph Modica, Teacher/Dean
Shari Pennington, Social Worker
Donna Ruggiero, Social Worker
Ellen Semel, Superintendent of Schools
Nancy Sferrazza, School Psychologist
Allison Siegel, Social Worker
Cathy Sinclair, Teacher
Jessica Sprague, Parent
Jennifer Swindells, Parent
Trisha Tramaglini, Social Worker
Edward Velazquez, School Psychologist
Barbara Wagner, English/Family & Consumer Science Coordinator
Priscilla Zarate, World Language/ENL Coordinator

<u>Teaching & Learning Committee</u>
Christopher Smalley (Committee Chair), Assistant Superintendent for Curriculum & Instruction
Timothy Brush, Technology Integration Specialist
James Cameron, Principal (Commack Road Elementary)
Matthew Clareen, Board of Education Trustee
Lisa Dieumegard, Teacher
Robert Drysielski, Social Studies/Business Coordinator
Kristy Evans, Parent
John Ferritto, Mathematics Coordinator
Melissa Ford, Teacher
Michael Giacchetto, Principal (Wing Elementary)
Brian Kroll, Director of Fine & Performing Arts
Jon LaRochester, Principal (Islip High School)
Robb LeVien, Teacher & ITA President
Denise Nash, Parent
Claire Nyman, Teacher
Chris Pesiri, Parent
James Prudente, Network Operations
Laura Rogacki, Board of Education Trustee
Ellen Semel, Superintendent of Schools
Frank Vaughn, Science & Technology Coordinator
Barbara Wagner, English/Family & Consumer Science Coordinator
Lisa Ward, Assistant Principal (Islip High School)
Kathy Woll, Clerical
Priscilla Zarate, World Language/ENL Coordinator

In addition to all of these committee members, Islip Schools extends a special thank you to all of our administrators for their tireless work in putting together a complex plan in a very compressed timeline. The District also thanks Mr. Leight for his technical assistance.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

In addition to the community members and parents who served on our reopening committees as outlined in the Introduction to this plan, Islip Schools made an effort to communicate and seek input from all stakeholders throughout the planning process. A Reopening Information page was added to the District website, containing information on the committees and their meetings, NYSED and Board of Regents guidance documents, and District information on the development of reopening plans, as well as answers to questions submitted about them.

The District also sent out surveys to both parents and teachers about reopening. The results of these surveys helped inform the various committees in the development of the District's plans. The results of the parent survey are available for review.

Islip Schools utilizes a variety of ways to communicate with families, including the following:

- Letters
- Email
- Parent Portal
- Blackboard Connect Blast
- Social Media (Facebook, Twitter)
- Remind
- Phone
- Texts

All communication efforts with families will be culturally sensitive and available in easily accessible formats. Whenever possible, all communications (written, verbal, video) will be presented in multiple languages as represented by the families in our community. Translation services will continue to be utilized as needed.

The District has also contacted with Randy Young of Partners in Inclusivity to provide professional development for staff and work with families in the area of social emotional well-being.

Communications and Language Access

Islip School District has structures in place to ensure that all parents are provided with communication in their preferred languages and in different forms of communication to meet their needs. The different structures and communication formats will also apply to the three district reopening delivery models including in-person, hybrid, and remote/distance learning.

Following are the District structures utilized to communicate with parents in their preferred languages:

- **Language Line Solutions**: Every faculty member has been granted access for translation and interpretation services through Language Line Solutions, a company that services the District with translation needs such as parent letters, parent-teacher conference notifications, school forms, official forms, etc. This service benefits parents by providing them with the information and communication they need in their home languages.
- **Xerox Versa Link**: This resource offers professional translation services via multiple access points. Electronic documents may be sent directly via a link that was created when the product was purchased. The electronic file is translated immediately and sent back to the user. If the file is in a hard copy/paper document format, the hard copy may be placed in a Xerox Versa Link printer. Documents are translated immediately and a copy of the translated document can be emailed to the user, as well as printed.
- **Blackboard Connect**: This outreach messaging system is used to send mass notifications via voice and email in multiple languages. It is primarily used for different events, time-sensitive situations, outreach, and other attendance notifications.
- **E-Boards**: This is another form of communication where parents have access to information that provides insight into what is going on in their child's classroom. They also have immediate access to important information about upcoming events, letters, and assignments.
- **Parent Portal**: The Parent Portal platform provides parents with immediate access to their child's grades and comments from teachers. This system also provides parents access to view assignments completed by their children.
- **Online Platforms**: In addition to those listed above, teachers and administrators have access to a variety of other platforms to communicate with parents and deliver important information in parents' home languages. These platforms serve different modes of communication between teachers-students, student-student, and teachers-parents.
    - <u>Microsoft Teams</u> – ENL teachers create virtual classrooms where students and parents are invited to participate. Different information in multiple languages is posted for students and parents.
    - <u>Remind</u> – Teachers use Remind to post immediate communications regarding academics, important information, and upcoming events.
    - <u>Email</u> – Used by all teachers for ongoing teacher-student and teacher-parent communication in multiple languages.

Teachers and support staff may use these platforms to inform parents of a variety of resources available in the community in the following areas:

- Health and Safety (e.g. COVID testing sites, social distancing, etc.)
- Local Services (e.g. food distribution, cell phone relief, language access, transportation)
- Social-Emotional and Trauma Informed Support
- Housing (e.g. housing and eviction moratorium, etc.)
- Other Programs (e.g. COVID-19 Rent Relief, burial assistance, financial support, etc.)

HEALTH AND SAFETY

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

The following protocols and procedures will be in place in all district schools and will also be applicable to the Islip School Aged Child Care (ISACC) at Wing and the Youth Enrichment Services (YES) after school program at Islip Middle School, for the 2020-21 school year. Anyone with questions or concerns should contact our COVID-19 Safety Coordinator, John Sparacio (jsparacio@islipufsd.org; 631-650-8370) or Director of Facilities, Brian Graham (bgraham@islipufsd.org ; 631-650-8430).

Health and safety protocols and trainings will be communicated to students, families, and staff members, via many means, including, but not limited to:

- Signage posted throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- District website
- Emails
- Social media
- Print copy mailings
- Voice and/or video messaging
- Traditional media outlets
- Maintaining a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the school district will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Face Coverings and Personal Protective Equipment (PPE)

Face Coverings: All students, staff, and visitors on District property are required to wear a face covering at all times. Students and staff will have periodic mask breaks throughout the day while social distancing. Masks may be removed during the following: physical education (12 feet during

aerobic activity), musical instruction (also 12 feet distancing), and lunch periods, when social distancing is possible. Persons who do not have to wear a mask are as follows:

- Children younger than two years old;
- Students who wearing such a covering would impair their health;
- Anyone who has trouble breathing;
- Anyone who is incapacitated or otherwise unable to remove face covering without assistance.

Please contact the school nurse if you feel you or your child are in any of the above categories. The Islip School District will provide five (5) cloth launderable masks to each employee. Additionally, a supply of disposable surgical masks will be maintained at all buildings in the event of a damaged or lost mask. Alternative PPE (i.e. face coverings that are transparent at or around the mouth) will be available for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternative coverings may also be used for certain students (e.g. hearing impaired) who benefit from being able to see more of the face of the staff member. Each Islip building will maintain a stock of all necessary styles of face coverings.

PPE: Additional PPE will be available for staff members who may be in high intensity contact with students or waste material (nurse, custodial, and special education personnel). PPE training will be provided to all staff. An adequate stock of the PPE will be maintained at each building and can include, but is not limited to, the following:

- disposable nitrile gloves
- disposable latex gloves
- disposable gowns
- eye protection
- N-95 masks (NOTE: only recommended if in contact with suspected COVID-19 case or performing an aerosol generating procedure)

Facility Entry

All faculty, staff, and students of the Islip School District will practice social distancing expectations:

- Where feasible, entry and egress in and out of buildings will be limited to a single location. If applicable, a single point of entry and single point of egress will be identified to minimize cross traffic. All entry to the buildings will occur through the main entrance to a check-in point at the security station.
- All individuals, students, staff, and visitors on Islip School District property must wear a face covering when social distancing cannot be maintained.

- Proper face covering includes, but is not limited to, a surgical mask, cloth mask, balaclava, or bandana, and must completely cover the individual's mouth and nose.
- While plastic face shields were allowed during the summer Extended School Year program, NYSED has indicated that they will not extend this provision for the 2020-21 school year. Instead, they recommended districts explore alternative PPE with transparent mouthpieces when needed. Face shields may only be used in addition to a mask when an elevated risk is present.
- All individuals may choose to utilize their own face covering; however, face coverings can and will be provided by Islip Schools.

Daily Health Screening

- Prior to entering any Islip School District location, individuals must complete a medical screening questionnaire. This questionnaire is accessible through the District website or a QR code, which will be posted at the main entrance to every building. This code provides a direct link to the survey using a smartphone (iPhone or Android).
- Staff should complete this screening prior to arriving at work via the electronic submission form.
- Although an online filing of the health survey is preferred, paper copies of the questionnaire will be available in the vestibule of each school.
- Staff will be required to monitor their own temperature prior to arrival on campus. Anyone whose symptoms response changes from a NO to a YES from the prior day must contact their supervisor immediately and await further instructions.
- Parents are encouraged to monitor for temperatures and symptoms prior to placing their student on a bus.
- When multiple individuals enter the building simultaneously, they will be required to stand at marked out locations on the floor, maintaining social distance until they can be signed in. If screening is necessary, they will be sent to the auditorium.
- Socially distanced waiting areas will be created in the auditorium of each building for individuals requiring in-person screening.
- Multiple lines and entrances will be coordinated, if needed, to reduce crowding.
- Markings (whether in tape or otherwise) will be placed on the ground or in the corridor to indicate six (6) foot lengths to provide for greater social distancing for individuals while in line.
- Only after all individuals have been accounted for, cleared through the medical screening, and wearing proper face coverings, will access to the building be granted.
- Should a person fail the medical screening, he/she will be sent to the nurse's office until a determination is made.

Social Distancing

At all times all occupants are expected to maintain a minimum social distance of six (6) feet in all directions, and 12 feet in all directions when participating in activities requiring projection of the voice (e.g. singing), playing a wind instrument, or aerobic activity. All desks are expected to remain in their assigned position, and should remain facing in a singular direction (including the teacher desk). If not possible, a transparent, fire-compliant barrier or PPE will be provided. Additionally, each space in the Islip School District will have a revised occupancy maximum to reflect COVID compliance.

More specifically, social distancing requirements will include the following:

- All individuals on Islip School District premises must maintain social distancing and face covering when social distancing cannot be maintained. There are times when a face covering is removed. At these times, social distancing must be maintained.
- Proper social distancing is defined as a six (6) foot separation between individuals. When social distancing is practiced, such as in an isolated office or large meeting space, the individual may remove their face covering. Masks will be worn in classrooms with mask breaks given. Weather conditions may necessitate frequent mask breaks. In common areas, such as breakrooms, hallways, or bathrooms, however, the face covering must be worn.
- Ensure six (6) foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than six (6) feet apart from one another, personnel must wear acceptable face coverings.
- Only one individual will occupy tightly confined spaces at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, occupancy will be kept under 50% of maximum capacity. Spaces such as elevators will hold only one or two persons at a time.
- Social distance separation will be indicated using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site.
- In-person gatherings will be limited as much as possible, and we will use tele- or videoconferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- Designated areas for pick-ups and deliveries will be established, limiting contact to the highest extent possible.

Personal Hygiene

Hand Washing: Students and staff must practice good hand hygiene to help reduce the spread of COVID-19. Teachers will build time in the school day schedule to allow for hand hygiene.

Hand hygiene includes:

- Signage encouraging hand washing and correct techniques;
- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the *Happy Birthday* song twice. (A helpful video on how to wash your hands properly may be found on the CDC website.)
- Adequate facilities and supplies for hand washing including soap and water;
- Paper towels or touch-free paper towel dispensers;
- No-touch trans cans;
- Extra time in the schedule to encourage frequent hand washing.

At a minimum, students and staff should wash hands as follows:

- Upon entering the building and classrooms;
- After sharing objects or surfaces;
- Before and after snacks and lunch;
- After using the bathroom;
- After sneezing, wiping, or blowing nose, or coughing into hands;
- Anytime hands are visibly soiled;

When handwashing is not available, use of a hand sanitizer will be recommended.

Hand Sanitizer: At times when hand washing is not available, students and staff may use a hand sanitizer. In order for the sanitizer to be effective, it must contain a minimum of 60% ethanol or 70% isopropyl alcohol. It should be noted that sanitizers are flammable, and students must be monitored and supervised when using these.

Using hand sanitizers should include:
- Signage placed near sanitizer dispensers indicating soiled hands should be washed with soap and water;
- Placement of sanitizer dispensers located near entrances and throughout common areas.

We anticipate 264 hand sanitizer dispensers will be available throughout the District as of September.

Respiratory Hygiene

Students and staff are expected to practice good respiratory hygiene at all times. Islip School District will provide all necessary materials to ensure proper respiratory hygiene, including, but not limited to, the following:

- Tissues
- No-touch trash cans

Visitor and Vendor Practices

Visitors: The Islip School District will not be allowing any outside visitors or volunteers into the buildings or campus. Entrance will be limited to students, staff, and essential personnel. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings. Parents/guardians will report to the front office and remain in the vestibule area to avoid entrance into the building, unless it is for the safety or well-being of their child.

Meetings should continue to be held virtually where applicable, or held outside, if possible.

Training

Islip Schools will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely or in person. Social distancing and face coverings will be required for all participants if training is conducted in person. Training material is designed to be easy to understand and accessible.

Islip Schools will ensure all students are also taught or trained how to follow new COVID-19 protocols safely and correctly, including, but not limited to, hand hygiene, proper wearing of face covering, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spread by staying home when feeling unwell/sick;
- Proper respiratory etiquette, including covering coughs and sneezes;
- Avoiding the use of communal objects. If communal objects must be used, information on proper disinfection procedures between uses will be provided. Examples of communal objects include, but are not limited to, desks, computers, or other devices, and other work tools.
- Employees will be provided with up-to-date education and training on COVID-19, including how to address close contact interactions with students as part of their every day job tasks.

Additional information on risk factors and protective behaviors (e.g. cough etiquette and care of PPE) is available on the CDC website.

Islip Screeners

Screenings: All Islip students, staff, and other employees are to complete a periodic health screening prior to entrance to any school building. Health screenings will be required every other day. This will be done via an app or a district-created form. **Daily temperature checks, however, will be required.** The health screening will include mandated COVID-19 questions, and a temperature question asking if the individual's temperature is at or above 100.4 degrees. Any student, staff member, or visitor who arrives on campus without a completed screening will not be granted entrance until one has been completed. Non-contact thermometers will be maintained at entrances and will be cleaned with an alcohol wipe between uses. At a minimum, screenings will include the following questions:

- Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has had symptoms of COVID-19?
- Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
- Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.4 degrees F in the past 14 days? and/or
- Have you travelled internationally or from a state with widespread community transmission of COVID-19 per the NYS Travel Advisory in the past 14 days?

If a student did not have his/her temperature checked prior to coming to school, then the RN or LPN at the building will check the student immediately upon entering. Parents will receive a reminder message each morning to do a temperature check. An exact reading is not necessary. The question asked will be, "Does your child have a temperature of 100.4 or more degrees?"

Additionally, staff and parents/guardians will be provided resources and training made available through the District and CDC websites to educate them regarding the observation of symptoms, such as:

- Fever of 100.4 degrees F, or chills
- 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
- Diarrhea
- Flushed cheeks
- Frequent use of the bathroom.

Signage

Signage will be posted to instruct staff and students in correct hand washing and respiratory hygiene. Age appropriate/multi-lingual signage promoting hygiene will be displayed in hallways and work areas, and will be consistent throughout the District. Signage will include, but not be limited to, the following:

- Stay home if sick or displaying symptoms;
- Cover nose/mouth with acceptable face covering in accordance with District policy;
- Properly utilize, store, and discard PPE;
- Adhere to social distancing instructions;
- Report symptoms or exposure to COVID-19;
- Follow respiratory hygiene and cough etiquette;
- Proper hand hygiene (soap and water for a minimum of 20 seconds);
- Signage near sanitizer dispensers will advise that visibly soiled hands should be washed traditionally.

Health Office

Islip Schools employs a Registered Nurse (RN) in each building and additional Licensed Practical Nurses (LPNs). Our nurses are familiar with OSHA protocols and CDC and NYS-DOH guidelines. Nurses may wear appropriate employer-provided PPE, an N-95 mask, and/or disposable gowns.

Each Islip school building will maintain two (2) rooms for health personnel: one room for healthy students with injuries, medications, or treatments; and another for assessing and caring for ill students and staff. Both rooms, when occupied, will require a supervising adult and should have access to a bathroom, a sink, and hand hygiene supplies.

When possible, medicine(s) will be delivered to students to minimize student travel.

Health Office cleaning must occur after each use of:

- Cots
- Bathrooms
- Health Office equipment

Disposable items should be used whenever possible, including:

- Pillow protectors
- Thermometers
- Otoscope specula

Aerosol Generating Procedures
(requiring N-95 mask-fitted health care worker)

- Aerosol generating procedures include nebulizer treatments and suctioning.
- These procedures potentially put health care personnel and others at an increased risk for pathogen exposure and infection.
- These procedures should be minimized in the school setting to the greatest extent possible.
- Consult with student's health care provider for alternate asthma medication delivery systems.
- Appropriate PPE will be provided to staff who must perform aerosol generating procedures, and a separate, dedicated space with adequate ventilation must be identified to decrease exposure to other students and staff.

Management of Ill Persons

Students with symptoms of illness will be directed to the Health Office (Isolation Room). The school nurse will assess individuals to determine if symptoms can be attributed to chronic conditions such as asthma, allergies, or chronic gastrointestinal conditions which may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. In the event students or staff become ill with symptoms of COVID-19 at school, Islip Schools will follow Education Law §906, which provides [w]henever…a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk or infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff. Once a suspected person leaves the isolation room, Islip Schools will follow the CDC and NYS-DOH recommendations as follows:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

FACILITIES

In order to prevent the spread of COVID-19 infection in the District, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. Specifics on how the District will approach the various areas related to facilities are detailed below.

Ventilation

Islip School District will maintain adequate, code-required ventilation (natural or mechanical as designed and approved by NYSED). All Islip HVAC equipment will be adjusted to maintain the maximum amount of outside air exchange. This includes, but is not limited to, the following:

- Unit-ventilators
- Roof-top HVAC equipment
- Split system HVAC equipment
- Exhaust fans

Additionally, whenever possible classroom windows will be opened. NOTE: Fire-rated doors, doors with automatic closers, and doors from classrooms to a corridor must remain closed to meet the fire code.

Drinking Water Facilities

- All Islip drinking water filters will be non-contact bottle fillers. While drinking fountains are a code required plumbing fixture, existing contact water fountains will be removed or replaced as applicable. A supply of bottled water and/or disposable cups will be maintained at each school building. In addition, Islip completed its 2020 Lead in Water testing prior to the shut down in March 2020 to satisfy NYS-DOH regulation 67-4. The full report from J.C. Broderick, the vendor hired to complete this requirement, may be viewed online.

Cleaning and Disinfection

All Islip custodial staff will continue to meet and exceed the CDC Guidance on Cleaning and Disinfection. All occupied spaces will continue to receive daily cleaning and disinfection with an EPA approved disinfectant; all high touch surfaces will be disinfected daily at a minimum, and more frequently when possible. High touch surfaces include, but are not limited to, the following:

- Tables
- Doorknobs

- Light switches
- Countertops
- Handles
- Desks
- Phones
- Toilets, faucets, and sinks

Each room will have a specified frequency of cleaning and a log, including date, time, and scope of work. All staff will be trained on all existing policies and new COVID-19 procedures, including, but not limited to:

- General cleaning and disinfection practices
- Islip color coding practices
- Right to know
- Hazard communication
- Blood-borne pathogen
- Hazard assessments
- Chemical hygiene
- Lockout tag out
- Spill protection

Students will not share items and keep individual belongings separated. Any shared spaces will be cleaned prior to new use. At no time will students be present when disinfectants are in use and will not participate in any cleaning or disinfection activities.

In support of hand hygiene, all existing and new alcohol-based hand sanitizer dispensers have been installed in accordance with FCNYS 2020 Section 5705.5.

Full cleaning procedures are thoroughly outlined in the cleaning procedures section of the custodial handbook found in Appendix A of this document. District custodial staff also maintain a cleaning and disinfection log.

No Chemicals from Home

Students and teachers will not be allowed to bring in cleaning agents from home. Schools are strongly regulated about the cleaning products and chemicals used for cleaning and sanitizing. The following is a list of disinfectants used against COVID-19.

List N: Disinfectants for use against SARS-CoV-2 (COVID-19)

Following is a list of the approved cleaning/chemicals used by the Islip School District:

1. Cleaning Chemicals:
   - Diversey Glance
   - Diversey Speedball

- Diversey Breakdown
- Diversey Suma
- Diversey Stride
- Envirox H2Orange
- Buckeye Eco E12 Glass Cleaner
- Buckeye Eco E33 Neutral Floor Cleaner
- Buckeye Eco E61 Heavy Duty Cleaner

2. Disinfectant Chemicals:
   - Diversey Virex
   - Diversey Oxivir TB (wipes, RTD, and concentrate)
   - Diversey Oxivir 1 (wipes, RTD, and concentrate)
   - Clorox 360
   - Brulin BruTab
   - Buckeye Eco Neutral Disinfectant E23

3. Floor Finish Chemicals:
   - Diversey Carefree
   - Diversey Vectra

4. Floor Stripping Chemicals:
   - Diversey Bravo
   - Diversey Pro-Strip

You may visit OSHA's website for information on the proper use of chemicals and safety data sheets.

Classroom Configurations

The configuration of existing classrooms or spaces will be altered to maintain socially distancing protocols. All chairs that are upholstered or that have porous services will be removed.

Bathrooms

The minimum number of toilet fixtures that must be available for use in a building is established in the building code and will be maintained accordingly.

Playgrounds

All Islip playgrounds will be available for use by students. Safeguards, such as staggering use to reduce density and increased supervision to limit activities where groups interact, will be implemented. Alcohol-based hand sanitizer will be available, and students will be instructed to sanitize prior to and following the use of the equipment. Playgrounds will be cleaned per the CDC Guidance, including cleaning of high touch surfaces made of metal and plastic, such as grab bars and railings. Students will at no time be present when disinfectants are in use and will not participate in any cleaning or disinfection activities.

Facilities Use

Outside agencies, organizations, and PTA-sponsored events will not be permitted at this time. When appropriate, building usage will resume.

Emergency Response Protocols Safety Drills

Islip Schools will modify safety drills to minimize risk exposure, but maintain compliance with Education Law §807 requiring schools to conduct eight evacuation and four lockdown drills each year. Islip Schools will conduct drills on a staggered schedule where classrooms will practice evacuating separately, rather than all at once and appropriate distance will be maintained. Drills will be performed for each cohort to ensure all students are in attendance for each drill. Lockdown drills will also be performed while maintaining social distancing. All students and staff will be instructed that if an actual emergency occurs requiring lockdown or evacuation, the most imminent concern is to get to safety; maintaining social distancing during an actual emergency may not be possible and should not be a priority.

Emergency Response Protocols include:

Shelter-In-Place: Areas will be identified in each school that will be used for Shelter-In-Place. Shelter-In-Place protocols will be the same, with the following changes:
- o Students and staff will be provided with six (6) feet of space during the Shelter-In-Place drill.
- o Face coverings will be used throughout the drills.
- o Extra face coverings will be on hand during drills in the event a person does not have one.

Hold-In-Place: Hold-In-Place protocols:
- o Hold-In-Place drills will provide six (6) feet of space between students and staff.
- o Face coverings will be used throughout these drills.
- o All students and staff should listen for updates and respond accordingly.

Evacuation: Evacuation protocols will be routinely the same with some minor adjustments:
- o Areas outside of the building will be identified that will allow six (6) feet of separation of students and staff.
- o In an effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times.

Lockout: Lockout protocols will be the same, with the addition of maintaining six (6) feet of space between students and staff in an area.

Lockdown: During a lockdown, there will be a six (6) foot separation recommendation between people. In lockdown, protocols will be mostly the same process as they have been conducted in the past, with additional modifications:
- o Face coverings should be worn during the event at all times.
- o Extra face coverings will be kept on hand in the event that a person does not have one.
- o Anyone without a face covering will be instructed to use their shirt to cover their nose and mouth during the event.

Inspections

Currently, the statue has not been modified to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspection. As such, these deadlines must be met and all Islip school buildings will be subject to Visual Inspections in the 2020 calendar year.

Fire Code Compliance

Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet requirements of the 2020 NYS Uniform Fire Prevention Code, Building Code, and Energy Conservation Code. The District will provide assurances that, should alterations be made, it will submit the proposed changes to the OFP for review and approval as with any other project. *NOTE: OFP must additionally approve both temporary and permanent tents and ensure their compliance with code.*

CHILD NUTRITION

All schools in the Islip School District will follow the National School Lunch and Breakfast Program policies when communicating about school meal services, eligibility, options, and changes in operations. All breakfasts and lunches provided during the public health emergency will be available to students who qualify. All communications will be provided through a variety of communication methods, including the District website, social media, emails, phone blasts, newsletters, and regular mail, and translated into the languages spoken by families.

Islip School District has identified Mr. Andrew Bromm, the District's Food Service Director, as the contact person to receive and respond to communications from families and to school staff. Families will be reminded that they may submit a new application for free and reduced-price meals any time during the school year through Office of Food & Nutrition communications during the summer and periodically throughout the year. Applications are available in each school building, on the Office of Food & Nutrition landing page on the District website, and through email or regular mail as needed. Phone-in and in-person support to complete the application is available from our community liaison, Jasmin Dengeles (jdengeles@islipufsd.org; 631-650-8631).

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

Meals Onsite

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

The District will ensure social distancing between individuals while eating in the school cafeteria. Some of the cafeteria tables have been fit with a plastic polycarbonate divider, resembling Plexiglas. In order to decrease the density in the cafeteria, meals may also be served in alternate areas (e.g. classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

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

All meals will be individually wrapped and adhere to all applicable health and safety guidelines. Students will perform hand hygiene before and after eating. Hand sanitizers are available in or right outside all cafeterias. Hand hygiene will be promoted via signage and reminders from staff. No sharing of food/beverages will be permitted.

Each school in the Islip School District has multiple lunch periods. Tables and chairs will be sanitized between periods.

<u>Meals Offsite/Remote</u>

If students are learning remotely, parents and/or students may pick up meals at a curbside entrance just outside of the Islip High School cafeteria, similar to the summer meal service. Regardless of the school the student attends, all meal pick-ups will be done at the high school.

<u>Training</u>

All non-food service staff will be trained on any meal service-related activities for which they may be responsible. This will include CDC guidelines on food allergies in schools.

TRANSPORTATION

Islip Schools contracts with Suffolk Transportation Services, Inc. for the District's transportation needs. The following plans were developed in coordination and collaboration with Suffolk Transportation.

Cleaning of Buses

Suffolk Transportation has assured the District that all buses used every day will be cleaned/disinfected daily. In addition, contact spots will be wiped down after each morning and after run, depending upon the disinfection/cleaning schedule.

Hand Sanitizer

Due to its combustible composition and potential liability to the carrier, school buses will NOT be equipped with hand sanitizers. In addition, all personnel on the buses (drivers, monitors, and/or personal attendants) will be notified that they must not carry personal bottles of hand sanitizer with them while on board. Hand sanitizer will be provided for all staff in their transportation locations such as the dispatch office, employee lunch/break room, and/or bus garage.

Drivers, Monitors, and Personal Attendants Responsibilities

All personnel assigned to work on buses (drivers, monitors, personal attendants, and mechanics) will be required to wear a face covering and may also wear an optional face shield. In addition, any employee who has physical contact with a child will be required to wear gloves. Suffolk Transportation will provide all of their departments/carriers with Personal Protective Equipment (PPE) such as masks and gloves for drivers, monitors, and attendants in buses.

Transportation staff (drivers, monitors, attendants, mechanics, and cleaners) will be trained and provided periodic refreshers on the proper use of (PPE) and the signs and symptoms of COVID-19. These same staff members will also be trained and provided periodic refreshers on the proper use and protocols of social distancing.

All school bus drivers, monitors, attendants, and mechanics will be required to perform a self-assessment for symptoms of COVID-19 before arriving to work.

Students

All students will be required to wear a mask on the school bus if they are physically able to do so. Any child that does not have a mask will be provided one by the District, and each driver will have a supply of disposable masks they can give a student who may not have one. Students with a disability who are not able to wear a mask will not be forced to do so or denied transportation. The driver or monitor/attendant may then wear extra protective covering in these situations. Students will also receive instruction with periodic reminders on the proper use of PPE and the signs and symptoms of COVID-19. Students will also receive instruction and periodic reminders on the proper use of social distancing.

Socially Distanced Seating

In order to maintain social distancing requirements, students will be seated one child per row on alternate sides of the center aisle the length of each bus. Please see the photos below for examples of this seating arrangement. This will limit capacity on a standard bus to 21 students. The capacity on a small bus will now be nine (instead of 28), and seven students may be seated in a van that would normally hold 12 passengers. Wheelchair vans will now have a capacity of four. Bus routes will be adapted so that all students requiring transportation will have a seat as needed.

Revised Seating – Standard School Bus

Revised Seating – Small School Bus

Revised Seating – Van

Revised Seating – Wheelchair Van

Non-Public, Parochial, and Private School Transportation

Islip Schools will continue to provide pupil transportation to non-public, parochial, or private schools when/if the District is not in session. Special education students will also be provided with transportation if their out of district placement is conducting in-person instruction when Islip Schools is not.

SOCIAL-EMOTIONAL WELL-BEING

Comprehensive Developmental School Counseling Program

The Islip Public Schools comprehensive district-wide and building level comprehensive school counseling program plan, developed under the direction of certified school counselor(s) is completed and satisfies the current needs of the social-emotional well-being platform within the District. The Comprehensive Guidance Plan K-12 is located on the District website.

The following list of mechanisms, services, and committees are established district-wide and have informed the comprehensive developmental school counseling program plan in order to satisfy the mandatory requirement in this area:

- Leader in Me/ 7 Habits of Happy Kids
- Lighthouse Committee
- Parent-Teacher Associations (PTA/SEPTA)
- Community Council
- Shared-Decision Making (SDM) – building level and district-wide
- Culture & Climate Committee
- Instructional Support Teams (IST)
- Islip Drug Education Awareness (IDEA) Task Force Coalition
- Health and Safety Committee
- Family Engagement Support Group
- Academic Intervention Services (AIS)
- Committee on Special Education (CSE)

Mental Health, Behavioral, and Emotional Support Services and Programs

In order to deepen the understanding of mental health, well-being, trauma-responsive, and restorative practices, the District will provide resources and referrals to address mental health, behavioral, and emotional support service and programs. Resources incorporate working collaboratively with staff, students, and families to strengthen partnerships and plan for implementation. The links below provide resources and referrals to address mental health, behavioral, and social-emotional support services and programs.

Resources include:

- Center for Community Inclusion
- IDEA Partnership
- Dual Capacity-Building Framework

The District will also invite medical personnel (District physician, school nurses, and/or community resources) to speak to staff, parents, and students (live and/or virtually) in an age-appropriate manner on the facts and fiction related to COVID-19 and anxiety concerns.

The District will administer multiple surveys throughout the year, in an effort to maintain a continued understanding of the social-emotional needs of the staff.

Professional Development for Staff

The District's counseling/guidance program has reviewed, revised, and developed a Multi-Tiered System of Supports (MTSS). As part of the MTSS framework, SEL, mental health, and well-being supports offered at all levels will reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access. Pupil personnel staff has adopted a screening tool, administered with parental consent and student assent, to assist with identifying the needs of returning students. By incorporating evidence-based practices (EBP) that have come from the field of *Implementation Science*, the District can specifically identify what needs to be done to get professionals to implement what has already been determined to improve outcomes for a given population.

Professional Development opportunities and effective strategies related to social-emotional well-being include the following:

- Partners in Inclusivity, Inc., Randy Young (randy.ptrsinc@gmail.com)
- Center for Community Inclusion, Kathleen Feeley
- Leading By Convening: A Blueprint for Authentic Engagement (Cashman et. al., 2014)
- IDEA Partnership and Communities of Practice (IDEA Partnership, 2014)
- Dual Capacity Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013)
- Culturally Responsive-Sustaining Education Framework (NYSED)
- District Created Directory of Local Resources

Other possible professional development opportunities include training in the recognition and understanding of trauma and the impact it may have on learning (Learning Brain vs. Survival Brain); working with medical and mental health professionals to address questions and concerns, improve understanding on utilizing appropriate equipment within a classroom environment while following proper procedures and protocols, and ease anxiety; and self-care practices.

It is recommended that the building-level and districtwide Shared Decision Making Teams provide input on professional development planning.

Preparation for Return to School

Families need to be prepared for the 'new normal' of school. The Social-Emotional Learning Committee recommended the creation of an overview sheet describing changes students will encounter such as mask wearing, change in the overall appearance of the school, social distancing protocols, etc. for distribution and review prior to the start of school.

Prior to the first day of school for both staff and students, tours of buildings will be provided. These tours will include:

- An informative video posted on the District website as a virtual orientation.
- Socially distant, scheduled time for staff to visit schools/classrooms, so they may become comfortable with their new teaching environments.
- Socially distant, scheduled time for families to visit schools in their new configurations so they see the changes in person.
- Opportunities for students and parents to ask questions.

Videos may also be posted of school leaders and/or staff demonstrating cleaning and sanitizing procedures. School leaders and staff members can also create videos demonstrating healthy hygiene habits such as proper handwashing and proper cough/sneeze etiquette.

Other Committee Suggestions and Recommendations

The Social-Emotional Learning Committee offered a number of suggestions and recommendations to the District as part of the ongoing effort to care for the mental health of the school community. The following have been taken under consideration and will be implemented wherever possible:

- Orientation days for all high school students, which will include a review of school schedules, discipline and attendance procedures, and expectations of behavior in the classroom and common areas.
- Offer family education on specific strategies to use at home to support successful re-entry. This should also include information on how to seek support if they have specific concerns about their child.
- Provide activities to help families feel comfortable sending their children back to school, such as back to school open houses at school or in the community, with the ability to ask questions, meet teachers, and request opportunities to talk with support staff.
- Engage families to get a better understanding of concerns regarding student needs and methods of collaboration to support a successful re-entry plan. This can include a needs assessment survey for students and families to identify points of anxiety and triggers for potential stress.
- Intentionally embed social and emotional learning curriculum into core academic subjects to ensure they can be delivered in scenarios that would require an abbreviated school day, hybrid school day, or a switch to virtual schooling.

- Creation of a daily welcoming of students by staff in a positive manner (e.g. have staff greeting students as they exit the bus or at drop-off locations). Establishing these routines will:
  - Help make students feel welcomed and reassured, despite the potential for temperature checks, mask distribution, and other health requirements as students enter the building.
  - Provide an opportunity to model the proper use of masks.
- Set clear guidelines for consequences for dealing with behavioral infractions related to health and safety concerns, such as mask issues and proper hygiene. These should be restorative in nature, not punitive. Develop strategies to address families, students, and staff members who refuse to wear a mask or social distance.
- Maintain school traditions and activities and create new ones to enable students to connect to their school experience. These may include:
  - IDEA Task Force virtual parent events and student assemblies
  - Student Union events
  - School Spirit Week or days; expand this to an ongoing monthly activity
  - Monthly birthday celebrations for the students and staff within a given team
  - Creation of Peer Buddies at the middle school; National Junior Honor Society members or honor students partnered with new sixth graders, special education, or ELL students to help ease the transition back to school. This could be an in-person or virtual partnership.
- Broadcast soothing background music or sounds during class transition periods (nature sounds, rainwater, etc.)
- Provide stress balls to students (and staff) to assist in reducing stress and anxiety.
- Incorporation of self-care as part of school culture through advisory at the middle school
- Take full advantage of the Seven Habits, Further Lighthouse team to:
  - Assist teachers and staff in developing an ability to engage students in a social emotional manner with the Seven Habits in mind
  - Develop thematic days within the building to encourage a greater comfort level for students and staff to communicate a balance of personal and academic concerns, thoughts, and ideas
  - Continue using Seven Habits lessons and restorative circles to address mindset and behavior standards (e.g. learning strategies, self-management skills, social skills, etc.)
- Post and review health and safety protocols with students to help ensure both physical and psychological safety. These protocols may address social distancing and sanitation and hygiene considerations for settings when students are gathered closely (e.g. lunch, physical education classes, recess, transportation). Clear evidence and understanding of safety measures reinforces psychological safety, which is critical to overall safety.
- Establish a process, such as a questionnaire, to help identify and provide supports to students or staff at higher risk for significant stress or trauma from COVID-19. This should involve conducting psychological triage to determine who needs crisis intervention support through a review of data about students and staff they received during the closure. Data

can include those experiencing death or loss of someone close to them; those with significant disruption to lifestyle, such as food or financial insecurity; those with a history of trauma and chronic stress or other pre-existing mental health problems; and/or those with exposure to abuse or neglect.

- Teachers and staff members should:
  - o Acknowledge the impact of masks on the ability to read emotions and facial expressions, follow speech, participate in speech-related interventions, and generally participate and focus on academics.
  - o Note special consideration for the additional impacts on English Language Learners and students with disabilities.
  - o Recognize that everyone has/had a different experience from COVID-19 and not everyone in each school will be in the same place in recovery. Individual trajectories will vary significantly.
  - o Validate that some students are disappointed, some had fun, some are grieving, some are exhausted from added responsibilities at home, some are scared, etc.
  - o Acknowledge the potential loss experienced by students who cannot participate in various activities that contribute to their development and sense of self (e.g. sports, chorus, band/orchestra, etc.)
  - o Recognize the potential negative impact of an environment that still requires minimized social interactions, face coverings, and lack of shared manipulatives or toys to help de-stress.
- School psychologists, social workers, and behaviorist should:
  - o Work with families to identify those who may need assistance with food, clothing, and other basic needs
  - o Establish regular informal check-ins with students, especially in times of virtual learning. This allows prevention services to continue and establishes a system to determine how to provide effective intervention services as needed.
  - o Facilitate classroom meetings to allow students to collectively process their experience. This may need to occur more than once during the first few weeks of re-entry and may need to be repeated if additional school closures are instituted.
- Instructional Support Teams (ISTs)
  - o Continue to identify students in need socially, emotionally, and academically
  - o Continue to develop strategies in assisting, advocating, and supporting students and families in need
  - o Utilize Microsoft Teams as a communication outlet to maintain consistent dialogue with students, families, and staff remotely and in person

SCHOOL SCHEDULES

A variety of school schedules were considered and discussed before recommending these particular iterations. Health and safety, student needs, social-emotional well-being, child nutrition, parent surveys, staffing, and recommendations from a variety of agencies all impacted this decision.

Every attempt will be made to keep families together on days of attendance.

Students will participate in all special area subjects such as art, music, physical education, and library. However, these special classes may be taking place within the general education classroom or outdoors. We are encouraging teachers at all grade levels to conduct as many classes as possible outside. Luckily, each building sits on a beautifully landscaped campus that greatly enhances the student experience. We are also most fortunate to have two outdoor education experts on staff to assist teachers in structuring their lessons to optimize the environment.

In addition, both the middle school and high school have outdoor courtyard areas that will be used for instruction, weather permitting. Additional seating and special display boards will be installed to facilitate instruction.

Please review the school schedules for all building levels below.

Each building will also be sending home these schedules before the start of school. The schedules that will be sent home will be inclusive of additional information (ie. daily times for each class, teachers assigned to your child's classes, specific daily schedule for the times the students are home in their remote environment, lunch times, etc.)

Elementary Schools

All teachers and students will report to school for live, in-person instruction each day on a five-day week schedule. Arrival and dismissal times will remain the same:

SCHOOL	ARRIVAL	DISMISSAL
Wing	9:45 a.m.	3:45 p.m.
Commack Road	9:10 a.m.	3:15 p.m.
Sherwood	8:40 a.m.	2:50 p.m.

Islip Schools have been closed for in-person instruction for over five months. Parents, teachers, and students have expressed some anxiety about returning to classrooms. Our Scheduling Committee gave a great deal of thought to transitioning back to the classroom. School will begin on Wednesday, September 9th, making the first week of school a three-day week. The weeks of

September 14th and 21st will be four-day weeks, with virtual learning days on Wednesday, September 16th and Wednesday, September 23rd. The following table illustrates the schedule for elementary students:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9/7 Labor Day – District Closed	9/8 Professional Development (Staff only)	9/9 First Day for Students	9/10 Full Day In-Person	9/11 Full Day In-Person
9/14 Full Day In-Person	9/15 Full Day In-Person	**9/16** **Virtual School Day/SEL**	9/15 Full Day In-Person	9/18 Full Day In-Person
9/21 Full Day In-Person	9/22 Full Day In-Person	**9/23** **Virtual School Day/SEL**	9/24 Full Day In-Person	9/25 Full Day In-Person
9/28 Holiday – District Closed	9/29 Full Day In-Person	9/30 Full Day In-Person	10/1 Full Day In-Person	10/2 Full Day In-Person

Beginning on Monday, October 5th, all elementary students will return to school five days each week.

On days marked as virtual or Social-Emotional Learning (SEL) in the table above, teachers will provide students with virtual learning and social emotional activities. Since there is a possibility that schools may have to close again, teachers and students will work using the Teams platform, communicating and submitting assignments virtually. Any issues with accessing programs, software, and other technical problems may be dealt with during that time.

Measurements of each classroom have been completed. Some rooms are larger than others, allowing for different numbers of students to fit comfortably in different classrooms while maintaining the recommendation of six feet for social distancing. On average, 16 students can fit into a classroom. Each class of children will be divided into three teams of about seven students. Two teams will remain with the classroom teacher, and one team will be with a special area or support teacher. The following table provides a sample schedule:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Team 1 and Team 2 Room 101	Team 1 and Team 3 Room 101	Team 2 and Team 3 Room 101	Team 1 and Team 2 Room 101	Team 1 and Team 3 Room 101
Team 3 Room 102	Team 2 Room 102	Team 1 Room 102	Team 3 Room 102	Team 2 Room 102

Each week the schedule will rotate so all students are in each setting for the same amount of time.

Islip Middle School & Islip High School

Islip Middle School and Islip High School will follow a hybrid instructional model with a combination of live, in-person instruction days coupled with distance learning days.

Each grade level (6-12) will be split into two groups, or cohorts; Group A and Group B. On any given school day, only **one** cohort will report to the school building for live, in-person instruction. On days when a cohort is not in the school building, they will participate in distance learning.

During the month of September, each group will attend in-person classes on two consecutive days (except for the first week, which is a three-day week), providing for continuity of instruction. The model also includes three virtual learning days for all cohorts on consecutive Wednesdays (September 16th, 23rd, and 30th) to provide students and staff an opportunity to resolve any potential technology issues, should a return to a full distance learning model become necessary at any point in the school year.

September's schedule for secondary students will be as follows:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9/7 Labor Day – District Closed	9/8 Professional Development (Staff only)	9/9 Cohort A In-Person	9/10 Cohort B In-Person	9/11 Cohort B In-Person
9/14 Cohort A In-Person	9/15 Cohort A In-Person	**9/16** **Asynchronous Virtual School Day/SEL**	9/15 Cohort B In-Person	9/18 Cohort B In-Person
9/21 Cohort A In-Person	9/22 Cohort A In-Person	**9/23** **Asynchronous Virtual School Day/SEL**	9/24 Cohort B In-Person	9/25 Cohort B In-Person
9/28 Holiday – District Closed	9/29 Cohort A In-Person	**9/30** **Asynchronous Virtual School Day/SEL**	10/1 Cohort B In-Person	10/2 Cohort B In-Person

Beginning on October 5th, there will be in-person learning in the buildings five days of the week, with each cohort attending school two consecutive days (AA/BB) on a rotating basis through a four-week cycle. Please see the chart below for a sample:

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Cohort A In-Person	Cohort A In-Person	Cohort B In-Person	Cohort B In-Person	Cohort A In-Person
2	Cohort A In-Person	Cohort B In-Person	Cohort B In-Person	Cohort A In-Person	Cohort A In-Person
3	Cohort B In-Person	Cohort B In-Person	Cohort A In-Person	Cohort A In-Person	Cohort B In-Person
4	Cohort B In-Person	Cohort A In-Person	Cohort A In-Person	Cohort B In-Person	Cohort B In-Person

Both plans allow for social distancing and other health and safety standards given projected 50% student population in attendance daily.

Islip School Aged Child Care (ISACC)

ISACC will be open and operating for before and after school child care. ISACC is licensed for school-aged children. It is not licensed for child care, which would include pre-school children.

Youth Enrichment Services (YES)

YES, the aftercare program for middle school students, will also operate every day. There will be a bus available to all students when the program dismisses at 5:00 p.m. Students will follow their cohort schedule for YES attendance and may only attend on days when their cohort has in-person instruction.

Re-Entry Points

Parents have asked if the District will offer re-entry points for instruction if they choose to begin the year home schooling their child. At the secondary level, these re-entry points will coincide with our five-week progress periods. For elementary students, these will occur on the first Monday of each calendar month.

ATTENDANCE AND CHRONIC ABSENTEEISM

Attendance and Attendance Reporting

All schools in the Islip School District will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of building-level parent letters/newsletters, phone blasts, emails, text messaging, and social media. Teachers will record daily attendance in our student management system, Infinite Campus, based on the required daily scheduled student contact. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, the Islip School District is committed to providing interventions to prevent and address physical and mental health-related chronic absenteeism. We recognize that many factors will influence student attendance and this may be greatly impacted by the instructional models provided: in-person, hybrid, and remote.

Islip Schools will address chronic absenteeism as follows:

1. Nurture a culture of attendance
   - Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction.
   - Explain the importance of attendance to the entire school community.
   - Daily attendance and lateness are tracked in Infinite Campus. By keeping this information in a single secure location, attendance can be used as a measure of engagement.
2. Early Identification and Intervention
   - Each school will regularly monitor attendance data and communicate with parents about issues as they arise.
   - Attendance data will be one factor to help identify students at risk so an intervention can be put in place before isolated absences become chronic absenteeism.
   - Absentee intervention plans are already in place; parent phone calls, home visits, counseling, instructional modifications, etc. are all used.
3. Create a positive school culture and focus on engaging instruction.
   - Evaluate and address students' engagement in learning.
   - Over the past several years, Islip Schools have used the tenets of Stephen Covey's *The Leader in Me* and *The Seven Habits of Highly Effective People* to help students

understand the importance of building their own character and cultivating their own voices. This work has improved student engagement throughout all grade levels.

- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up each building's ideal school culture.

TECHNOLOGY AND CONNECTIVITY

Access to technology is essential for the successful rollout of this plan. The Islip School District has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

Overview

1. The Islip School District recently gathered data and asked teachers and families to identify their level of access to devices and high-speed broadband from their residence. The data we received from the survey sent in June was largely incomplete. Respondents indicated that although they had a device at home, one device was not sufficient for an entire family. The District will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.). In the event students and/or teachers do not have access, the District will take the necessary steps to meet their needs where plausible. Currently, we are exploring two products that would provide students with internet access. Both of these products have filters built into them, a feature required by the Children's Internet Protections Act (CIPA).

2. Islip Schools maintains an inventory of equipment and other assets. This includes a list of students and staff that have District assets in their possession.

3. The District will procure, manage, and/or maintain hardware, software, licensing, learning management systems, etc. to support and improve virtual instruction and student engagement.

4. Professional learning needs for teachers will continue to be identified to support development of skills and pedagogy in a virtual learning environment.

5. Islip Schools has arranged a "Helpdesk" system for parents/students/teachers to report technical issues that might be experienced during remote learning. Hotline phone numbers and emails have been created for each school. These are as follows:

    - Wing Elementary School: 631-650-8487; wingtechsupport@islipufsd.org
    - Commack Road Elementary School: 631-650-8438; crestechsupport@islipufsd.org
    - Sherwood Elementary School: 631-650-8687; sestechsupport@islipufsd.org
    - Islip Middle School: 631-650-8575; imstechsupport@islipufsd.org
    - Islip High School: 631-650-8335; ihstechsupport@islipufsd.org

Islip Schools will provide all students with access to learning materials and resources in multiple formats wherever possible. Further, the District will support teachers through professional

development and coaching on pedagogical methods that enable students to participate through multiple methods, so they may demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Microsoft Teams) and asynchronous technologies (i.e. Flipgrid).

Professional Development

The District is also establishing professional development plans through a three-tiered model:

- Basics of Setting Up a Team in Office 365 (for new teachers)
- Video Functions of Microsoft Teams
- Advance Navigation of Microsoft Teams (including assigning work and collecting assignments easily)

The majority of teachers have basic training, but have expressed interest to learn more advanced navigation of the system.

Access and Training for Families

In the event students do not have sufficient access to devices and/or high-speed internet, the District will provide the students with alternate methods to access materials and instruction. The District will also schedule opportunities to connect with families to educate them on the use of the technologies and accessing the instructional activities. Currently, the District is not a one-to-one district. That is, each student does not have a laptop or other device. We are working to increase our inventory of devices so we can facilitate virtual instructional experiences for all students.

Student Devices

The Islip School District is developing a plan to provide laptops to students who may not have access to a device at home. These plans will continue throughout the 2020-2021 school year. As this plan progresses, the goal will be to get all students in grades 6-12 a laptop.

TEACHING AND LEARNING

Islip School District's goal for teaching and learning is to ensure that every student is healthy, safe, engaged, supported, and challenged. The short and long-term development and success of all children needs to be at the core of our mission. In an effort to provide high-quality teaching and learning, a continuity of learning plan has been developed for the 2020-21 school year. This plan is inclusive of in-person, remote, and hybrid models of instruction. Our plan assures that instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on instruction for academic programming that will include regular and substantive interaction with an appropriately certified teacher regardless of delivery method (i.e., in person, remote, or hybrid). Our teaching and learning plan includes 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 is accessible to all, available in multiple languages, widely disseminated, and includes clear and multiple ways for students and families to contact schools and teachers (e.g. email, online platform, and/or by phone) in an effort to assure learning for all.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at a developmentally appropriate level. The ingenuity and research based knowledge we have as educators will allow us to constantly improve upon our current implementations.

Alignment of Instruction

K-6 Instruction

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Islip will ensure that students receive high quality, rigorous, standards-based instruction that will meet the academic needs of all students. All instruction will be aligned with the New York State Learning Standards.

7-12 Instruction

Per Commissioner's regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State's learning standards. These regulations outline specific time (referred to as a unit of study by NY State) requirements for various subject areas. Under normal circumstances, in a face-to-face, in-person teaching environment, the State requires

that school schedules for students be built in adherence to this time requirement. In the current situation, the State has changed the way time is counted. Instructional experiences will not be defined solely as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face-to-face, via an online platform or by phone. We will ensure that the learning is supported, and students have access to assistance from a teacher when they need it.

Beginning of the Year Curriculum Experiences

We know that the initial learning experiences at the start of the year will look different than in the past. At the very start of the year, all teachers will be focusing on a series of routines and procedures in their curriculum that will teach very specific health and safety understandings. The intention is not only to teach students how to interact in this new environment but also respond to any of their questions or fears about the new routines. In addition, we want all of our students to know just how much we value their thoughts and feelings. With this in mind, the beginning of the year experiences in each class will also provide strategies to students that will help empower them to cope with anxiety or uncertainty. We will also review character education lessons that will provide students with the skills to help them navigate their feelings.

In-Person Instruction

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidelines regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

The in-person teaching and learning experience will continue to be dynamic and inclusive of a wide range of instructional best practices. These best practices will be implemented by our teaching staff who have been trained in our in-person model for their entire career. The in-person teaching experiences will continue to be built upon the same research based teaching delivery methods that are differentiated to meet the needs of the individual learner. In-person instruction is highlighted by a sense of belonging for all students in the classroom, engaged interactive experiences, and small group instruction where appropriate.

Accommodating a six-foot radius around students will necessitate the identification of additional rooms and common-area spaces that can be converted into elementary classrooms. Our schools will minimize the movement of students. This potentially means having students eat lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips, and other large-group activities. Special-area subjects (e.g. art, music, physical education) may be pushed into the

classroom. Whenever possible, students will utilize outdoor spaces for teaching and learning experiences. Each of our schools has ample space for our students to learn in an outdoor setting.

Most of the time, students will be using individual supplies. The only time supplies would be shared would be if they are disinfected in between use.

Remote Learning/Hybrid

Fully remote learning or hybrid learning opportunities for students will include a combination of synchronous and asynchronous instruction, with all teachers providing live or recorded instruction and lessons to students at various intervals. While recording of live lessons is still essential for students unable to attend a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

Learning experiences will include a combination of project-based work and assignments that work better in a digital environment. Students will have a standardized method within classrooms where they can get and share assignments, get feedback, and track their progress. While digital interactions are the focus solely in a complete learning model, a hybrid model of learning would be inclusive of both digital and traditional ways of interacting with content.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers and students to follow when using the platform.

At the elementary level, we will use two days at the start of the school year (September 16th and 23rd) to practice live interactive experiences with students and their teachers. These initial live interactions will allow us to work through any challenges that may come up from students trying to connect.

Report Cards/Grading

Elementary report cards for the first marking period will be posted to the portal on December 2nd, second marking period will be posted on March 19th, and the third marking period will be posted on June 2nd.

Middle School and High School first quarter report cards will be posted to the portal on November 23rd, second quarter will be posted on February 9th, third quarter will be posted on April 23rd, and the fourth quarter will be posted on July 2nd.

All of the report cards will be inclusive of the indicators we would typically have had. Students are responsible for completing assignments in accordance with the requirements of their class and/or grade level. The Islip School District is committed to providing a standards-based framework for grading. In the 2020-21 school year, the District will form a grading committee that

will review all current grading practices and make recommendations based on further research and new understandings of grading principles.

Learning Gaps

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be a common practice. At the start of the year, teachers will identify areas of need and areas where students may need additional support as a result of the school closure form the previous year. Upon identification of these gaps, teachers will provide academic support and plans to focus on areas of need.

Communication

The Islip School District is creating a webpage that is dedicated to all the communication between students, families, and the District. The information will be available in multiple languages and allow parents and students to access information on how they can get any answer to any question. This information will be housed in one area of our website, but we will also participate in regularly scheduled communications. The intent of all our communication methods is to provide clear messages that do not overwhelm the community. Parents will also have a direct point of contact for a digital help desk that will allow the community to get firsthand information regarding technology issues.

SPECIAL EDUCATION

The Islip School District reopening plan provides a framework to ensure all students with disabilities continue to have access to a free appropriate public education (FAPE) available to them. Their program will emphasize special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, family, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the Islip School District provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live, in-person; hybrid; or remote). The Islip School District will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (e.g. Related Services Log). The District will 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.

The Islip School District is committed to providing meaningful school partnerships and family engagement in the parent's preferred language and/or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with parents/guardians and other family members of the student to ensure that they are engaged in their children's education during the reopening process.

The District will also plan and support collaboration between the Committee on Preschool Special Education (CPSE) and Committee 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 progress, and commitment to sharing resources.

In addition, the Islip School District will maintain records to document the implementation of each IEP. This documentation will include, but will not be limited to, narrative records of how the student is adjusting to live, hybrid, and/or remote instruction during the 2020-21 school year; a record of what instruction and services were provided; a record of formative, summative, and standardized assessments and their results, as well as progress monitoring documentation; a record of school-family collaboration; and the provision of compensatory services records.

Students who are not able to wear a face covering due to their disability may not be prevented from boarding a school bus or entering a school building or classroom. Teachers and other school

district personnel will be provided with additional PPE in these situations. Parents/guardians are strongly encouraged to help children become more accustomed to wearing a face covering and experiment with a variety of models to determine which one may be most comfortable.

BILINGUAL EDUCATION AND WORLD LANGUAGES

<u>English Language Learner (ELL) Identification Process</u>

Islip School District will implement the ELL Identification process that has been established districtwide, aligned to CR Part 154-2.3a ELL Identification Process, and based on NYSED's 30, 20, and 10-day enrollment guidelines. The ELL Identification process will be implemented through any of the three reopening models: in-person, hybrid, or remote/distance.

In-Person Model: The In-Person ELL Identification Process will include the following:

- Home Language Questionnaire (HLQ):
    - Administration of the HLQ's in multiple languages
- ELL Parent/Student Interview:
    - Administration of the Parent and Student interview forms
    - Administration of the English and Spanish screener
    - Administration of the English screener for low incident languages
    - Completion of the intellectual assessment, Vineland Adaptive Behavior Scale Third Edition
    - SIFE Screener will be administered based on NYSED's 30, 20 and 10 day enrollment guidelines
- NYSITELL Administration:
    - Administration of the NYSITELL based on NYSED's 30, 20 and 10 day enrollment guidelines
- SIFE Oral Interview & MLS Screener
    - Scheduling of the SIFE Oral Interview and MLS Screener by appointment, after NYSITELL has been administered
- ELL Parent Orientation Video:
- Parents will be stationed on computers where they will view the parent orientation video via NYSED's website
- Language Proficiency Team (LPT):
    - Administration of the Islip UFSD LPT Structure, aligned to NYSED's structure.

Hybrid Model: The hybrid model will include a combination of in-person and remote/distance procedures. The hybrid ELL Identification Process will include the following:

- In-Person Process: same as mentioned above.
- Remote/Distance Process: Islip School District will give parents various options to complete the ELL identification Process, including remoted/distance process, emailed or mailed formats, and phone conferences. The following modifications could be structured for a remote/distance process:

- o Student Support Services Intake: will provide the ELL and World Languages Department electronic copies of the below intake forms to pre-determine potential ELLs during distance enrollment:
  - ▪ HLQ
  - ▪ Registration Form
  - ▪ Preferred Language Form (English and/or Spanish)
  - ▪ Consent to Release Records Form
- o The ENL and World Languages Department will provide parents and students with a variety of options for Parent/Student Interview using multiple communication methods as follows:
  - ▪ Digital two-way accessibility for parent/student interviews
  - ▪ Zoom/Microsoft Teams for the English/Spanish and English/Incident Languages screener administration
  - ▪ Phone interview conferences
  - ▪ Mailing of all intake forms, including Parent Registration Form, HLQ, Parent Preferred Language Form, and Consent Release Form
- o Additionally, translation/interpretation support will be provided in any given option as follows:
  - ▪ Language Line Solutions will be used when necessary for interpretation needs
  - ▪ Xerox Versa Link will be used when necessary for translation needs
- o Home Language Questionnaire (HLQ): The HLQ will be made available in different formats and in multiple languages for completion by parents.
  - ▪ HLQ – fillable
  - ▪ HLQ – PDF / Hard copy
- o ELL Parent/Student Interview: Intake forms for the parent and student interview process will be made available in different formats and in multiple languages as follows:
  - ▪ Parent Interview Fillable Form: The Parent Interview form will be made available in different formats and in multiple languages for parent completion.
    - • English and Spanish Parent Interview Form
  - ▪ Student Interview Fillable Form: The Student Interview form will be completed by qualified personnel in collaboration with the student.
    - • Grades K-1: (English / Spanish)
    - • Grades 2-5: (English / Spanish)
    - • Grades 6-8
    - • Grades 9-12
    - • All of the forms above will be available in various formats including:
      - o Fillable format (multiple languages)
      - o Printable PDF format – via email
      - o Hard copy mailed format

- ▪ Screeners:
  - English / Spanish screeners
  - SIFE Oral Interview and MLS Screener will be used for ELLs at low literacy and math levels and potential SIFE students
- ▪ NYSITELL Administration:
  - Islip will administer the NYSITELL Test based on NYSED's 30, 20, and 10 day enrollment guidelines
  - Islip will schedule in-person NYSITELL Test administration by appointment that follow the health and safety guidelines
- ▪ SIFE Oral Interview and MLS Screener:
  - Islip UFSD will schedule the SIFE Oral Interview and MLS Screener by appointment, after NYSITELL has been administered
- ▪ ELL Parent Orientation Video:
  - A form will be emailed to parents with a link to NYSED's parent orientation video
  - Parents will then complete the form, which will serve as verification of having viewed the NYSED parent orientation video
- ▪ Language Proficiency Team (LPT):
  - Administration of the Islip UFSD LPT Structure, aligned to NYSED's structure online
  - Parents will be given a choice to select an in-person or remote/distance process
  - An in-person process will be done by appointment
  - A remote/distance process will be done following any of the communication methods previously mentioned
  - Face-to-Face appointments will be scheduled following health and safety guidelines.
- Other Parent Options:
  - o Options for Parents with Technology Accessibility:
    - ▪ Parents may fill out all fillable intake forms (i.e. Registration, Parent/Student Interview, HLQ, Preferred Language, and Consent Forms), with qualified personnel (ENL teacher) via a live Zoom/Microsoft Teams parent/student interview session
    - ▪ Parents may sign the fillable intake forms electronically during the Zoom/Microsoft Teams parent/student interview sessions
  - o Options for Parents without Technology Accessibility:
    - ▪ Parents who are unable to access the fillable intake forms will receive help from qualified personnel
    - ▪ Parents who are unable to access the fillable intake forms will receive a hard copy of the forms that will be mailed by the Office of Student Support Services. These parents can complete the hard copies and mail them back to this office.

- Parents who prefer emailed forms will also receive them in this format.
- Parents may also complete the intake forms via a phone conference with the support of qualified personnel.
- Qualified personnel (ENL teacher) may help the parents complete some of the intake hard copy forms, as long as the parents are present during a phone conference session.
- Parents who are unable to electronically complete and sign the fillable intake forms may mail a signed copy, or sign it face-to-face when they are able to do so or when the District reopens

- Options for Qualified Personnel:
  - Qualified personnel may obtain an electronic signature from a parent after having explained the HLQ and having completed the form with the parent via a Zoom/Microsoft Teams/phone conference
  - Qualified personnel who is unable to obtain an electronic signature from a parent may obtain a signature during the school year and during the NYSED's 30, 20, and 10 day enrollment guidelines
  - Qualified personnel may complete the HLQ for the parent as long as the parent is in a live Zoom, Microsoft Teams, or phone conference with the personnel member
  - Qualified personnel may use a signed hard copy of the HLQ (mailed or hand-delivered), or one signed remotely by the parent as a final copy

Distance Learning: In the event that Islip Schools move to a full remote/distance learning model and schools are closed, Islip will follow the remote/distance learning process mentioned above for the ELL Identification Process, in alignment with CR Part 154 regulations and alignment to NYSED's 30, 20, and 10 day enrollment guidelines.

Units of Study for English as a New Language (ENL) and Transitional Bilingual Education (BE) Programs

In-Person Model: The Islip School District will continue to be in compliance with CR Part 154 regulations and implement CR Part 154 Units of Study for ELLs and Former ELLs. CR Part 154 Units of Study will be provided to ELLs based on the 2018-2019 NYSITELL and/or NYSESLAT levels, and they will continue to receive ENL instruction based on a Stand-Alone and Integrated model as prescribed in the units of studies.

Per CR Part 154 regulations, students will receive the following units of study based on their current proficiency level:

Grades K-8:

- **Entering**: Two units of study per week; 360 minutes through Stand-Alone/ Integrated ENL

- **Emerging**: Two units of study per week; 360 minutes through Stand-Alone/ Integrated ENL
- **Transitioning**: One unit of study per week; 180 minutes through Integrated/ Flexibility ENL
- **Expanding**: One unit of study per week; 180 minutes through Integrated ENL
- **Commanding**: 0.5 units of study per week; 90 minutes through Flexibility ENL

Grades 9-12

- **Entering**: Three units of study per week; 540 minutes through Stand-Alone/ Integrated/Flexibility ENL
- **Emerging**: Two units of study per week; 360 minutes through Stand-Alone /Integrated/Flexibility ENL
- **Transitioning**: One unit of study per week; 180 minutes through Integrated /Flexibility ENL
- **Expanding**: One unit of study per week; 180 minutes through Integrated ENL
- **Commanding**: 0.5 units of study per week; 90 minutes through Flexibility ENL

Models

- **ENL Stand-Alone**: ENL Stand-Alone will be provided by a certified ENL teacher who facilitates lessons, assignments, and assessment through scaffolded and targeted supports. Stand-Alone ENL services will be scheduled by prioritizing the health, safety, and social-emotional needs of students.
- **ENL Integrated**: ENL Integrated will be provided by a certified ENL teacher and a common branch or content area teacher through various collaborative teaching models. Both teachers will have equitable facilitation and delivery of instruction. Both will also have equitable responsibility in supporting students academically and linguistically. The ENL Integrated model will be scheduled by prioritizing the health, safety, and social-emotional needs of students. Assignments, tasks, and resources provided will vary based on students' needs, grade levels, language proficiency, and academic levels. Student attendance and participation will be measured through a combination of in-person and remote learning participation.

Former ELLs

As part of CR Part 154 regulations, Former ELLs in Year 2 of support will continue to receive ENL support for a third year. All other Former ELLs in year 1 will move to a second year of support as mandated under the regulations. The Islip School District will continue to implement its approved NYSED Former ELL Plan for all Former ELLs. For further information, please see the following plans:

- Former ELL Plan – Elementary
- Former ELL Plan - Secondary

Hybrid Model: Islip Schools will continue to be in compliance with CR Part 154 regulations and implement CR Part 154 Units of Study for ELLs and Former ELLs through a hybrid model. CR Part 154 Units of Study will be provided to ELLs based on their 2018-2019 NYSITELL and/or NYSESLAT Levels, and they will continue to receive ENL instruction based on a Stand-Alone and Integrated Model as prescribed in the units of studies.

Per CR Part 154 regulations, students will receive the following units of study based on their current proficiency level:

Grades K-8:

- **Entering**: Two units of study per week; 360 minutes through Stand-Alone/ Integrated ENL
- **Emerging**: Two units of study per week; 360 minutes through Stand-Alone/ Integrated ENL
- **Transitioning**: One unit of study per week; 180 minutes through Integrated/ Flexibility ENL
- **Expanding**: One unit of study per week; 180 minutes through Integrated ENL
- **Commanding**: 0.5 unit of study per week; 90 minutes through Flexibility ENL

Grades 9-12

- **Entering**: Three units of study per week; 540 minutes through Stand-Alone/ Integrated/flexibility ENL
- **Emerging**: Two units of study per week; 360 minutes through Stand-Alone/ Integrated/Flexibility ENL
- **Transitioning**: One unit of study per week; 180 minutes through Integrated/ Flexibility ENL
- **Expanding**: One unit of study per week; 180 minutes through Integrated ENL
- **Commanding**: 0.5 unit of study per week; 90 minutes through Flexibility ENL

Models

- **ENL Stand-Alone**: ENL Stand-Alone will be provided by a certified ENL teacher who facilitates lessons, assignments, and assessment through scaffolded and targeted supports. Stand-Alone ENL services will be scheduled by prioritizing the health, safety, and social-emotional needs of students. ENL Stand-Alone will be facilitated via a combination of in-person learning and remote/distance learning processes. ENL Stand-Alone **in-person** sessions will be facilitated in an ENL physical classroom by prioritizing the health, safety, and social-emotional needs of students. ENL Stand-Alone **remote/distance learning** sessions will be facilitated via Remind (K-1) or Microsoft Teams (2-12) online platforms. ENL teachers will create virtual classroom environments with necessary tasks, assignments, and resources for students. Assignments, tasks, and resources provided will vary based on students' needs, grade levels, language proficiency, and academic levels.

Student attendance and participation will be measured through a combination of in-person and remote learning participation.

- **ENL Integrated**: ENL Integrated will be provided by a certified ENL teacher and a common branch or content area teacher through various collaborative teaching models. Both teachers will have equitable facilitation and delivery of instruction. Both will also have equitable responsibility in supporting students academically and linguistically. ENL Integrated will be facilitated via a combination of in-person learning and remote/distance learning processes. ENL Integrated **in-person** sessions will be facilitated in a co-taught physical classroom environment by prioritizing the health, safety, and social-emotional needs of students. ENL Integrated **remote/distance learning** sessions will be facilitated via Remind (K-1) or Microsoft Teams (2-12) online platforms. ENL teachers will create virtual classroom environments with necessary tasks, assignments, and resources for students. Assignments, tasks, and resources provided will vary based on students' needs, grade levels, language proficiency, and academic levels. Student attendance and participation will be measured through a combination of in-person and remote learning participation.

Communications and Language Access

Islip School District has structures in place to ensure that all parents are provided with communication in their preferred languages and in different forms of communication to meet their needs. The different structures and communication formats will also apply to the three district reopening delivery models including in-person, hybrid, and remote/distance learning.

Following are the District structures utilized to communicate with parents in their preferred languages:

- **Intake Process**: During the intake process, parents are provided with a Preferred Language Form, where they may identify the language in which they would like to receive communication.
- **Placement Letters, Entitlement Letters, Continuation Letters, Non-Entitlement Letters**: Letters are distributed to parents at the beginning of the school year to inform them of their child's ELL status and the continuation or completion of ENL services. These compliance letters are provided in the parents' home language.
- **ELL Parent-Teacher Conferences**: All ELL parents are provided with a parent-teacher conference that is separate from the general conferences head at each of the school building levels. They are provided in the parent's home language through a translation and interpretation service facilitated through Language Line Solutions (a paid translation and interpretation service provided by the District). Additionally, bilingual staff serve as interpreters to support parents.
- **Language Line Solutions**: Every faculty member has been granted access for translation and interpretation services through Language Line Solutions, a company that services the

District with translation needs such as parent letters, parent-teacher conference notifications, school forms, official forms, etc. This service benefits parents by providing them with the information and communication they need in their home languages.

- **Xerox Versa Link**: This resource offers professional translation services via multiple access points. Electronic documents may be sent directly via a link that was created when the product was purchased. The electronic file is translated immediately and sent back to the user. If the file is in a hard copy/paper document format, the hard copy may be placed in a Xerox Versa Link printer. Documents are translated immediately and a copy of the translated document can be emailed to the user, as well as printed.

- **Blackboard Connect**: This outreach messaging system is used to send mass notifications via voice and email in multiple languages. It is primarily used for different events, time-sensitive situations, outreach, and other attendance notifications.

- **E-Boards**: This is another form of communication where parents have access to information that provides insight into what is going on in their child's classroom. They also have immediate access to important information about upcoming events, letters, and assignments.

- **Parent Portal**: The Parent Portal platform provides parents with immediate access to their child's grades and comments from teachers. This system also provides parents access to view assignments completed by their children.

- **Parent Resources**: Islip Schools have developed resources to provide parents with information on all of the approved NYSED educational programs, including Bilingual, English as a New Language, and Dual Language programs. These resources are available in multiple languages. Additionally, an ENL program brochure has been created to inform parents about program goals, objectives, service models (Stand-Alone and Integrated), units of study, and language development.

- **Online Platforms**: In addition to those listed above, teachers and administrators have access to a variety of other platforms to communicate with parents and deliver important information in parents' home languages. These platforms serve different modes of communication between teachers-students, student-student, and teachers-parents.
  - Microsoft Teams – ENL teachers create virtual classrooms where students and parents are invited to participate. Different information in multiple languages is posted for students and parents.
  - Remind – Teachers use Remind to post immediate communications regarding academics, important information, and upcoming events.
  - Email – Used by all teachers for ongoing teacher-student and teacher-parent communication in multiple languages.

ENL teachers in particular use these platforms to inform parents of a variety of resources available in the community in the following areas:

- Health and Safety (e.g. COVID testing sites, social distancing, etc.)
- Human Resources (e.g. food distribution, cell phone relief, language access, transportation)
- Social-Emotional and Trauma Informed Support

- o Housing (e.g. housing and eviction moratorium, etc.)
- o Other Programs (e.g. COVID-19 Rent Relief, burial assistance, financial support, etc.)

To view samples of all ELL documents referenced, please visit the Reopening Information page on the Islip School District website.

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

Well-designed and implemented teacher and principal evaluations ("Annual Professional Performance Review," or APPR) are important tools to help support educator growth and development. Providing feedback and support to educators through the evaluation process can assist them as they adjust their practice to distance learning, as well as guide focus areas for future growth when students and teachers engaged in learning in their physical classrooms.

Pursuant to Education Law §3012-d, the Islip School District will fully implement its currently approved APPR plans for the 2020-2021 school year.

CERTIFICATION

Pursuant to Education Law §3001, individuals employed by the Islip School District will hold a valid certificate.

APPENDIX

APPENDIX A –Cleaning Procedures from Custodial Handbook

Classroom Cleaning Procedures

1. Put on Personal Protective Equipment (PPE)
2. Assemble Equipment
   - **Blue Micro Fiber Cloths / Blue Mop**
3. Mix/Dispense cleaning solutions
   - **E12 Glass Cleaner**-Glass
   - **E23 Neutral Quat. Disinfectant**- Disinfect frequent points of touch
   - **E61 Heavy duty Cleaner**- Spot removal, Graffiti
   - **E33 Neutral Floor cleaner**-Mop Bucket
4. Empty trash & recyclables
5. Perform high dusting
6. Clean and disinfect frequently touch surfaces
7. If applicable apply products to sinks and countertops
8. If applicable, fill soap dispensers
9. Clean Chalkboards, or white boards
10. Spot clean surfaces
11. Post wet floor signs
12. Dust mop hard surfaces
13. Damp mop floor, or vacuum floors if carpeted
    - **E33 Neutral Floor**
14. Remove wet floor sign only when floor is dry

Corridor Cleaning (daily)

1. Vacuum Matting in both directions
2. Dust mop or vacuum entryway flooring
3. Post wet floor signs
4. Run auto scrubber/ If not available then use a damp mop
   - **E33 Neutral Floor**
5. Repeat more if heavy soil is present
6. Empty and clean trash cans
7. Remove wet floor sign only when floor is dry

Corridor Cleaning (Weekly)

1. Roll up and remove Matting if possible
2. Sweep under matting

3. Clean washable entryway matting with high-pressure washer, or extraction machine
4. Place wet floor signs
5. Run auto scrubber/ if not available damp mop
6. Perform High speed Burnishing (Hogs Hair Pad)
7. Remove wet floor sign only when floor is dry

Gym Cleaning Procedure

1. Put on personal protective equipment
2. Assemble equipment
   - **Blue Microfiber Cloths / Mop**
3. Mix/dispense cleaning solutions
   - **E23 Neutral Disinfectant**
   - **E12 Glass Cleaner**
   - **E33 Neutral Floor**
4. Empty trash & recyclables
5. Preform high dusting
6. Disinfect all fitness equipment
7. Disinfect all frequently touch surfaces
8. Clean mirrors and windows
9. Post wet floor signs
10. Dust mop hard surfaces
11. Damp mop hard floors with Neutral cleaner – **E33 Neutral Floor**
12. Remove the "wet floor" sign only when floor is dry
13. Disinfect all athletic mats – **E23 Neutral Disinfectant**

Locker Room Cleaning

1. Put on personal protective equipment
2. Assemble equipment
   - **Red Microfiber Cloths / Red Mop**
3. Mix/dispense cleaning solutions
   - **E23 Neutral Disinfectant**
   - **E12 Glass Cleaner**
   - **E33 Neutral Floor cleaner**
   - **Push** (Enzyme Cleaner)/ weekly for drains and floor around urinals
4. Knock, announce yourself, and prop door open
5. Post "wet floor" signs
6. Remove large debris from the area
7. Move portable equipment – benches, bins, etc.
8. Preform high dusting as needed
9. Clean all lockers and benches

10. Clean showers/shower rooms
11. Apply product to INTERIOR of toilets and urinals
12. Apply Product to EXTERIOR of toilets and urinals
13. Apply product to sinks and countertops
14. Fill soap dispensers
15. Empty trash & other receptacles
16. Clean mirrors
17. Wipe sinks and countertops
18. Clean INTERIORS of toilets and urinals
19. Wipe EXTERIORS or toilets and urinals
20. Disinfect frequently touched surfaces
21. Sweep floor
22. Damp mop floor with a disinfectant cleaner
23. Remove the "wet floor" signs only after the floor is dry
24. Return objects to original locations

Cafeteria Cleaning Procedure

1. Put on Personal Protective Equipment
2. Assemble equipment
   - **Green Microfiber Cloths / Green Mop**
   - **Yellow Microfiber Cloths - allergy tables**
3. Mix/dispense cleaning solution
   - **E61 Heavy Duty**- for floor
   - **E23 Neutral Disinfectant**- for table tops
4. Remove large debris from floor and table tops
5. Empty trash& recyclables
6. Preform high dusting
7. Damp wipe surfaces with designated cleaner
8. Fold up tables, or put chairs on top of tables
9. Post wet floor signs
10. Dust mop hard surfaces
11. Damp mop hard floors with all-purpose cleaner
12. If room is carpeted, vacuum thoroughly and perform carpet removal
13. Remove "wet floor" sign only after the floor is dry
14. Return objects to original location

Rest Room cleaning

1. Put on personal protective equipment
2. Assemble equipment
   - **Red Microfiber Cloths / Red Mop**

- Bowl Mop
3. Mix/dispense cleaning solutions
    - **E23 Neutral Disinfectant**
    - **E12 Glass Cleaner**
    - **E61 Heavy Duty**- for spot cleaning and graffiti
    - **Push** (Enzyme cleaner) - for drains and areas around urinals (weekly)
4. Knock to announce yourself, and prop open door
5. Apply product to Interior of toilets and urinals
6. Apply Product to Exterior of toilets and urinals
7. Apply products to sinks and countertops
8. Fill dispensers (Paper towels, soap, toilet paper)
9. Empty trash
10. Clean mirrors
11. Clean and wipe dispensers
12. Wipe sinks
13. Clean interiors of toilets and urinals
14. Wipe exteriors of toilets and urinals. Never use the bowl mop, to reduce cross contamination.
15. Disinfect frequently touched surfaces
16. Spot clean walls
17. Sweep and mop floors
18. Remove wet floor signs and close door.

Office Cleaning (Daily)

1. Assemble equipment
2. Put on appropriate personal protective equipment
3. Remove trash and recyclables
4. High dust and normal dusting
5. Dust using a treated cloth or microfiber cloth
6. Disinfect high touch areas
7. Pick up large debris
8. Use an "m" or "w" vacuum pattern

High Speed Burnishing (Weekly)

1. For optimum appearance, buff using appropriate pad (hogs hair, Natural pad)
2. Put on appropriate Personal Protective Equipment, as stated on the product label
3. Post "wet floor" signs
4. Dust Mop and damp mop/ scrub the floor
5. Mount the appropriate pad on UHS burnisher
6. Make one pass over the work area. If the floor isn't glossy, make a second pass

7. Change pad as necessary
8. Dust mop the entire area after the floor has been burnished
9. Clean equipment and return it to proper location
10. Remove "wet floor" signs

Floor Stripping Procedure

1. Prep area by placing "wet floor" signs, "caution" tape or other blockades
2. Assemble equipment and supplies
   - Mop/Bucket
   - Bravo Floor Stripper
   - Low Speed Floor Machine
   - Black Pads
   - Scrapper
   - Baseboard Stripper
   - Wet Vac
   - Edging tool
3. Remove free standing objects, vacuum and remove walk off mats
4. Dust mop or vacuum the area. Remove all gum and other sticky residue from floor with a putty knife
5. Apply foaming stripper to baseboards, if necessary. Prepare to control liquid flow
6. Apply stripper to floor. Dip "strip" mop into "Strip" bucket. Lift mop, allowing excess to drip into bucket. Apply to floor. Apply sufficient solution, but be sure not to over wet which may lead to solution traveling under doors or onto carpet. Outline a 10x10 area and fill in using an overlapping pattern. Let solution dwell for 10 minutes. Do not allow solution to dry. Re-apply as necessary to keep floor wet.
7. Use edging tool to loosen finish close to baseboards and corners
8. Scrub the floor with a rotary floor machine after the stripping solution has had time to work. Scrub across the work area and repeat steps 5 through 8 as necessary.
9. Check your progress. If any floor finish remains, apply more stripper and increase dwell time. Don't let floor dry.
10. Rinse the floor using the "rinse" mop and bucket. Use a floor squeegee to manage the slurry.
11. Pick up slurry with a wet vac
12. Rise floor again with clean cold water and clean rise mop
13. When the floor dries, rub your hand over it. If there is residue on your hand, you must rinse again
14. Once the floor is dry and free of residue and glossy areas (sign of finish or sealer), it is ready to be recoated

Floor Finishing/Sealing

1. Assemble equipment and supplies
   - Finish Mop/Bucket with can liner
   - Vectra Floor finish
2. Put on appropriate personal protective equipment
3. Post "wet floor" signs and blockades
4. Prepare mop and bucket
5. Place a liner in the bucket and pour enough sealer or finish into the bucket for the area
6. Dip mop head into finish; tamp mop head in the wringer. DO NOT WRING OUT
7. Apply finish or sealer
8. Allow each coat to dry
9. Apply additional finish or sealer coats until desired appearance is achieved. Do not apply more than 4 coats in a 24 hour period
10. Remove and discharge the liner and remove leftover finish. Thoroughly clean the mop head, bucket and wringer
11. Remove "wet floor" signs and other blockades after floor is completely dry

Scrub and Recoating

1. Assemble equipment
2. Put on appropriate personal protective equipment
3. Post "wet floor" signs and blockades
4. Mix/ Dispense General purpose cleaner
5. Apply product to floor with mop and bucket or through auto scrubber
6. Scrub with more aggressive pad
7. Pick up solution with wet vac
8. Rinse floor with cold water
9. Apply desired amount of coats of finish
10. Remove "wet floor" sings and blockades