



Salmon River Central School District

Reopening and Redesign School Operation Plan 2020-2021

Dr. Stanley Harper, Superintendent of Schools



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Introduction



Due to the CoronaVirus Pandemic across the nation all New York State School Districts were closed on March 17,2020, for the health and safety of the public. As September approaches, all School Districts have been mandated by the Governor to develop reopening plans for schools returning in the fall that ensure the health and safety of everyone in our schools. While no one can predict the challenges we will face over the coming months, it is extremely essential that we plan for a safe and orderly return to school.

In order to create the framework for the reopening plan, the District gathered essential stakeholders to serve on the Superintendent Roundtable Steering Committees. The committee gathered community input to shape our reopening plan and help navigate the District through the “new normal” of how we operate in our schools. **As required**, this plan incorporates the guidelines from the ***Centers for Disease Control and Prevention (CDC), NYS Department of Health (DOH) and the NYS Education Dept (NYSED)***. Periodic meetings were held with the **Franklin County Department of Public Health** leaders to advise our planning so that employees, students, and families feel safe upon returning to the school district. This plan is a “living document”, and will be updated periodically as changes are made by the NYSED, NYSDOH, CDC, Federal-Level and our local agencies.

Under the direction of the Governor and NYSED, the Salmon River CSD was required to “...prioritize efforts to return all students to in-person instruction...” (NYSED, 2020). However, NY State realizes that local conditions may not be conducive to providing in-person completely, so the district must provide in-person instruction as fully as possible. As a result, New York State asked districts to provide three instructional models for returning to school in the fall. Each of these models of learning is explained in further detail in the plan.

Development of Plan

Salmon River CSD started this process in May and created a “Superintendent Roundtable for Reopening School in the fall.” The steering committee was divided into multiple subgroups to identify critical areas and attributes for a safe reopening of schools in the fall for the plan. The subcommittees worked collaboratively to discuss, gather, glean-out and share information in order to provide recommendations for the operational structures for this plan.

The Steering Committee was comprised of the following stakeholders:

- School Business Executive
- Building and District Administrators
- Director of Special Education
- School Lunch Manager
- Transportation Supervisor
- Superintendent of Buildings and Grounds
- Director of Technology
- Teacher (Elementary, Secondary, Special Education, Academic Instructional Support, and Instructional Support) representation from each building
- Union leaders from the SRTA and CSEA
- Nurses
- Athletic Coordinator

Additional input from community stakeholders and partners:

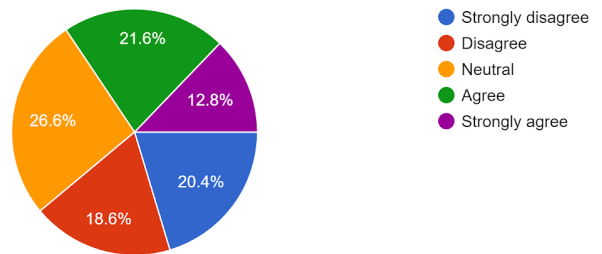
- Salmon River Board of Education
- Input from parents, students and staff via surveys
- Consultation with Franklin County Health Dept.
- Consultation with St. Regis Mohawk Police Chief M. Rourke and First Lieutenant T. Cook

Our District invited parents and families into the conversation in our mission to develop effective instructional models for learning when students return to school. Three separate surveys were given starting on July 6, 2020. Initially surveys were delivered digitally to families and staff through a google form. After receiving only 398 responses to the first survey and 271 responses to the second survey, the District decided to change the survey approach to a more direct method. Phone calls were made to all parents and families to ask the survey questions. Through the various surveys, parents were asked if they felt it was safe to return to school, their top concerns in reopening and which model of instruction they would prefer.

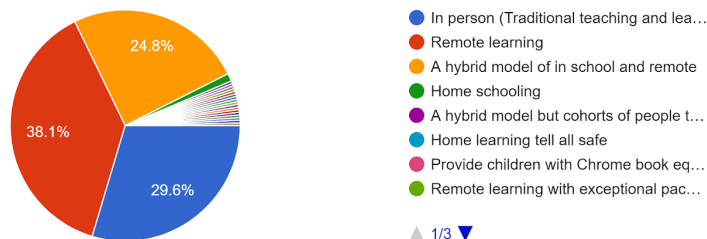


The first survey showed that 34.4% of families who responded felt it was safe to return to school and 39% felt it was not, 26.6% said they were neutral.

I feel it is safe to return to school in the fall.
398 responses



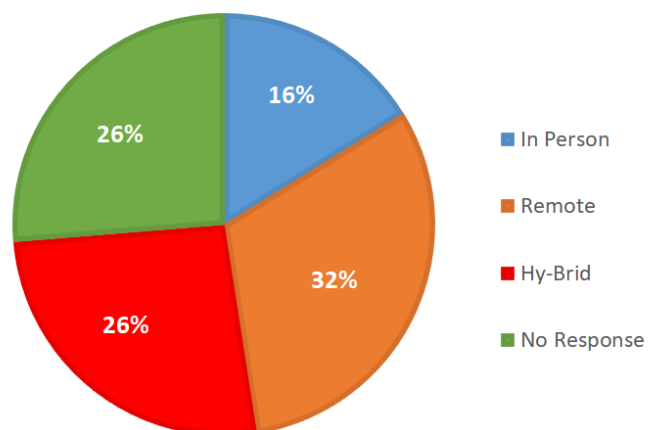
What model would you prefer for returning back to school in the fall:
270 responses



The second survey showed that 38.1% of families wanted remote learning while 29.6% wanted in person instruction and 24.8% wanted a hybrid model.

The third survey reached out directly to 1,359 households in the District. Of the parents surveyed 16% wanted in person instruction, 32% remote and 26% a hybrid model. We were unable to reach 284 households.

PREFERRED MODEL OF INSTRUCTION



Based on all 3 surveys, it was clear that there is not a consensus among families as to which model the District should implement in September. All three options are closely split.

These surveys were an integral part of our District's planning process as we proactively developed safety protocols for each instructional model. The survey was important in understanding the communities attitudes and beliefs about COVID-19 and allowed the District to better align with the communities needs and expectations.

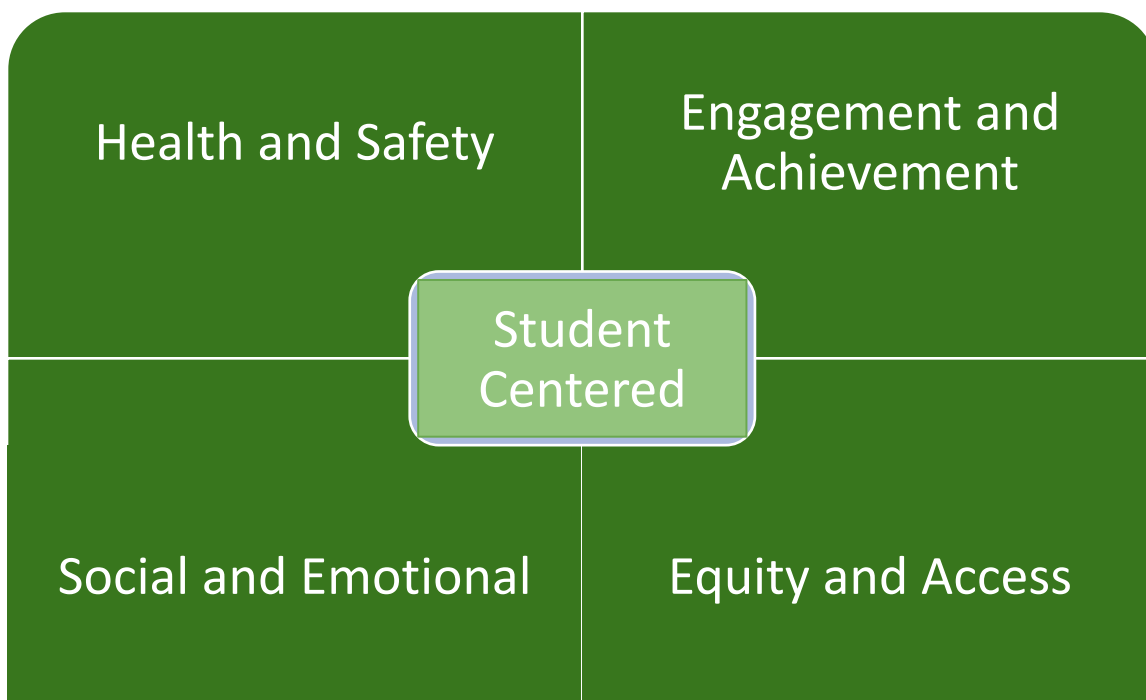
Capacity Assessment

The goal during the re-opening planning process was to maintain the health and safety of the staff and students. The following factors were considered by the District administration to determine the safety of in-person instruction:

- Safe transportation
- Ability to social distance based on square footage of classrooms
- Human resource capacity to provide instruction (labor shortages)
- Availability of PPE

The District, in partnership with the Franklin County Public Health Department, considered local hospital capacity.

Guiding Principles



Health and Safety

To focus on health and safety for all students and staff and follow all NYS guidelines.

Engagement and Achievement

To create student's interest and sustain engagement and participation for learning.

To have accountability in attendance, teaching and learning, grading and assessment.

To develop and implement the best teaching and learning environment that fits for all learners.

Social and Emotional

To provide social and emotional learning for our students.

Provide mental health support and resources for students and staff.

To build real positive social interaction.

Equity and Access

Embrace the diversity for students, staff and families.

Identify resources for access for all learners.

Health and Safety

Re-Opening Plan Committee

A re-opening planning committee was established to involve and engage stakeholders in the process. The process included Administration, faculty, staff, parents, the Franklin County Department of Health, school nurses, Salmon River Teachers' Association, Salmon River Civil Service Employees' Association, Salmon River Board of Education, and students. Various sub committees held virtual meetings to discuss certain aspects of the plan. Parents, students and staff were surveyed for input for the plan.

Health Checks and Screenings - Employees and Substitutes

It will be the responsibility of each employee to pre-screen for symptoms as well as administer a daily temperature check. Screenings will be reported through the use of the website <https://entry.neric.org/salmonrivercsd> where employees will attest that they have completed the pre-screening. Employees will answer screening questions and report if they have a temperature greater than 100.0°F no later than 30 minutes prior to the start of workday. Employees who are not able to pre-screen will report to the main entrance of their building to be screened by a trained District Employee.

If an employee refuses screening, they will not be allowed to enter the building. Employees will be charged their paid time off/sick time for that day.

All district substitutes will report to the main entrance of the building they are working in and submit to the screening process by a trained District Employee prior to reporting to work each day.

Employees do not report to work if:

- They have tested positive for COVID-19 or a presumed diagnosis by their physician or other healthcare provider
- If they have been in contact with a person with an actual positive COVID-19 test or presumed COVID-19 diagnosis by their healthcare provider
- They feel sick, contact their physician or other healthcare provider to discuss their medical condition

Notify their direct and/or department supervisor immediately (follow district protocol).

If employees feel sick while at work:

- If you start to feel sick when at a building, notify the school nurse. Employees leave immediately unless it is a medical emergency that needs to be assessed by the school nurse.
- Employees contact your direct and/or department supervisor
- Contact your physician or other healthcare provider to discuss your medical condition

Health Checks and Screenings - Students

It is the expectation of the parents to check their child's or children's temperature daily and send it in as part of the process to keep all students and staff safe. Students will be required to complete pre-screening for symptoms through the use of the website <https://entry.neric.org/salmonrivercsd>. Parents or students must report to the website if they have a temperature greater than 100.0°F prior to 7:00 AM for Pre-K- grade 5 students and 8:00 AM for grades 6-12 students.

Students who are not able to pre-screen will report to the temperature check tables immediately as they enter the building to be screened by a trained District Employee.

Do Not Come to School if the Student:

- Has tested positive for COVID-19 or a presumed diagnosis by a physician or other healthcare provider
- Has been in contact with a person with an actual positive COVID-19 test or presumed COVID-19 diagnosis by their healthcare provider
- Feels sick, contact their physician or other healthcare provider to discuss your medical condition

Notify the building principal and/or attendance office.

If the student feels sick while at school:

The student will be assessed by a school nurse and if identified as having symptoms of COVID, the student will be isolated in a designated area with supervision until the parents can pick up the student from school and bring their child home or to a health facility.

Health Checks and Screenings - Visitors

Visitors will only be allowed when the purpose of the visit can not be accomplished through other means. All meetings will be held by teleconference or videoconference when possible. All visitors must have an appointment. Visitors will be required to be screened by district staff at each main entrance prior to entering the building. Visitors will be required to wear face masks and apply hand sanitizer. Face masks will be provided if they do not have one. If a visitor refuses screening, they will not be allowed to enter the building.

Health Checks and Screenings - Records

Digital records will be maintained of all pre-screening data by appropriate school personnel. Temperature data will be recorded in a pass/fail format, not numerical. Appropriate school personnel will review the digital records every morning to ensure all students and staff have been screened. Confidentiality will be maintained for all employee/student confidential medical/personnel files.

COVID-19 Safety Officer

Each Building Principal will be the designated COVID-19 safety coordinator responsible for continuous compliance with all aspects of the re-opening plan. The Building Principal will be responsible for reconciling health screenings for all staff, students and visitors entering each building.

Recognize Symptoms

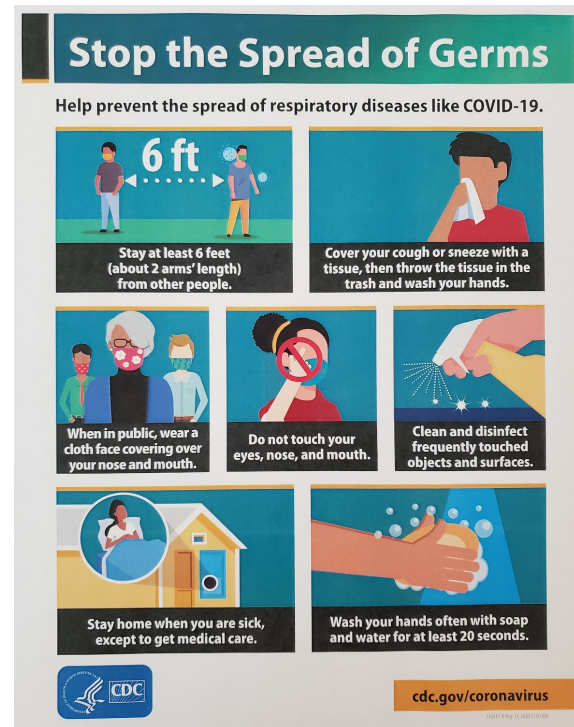
Training, as well as training materials, will be provided to staff and parents to recognize the symptoms of COVID-19 and to stay home when sick. Signage will be posted on entrances that ask the following questions.

1. Since your last day of work, or last visit here, have you had any of these symptoms in the last 14 days? Symptoms of COVID-19 may include but are not limited to (refer to CDC for most recent information):
 - Cough
 - Shortness of breath or difficulty breathing
 - Fever or feeling feverish
 - Chills
 - Fatigue
 - Muscle/body pain
 - Headache
 - Sore throat
 - Congestion or runny nose
 - Nausea
 - Vomiting
 - New loss of taste or smell
2. Have you tested positive for COVID-19 in the past 14 days?
3. Have you had any close contact in the last 14 days with someone with a confirmed or suspected COVID-19 case?
4. Also consider travel, either internationally or outside of the state in the last 14 days? (following NYS guidance)

If the answer to any of these are **YES**, the employee/student/visitor should not be allowed to enter and should be directed to contact their healthcare professional.

The employee/student may return to school if a Healthcare Provider/Public Health confirms the cause of the students' fever or other symptoms is not COVID-19 and provides appropriate documentation for the student to return to school. Refer to guidance provided by NYSDOH and/or local DOH guidance.

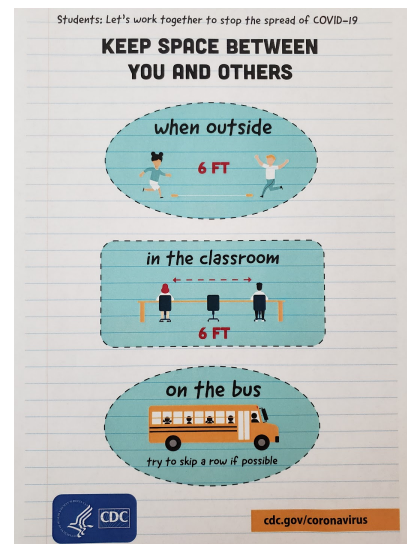
If the answer is **NO**, the employee/visitor entering the building will be recorded in a digital log and provided an appropriate face mask if the person does not have one, and asked to wash hands prior to reporting to their designated work space.



Social Distancing

Buildings and classrooms will be evaluated by Administration to determine the number of students and staff that can meet social distancing requirements in all areas.

Staff and students will maintain proper social distancing of six (6) feet in all directions between individuals and twelve (12) feet in all directions while participating in activities that require projecting the voice, playing a wind instrument or aerobic activities. Social distancing will be enforced in all buildings, on school grounds and on school buses. In areas where social distancing can not be obtained due to the structure of the rooms or high frequency of close person to person contact, then masks and physical barriers such as polycarbonate will be used to separate individuals. These include school buses, front offices and cafeteria serving lines.



Congregating in areas of the building and parking lots are discouraged. Areas of the building that can not provide social distancing or proper physical barrier protections will not be utilized. These include student lockers, student lounges, and small lobby areas. Hallways will provide one way traffic with proper signage.

Areas that may have people stand in line (screenings, bathrooms, serving areas, break/lunch rooms) will have proper 6 foot distancing signage placed on the floors.

Elevators will be used by one individual at a time unless necessary for the safety of the staff or student. In those cases, masks must be worn.

Large group activities will not be held if social distancing is not possible. To the extent possible meetings will be held using virtual technology.

Face Covering/Masks

Face coverings/masks will be required to be worn by all staff and students while on the school bus, building grounds and within the building unless precluded by medical conditions



(documentation required). Appropriate face masks will be provided by the District to staff and students upon entry to the building and school buses if they do not have one available. Face masks will be available at all main entrances for visitors. Face mask supplies will be maintained and ordered by District Administration.

Face covering/mask break(s) will be scheduled throughout the school day with proper social/physical distancing.

Students and staff will be trained in the proper way to wear face coverings, washing hands before putting on and removing their face coverings, routine cleaning, and proper disposal of face coverings.

The District will work with staff and students individually to provide reasonable accommodations to those who are at high risk of contracting COVID-19 or live with a person at high risk.

Hand Hygiene

Signs will be placed throughout the building reminding staff and students about proper hand hygiene. Time will be planned during the school day to allow for hand hygiene. Traditional hand washing with soap and warm water, lathering for a minimum of 20 seconds is preferred. Alcohol-based hand rub dispensers (with at least 60% alcohol) will be installed in areas of the building where hand washing facilities are not adequate. There will be signs posted near hand sanitizing stations to wash hands that are visibly soiled. All staff and students will be trained at the start of the school year and refreshers will be provided on [proper hand hygiene](#).

Respiratory Hygiene

Signs will be placed throughout the building reminding staff and students about proper respiratory hygiene. All staff and students will be trained at the start of the school year and refreshers will be provided on proper respiratory hygiene. Although masks will be worn, staff and students will be encouraged to cover their cough or sneeze, use tissue and dispose of properly and avoid touching their face.

Management of Ill Persons - Isolation Plan

Students exhibiting symptoms with no other explanation for them will be sent to the school health office for an assessment by the school nurse. Based on the assessment by the nurse:

- The student will be placed in an isolation room with a staff member and appropriate PPE providing supervision.
- The student's parents/guardians will be notified immediately of the student's condition as well as the Building Administrator.
- Administrators notify the Superintendent immediately of any suspected cases of COVID-19, who will in turn notify the local health department.
- The student will remain in an isolation room until parents have arrived at the designated door to pick up their child.
- Parents will be given paperwork on the return to school protocol per the local health department and guidance on calling their primary health care physician in regards to testing.
- If a student is having difficulty breathing, becomes unresponsive, has persistent pain or pressure in the chest, new confusion, bluish lips or face or is exhibiting signs of distress, the health office will call 911 immediately letting them know the person may have COVID-19, and alert the parents promptly.
- Isolation rooms will be closed off to other people and will not be used for 24 hours after vacated if possible. Windows will be opened for ventilation and the area will be cleaned and disinfected after the 24 hour waiting period.

Protocol for Confirmed/Suspect Case

Understand that no one with symptoms associated with COVID-19 should be present at school.

The District will follow NYSDOH and Local DOH guidance including:

- Notifying employees and students when they are sent home to contact their physician and the testing site for resources
- Notify the Franklin County Department Of Public Health

When a Person Tests Positive:

The entire building will be evaluated to determine if there needs to be a shut down. All areas will be closed off that were used for prolonged periods of time by the sick person:

- Any suspected areas will have a 24 hour waiting period before the areas will be cleaned and disinfected to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible
- During this waiting period, outside windows and doors will be opened if possible to increase air circulation in these areas
- The notification of a positive case should come from the local Department of Health. The District will follow their recommendations for contact tracing, isolation, quarantine and potential closure if different than the above information

Close Contact with an Infected Person

Employees/Students may have been exposed if they are within approximately 6 feet (2 meters) of a person with COVID-19 for a prolonged period of time (10 minutes):

- Potentially exposed employees/students who have symptoms of COVID-19 should quarantine and follow local health department guidance and [CDC recommended steps](#)
- Potentially exposed employees/students, or a close contact of an infected person who does not have symptoms, should remain at home or in a comparable setting and quarantine for 14 days

All other employees/students should self-monitor for symptoms such as fever, cough, or shortness of breath. If they develop symptoms, they should notify their building administrator and stay home.

Definitions

Quarantine - Quarantine is used to keep someone who might have been *exposed* to COVID-19 away from others. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

Isolation - Isolation is used to separate people infected with the virus (those who are *sick* with COVID-19 and those with no symptoms) from people who are not infected. People who are in isolation should stay home until [it's safe for them to be around others](#). In the home, anyone sick or infected should separate themselves from others by staying in a specific “sick room” or area and using a separate bathroom (if available).

Training

Screeners will be trained with CDC, DOH, and OSHA protocols and wear appropriate employer-provided PPE, including, at a minimum, a face covering.

All employees will be trained in the following:

- Proper hand washing
- Proper cough & sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks
- Operating procedures (various)
 - Entrance into the building
 - Cleaning procedures
 - Sick child pickup
 - Staff who are sick or suspected to be sick
- Proper cleaning techniques
- Hazard Communication – Right-To-Know
 - Proper use of chemicals
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Proper type, use and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties
 - Send fact sheets home with students that provide similar education for parents
- Respirator Protection (N95) (required for identified employees per NYS)
 - Training provided for identified personnel only

Cleaning and Disinfecting Procedures

The District will follow all Center for Disease Control (CDC), New York State Department of Health (NYSDOH), New York State Education Department (NYSED) as well as District developed Standard Operating Procedures for cleaning and disinfecting materials and routines. District [standard operating procedures \(SOPs\)](#) can be found on the district website.

Routine deep cleaning will be done by the trained custodial staff every evening after students have been dismissed as well as throughout the school day in high touch areas. High touch areas include:

- Tables
- Doorknobs
- Light switches
- Countertops
- Handles
- Desks
- Telephones
- Keyboards and tablets
- Toilets and restrooms
- Faucets and sinks
- Nurses offices

To deep clean the rooms we will be using the **Victory Electrostatic Sprayer** that is designed to save time and labor, spray less liquid, and cover more surfaces. Victory Sprayer provides an electrical charge to solutions, allowing them to wrap conductive surfaces with an effective and even coverage. Double-charged particles envelope all conductive surfaces – shadowed, vertical and underneath. The electrostatic sprayer that we are using is found below as well as the safety data sheet and links to some helpful demonstration videos:

<https://victorycomplete.com/product/professional-cordless-electrostatic-sprayer/>
<https://victorycomplete.com/wp-content/uploads/2020/05/Safety-Data-Sheet-VP20A.pdf>
<https://www.youtube.com/watch?v=mGd9ruUJcC0&t=4s>
<https://www.youtube.com/watch?v=TOhXaBHT3Ho>

The cleaning agent we are using is **Bioesque Disinfectant Solution**. It is capable of cleaning, sanitizing, disinfecting and deodorizing in a single step, Bioesque's Botanical Disinfectant Solution is a natural solution for a wide range of cleaning challenges. This product features the patented Thymox technology and a botanically derived active ingredient. With a formula that is free of bleach and other harsh chemicals, Bioesque's Botanical Disinfectant Solution is a great choice for hazard-conscious or environmentally sensitive settings. Powered by Thymox technology, it utilizes Thymol, a cutting-edge antimicrobial agent present as a component of Thyme Oil, to quickly power through grime and destroys the germs that it encounters. This disinfectant:

- Kills 99.99 percent of viruses in one minute.
- Kills 99.99 percent of bacteria in two minutes.
- Kills 99.99 percent of fungi and molds in three minutes.
- Kills Mycobacterium tuberculosis in three minutes.

The Bioesque Disinfectant Solution can be found below as well as the safety data sheet and some helpful demonstration videos:

<https://bioesquesolutions.com/botanical-disinfectant-solution/>
<https://bioesquesolutions.com/sds/BioesqueBotanicalDisinfectantSolutionSDS-20.pdf>
<https://www.youtube.com/watch?v=OQYfWkZyvwE>
<https://www.youtube.com/watch?v=8Iz56B5tShM>

Teachers may assist in wiping areas with wipes between classes in the Middle and High School if they chose. Cleaning supplies and gloves will be available in classrooms for staff who choose to use them. Cleaning supplies will be kept out of reach of children.

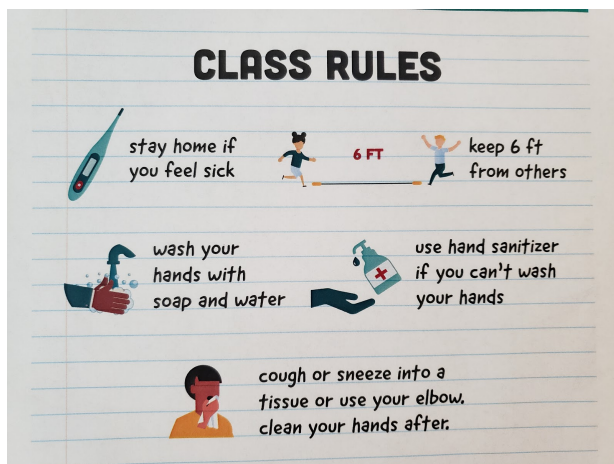
Where possible, interior doors will remain open to reduce spread of the virus from touching the door handles. Fire rated doors and doors with door closers may not be propped open.

Custodial staff will maintain a log of the date, time and scope of cleaning in each building.

Custodial staff will be provided with the proper PPE, such as disposable gloves, face coverings, face shields, gown. Cleaning and disinfection materials will be provided and a stock will be maintained.

Communication

Communication materials will be developed accordingly to train parents, students and staff of all health and safety protocols. Clear and consistent communication will be provided in a variety of platforms to include:



- One Call Now
- Emails
- Online Trainings
- Letters to Homes
- Social Media
- Radio
- Town Hall Meetings via Zoom
- District Website

Additional resources for health and safety during COVID-19 can be found on the District website at <https://www.srk12.org/covid-19/>

Facilities

Promote Social Distancing

To the extent possible, classrooms and buildings will utilize social distancing. Signs will be visible in all areas of the buildings reminding students and staff to socially distance. Staff will be trained to remind students when traveling throughout the building and when in classes to socially distance when possible.

Redesign Spaces



Classrooms and shared spaces will be redesigned to lower the occupancy in each room to allow for social distancing where possible. Clear plastic separators such as polycarbonate will be used in areas where occupancy can not be lowered and in high traffic areas.

Where possible, interior doors will remain open to reduce spread of the virus from touching the door handles. Fire rated doors and doors with door closers may not be propped open.

Where necessary, seats and floors will be marked with 6 feet distancing signs to discourage usage.

To the extent possible in elementary buildings students will remain in cohorts and teachers will travel from classroom to classroom.

Soap, hand sanitizer and tissues will be readily available to staff and students.

Ventilation

The District will increase the fresh air ventilation rate to the extent possible. Where possible, windows will be opened to provide increased ventilation.

Safety Drills

Education Law § 807 requires that schools conduct (8) evacuation and (4) lockdown drills each school year. Drills will be modified to reduce the spread of infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will be taken to minimize the risk of spreading infection while conducting drills.

As such, it may be necessary for Salmon River Central to conduct drills in the 2020-21 school year using protocols that are different than what we are used to. Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining

social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

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

- Salmon River Central will conduct drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. It is required that the drill be conducted with all students in the school building on that school day; it may be necessary to do so during a class period that is extended for this purpose; and
- If our school buildings re-open with a “hybrid” in-person model, students will receive instruction in emergency procedures, and participate in drills while they are in attendance in-person.



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

- Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however, schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drills in the classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

Mandatory Inspections and Testing

The District does not plan to make any alterations to the buildings that will require Office of Facilities Planning review. The District will comply with all 2020 New York State and Uniform Fire Prevention and Building Code. Visual inspections and lead testing will be completed timely.

Nutrition

Access to Meals

All students will be provided access to breakfast and lunch through various means of delivery. In school delivery will be provided in the cafeteria, classrooms and grab and go kiosks based on social distancing availability in each building. Teachers will take orders daily for classrooms that will eat in their rooms and provide to the cafeteria staff by 9am. Teachers that eat in their classrooms with students will be trained on food allergies.

Remote learning students will be provided access to both breakfast and lunch at designated feeding sites from 10am to 12pm each day throughout the communities.



Health and Safety Guidelines

Everyday, staff will be pre-screened for symptoms and temperatures will be taken. Staff will be provided proper PPE such as masks and gloves if they do not have them. Masks and gloves will be worn and staff will adhere to the New York State Department of Health guidelines.

When possible, students will eat in the cafeteria while sitting 6 feet apart. A hand sanitizing station will be placed at the start of the serving line for students and staff to use. The serving line floor will be marked with 6 foot distancing markers. Students will maintain distancing while in line with face masks on. Students will sit in designated seats that are six feet apart and may remove face masks to eat. Once students are done eating and stand up, they must put face masks back on.



Serving lines and cashier stations will be redesigned with plastic barriers. There will be no buffet style serving and condiments will be individually wrapped. To prevent the spread of disease, sharing of food and drinks will be discouraged.

Cafeteria and custodial staff will clean and disinfect high touch areas, such as tables and desks, after each student uses them.

In areas where students can cohort by class, students may eat in their

classrooms. Students will remove their masks to eat while following social distancing measures.

Proper hand-hygiene methods will be followed for students eating in classrooms. Staff will ensure that students wash their hands before and after eating. To prevent the spread of disease, sharing of food and drinks will be discouraged. Classroom garbage will be emptied after each meal during the day.

Hand sanitizer and masks will be provided at food distribution sites in the community for families that receive meals off site.

Individual plans and protocols will be developed for students with allergies based on the method of food delivery and locations.

The Food Service Department will take precautionary measures to ensure meeting the guidelines set forth by School Food Authorities (SFAs), Federal, State and Local Health Departments for health and safety.

Compliance with Child Nutrition

The District will apply for necessary waivers from the NYSED Office of Child Nutrition and follow all compliance requirements. This includes meeting all meal pattern requirements, production records and proper meal counts served outside the cafeteria.

Free and Reduced Lunch Applications

To assist families in applying for benefits, the food service staff will provide applications in multiple formats and locations such as:

- Mailed directly to homes
- Made available at summer feeding sites
- Available on the District website



Families will be reminded that as economic hardships occur they can fill out new applications. The School Lunch Manager will work directly with families to assist them in filling out applications when needed.

Communication

Communication materials will be developed accordingly to provide parents, students and staff with all of the necessary information regarding the child nutrition program. The School Food Service Manager will be the point of contact for communication between families and the District. Communication to families will include:

- School food service operations
- Free and reduced lunch application eligibility
- Access to meal options
- Program-specific information such as:
 - payment methods
 - use of vending machines
 - a la carte sales, and
 - outside food brought in

Clear and consistent communication will be provided in a variety of different platforms to include:

- | | |
|--------------------|-------------------------------|
| ● District Website | ● Social Media |
| ● One Call Now | ● Radio |
| ● Emails | ● Town Hall Meetings via Zoom |
| ● Online Trainings | |
| ● Letters to Homes | |

Transportation

Consistent and Equal Access

All eligible students will be provided with transportation to and from school. To help with scheduling, parents will be surveyed to determine the need for transportation. Students who can legally drive to school will be allowed to do so. Due to the social distancing guidelines, parents are encouraged to pick up and drop off their own children.

Cleaning and Disinfecting

- Buses and other transportation vehicles will be deep cleaned and disinfected each afternoon
- Daily Cleaning
 - All trash removed
 - Floors swept and dust mopped
 - Walls and windows cleaned
- High Touch Surfaces will be cleaned and disinfected after each bus run
 - Bus seats and seat backs
 - Seat belts
 - Door handles, handrails
 - Driver operator area
- Bus Drivers are responsible for daily cleaning and disinfection procedures
- Use only cleaning and disinfecting products that are approved by the EPA. Read all labels and follow instructions. Wear appropriate PPE (disposable gloves or any other required PPE) to clean and disinfect
- Ensure proper ventilation during cleaning. Open windows, roof hatches, and turn fans on during route operation when exterior temperatures are above 45 degrees
- Prohibit eating and drinking on the bus
- Follow up with frequent inspections to be sure cleaning/disinfecting protocols are followed on buses
- Document all cleanings/inspections (via trackable log)

Training

All employees will be trained in the following:

- Proper hand washing
- Proper cough & sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks
- Operating procedures (various)
 - Entrance into the building
 - Cleaning procedures

- Sick child pickup
- Staff who are sick or suspected to be sick
- Proper cleaning techniques
- Hazard Communication – Right-To-Know
 - Proper use of chemicals
 - No chemicals from home
 - Transfer of hand sanitizer in smaller containers
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Proper type, use and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties

Face Masks and PPE

Face coverings/masks will be required while on a school bus or school vehicle unless precluded by medical conditions (documentation required). Appropriate face masks will be provided by the District to students upon entry to the school buses if they do not have one available. Bus drivers and attendants will be required to wear a face mask and an optional face shield. Bus drivers and attendants will be required to wear gloves when direct physical contact with a child cannot be avoided.

Social Distancing

Social distancing will be enforced on school buses and in all school vehicles. To maintain social distancing the District will:

- Limit seating on large buses – generally one per seat
- Allow siblings or those that live in the same household to sit together
- Place floor decals or tape to indicate where students should sit and to mark six-foot distances in aisles

Routing

In order to meet the needs of the various instructional delivery methods, multiple routing scenarios will be analyzed based on different instructional scheduling options;

- Split sessions
- Alternating days
- Hybrid schedules – some students in person learning at school buildings, other students virtual remote learning

Where feasible, the District will utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility.

In order to limit the exposure to students and staff, the District will limit rotation of substitute drivers and aides if possible as well as limit student movement between bus routes. To limit movement, students will not be allowed to ride different buses on different days of the week. When possible, AM and PM routes will be mirrored, so bus riders are the same group each day.

Loading/Unloading & Pickup/Drop-Off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, last student off sits in the back when going home from school
- Dismissal times can be staggered to best suit district needs and to promote social distancing
- Adjustments may need to be made:
 - For unloading and entry, and loading and departure
 - Route timing will be affected by delayed loading/unloading processes
 - When practical buses will not load/unload at the same time to maximize social distancing of students
 - Arrival and departure activities shall be supervised to ensure social distancing

Student Expectations

- All students will wear a face covering/mask when on the bus
- No food or drinks will be allowed on the bus
- Students will remain seated for the duration of the bus trip
- Students will wash their hands with soap and water before and after riding the bus

Communication

Communication materials will be developed accordingly to provide parents, students and staff with all of the necessary information regarding the transportation program. Communication will be provided with emphasis on the following:

- The District has thoroughly disinfected all buses and student transportation vehicles
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- School Transportation Request Form must be completed to receive transportation for each student
- Remind students/parents/guardians that social distancing requirements extend to the bus stop
- Communicate with administration multiple routing scenarios for different instructional scheduling options (split session, alternating days, hybrid option)

Clear and consistent communication will be provided in a variety of platforms to include:

- District Website
- One Call Now
- Emails
- Online Trainings
- Letters to Homes
- Social Media
- Radio
- Town Hall Meetings via Zoom

Continuity of Service

Transporting students to alternative schools, such as BOCES and The Rome School for the Deaf, will follow similar protocols as regular bussing. Drivers will maintain a log of attendees on trips in both directions from the alternative school buildings. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event alternative schools must assist in contact tracing due to exposures either at their school buildings, or during transportation.

All other existing State mandates will be met to provide transportation to students who are homeless, in foster care, have disabilities or attend non-public schools following similar protocols as regular bussing even when school is being operated remotely.

Practice and protocols employed will be consistent with recommendations made by the CSE/CPSE as indicated on the student's IEP or 504 Plan. The transportation staff will collaborate with special education staff to determine best practices for face mask use, social distancing, and other safety considerations and alternate schedules and transport vehicles for medically fragile children will be considered. Increased training for bus aide staff to manage issues that arise on a bus transporting student(s) with special needs will be provided.



School Schedules

MODEL 1



IN PERSON INSTRUCTION

A face-to-face learning experience taking place on campus while following all safety recommendations by the New York State Department of Health, New York State Education Department and Franklin County Public Health.

MODEL 2



HY-BRID

A combination of learning for students in grades 6-12 where students will attend in person on every other day. On the opposite day they will be provided instruction at home remotely.

MODEL 3



AT-HOME REMOTE LEARNING

An online learning experience taking place at home through Google Classroom and other platforms with Salmon River CSD teachers and curriculum.

FOR MORE INFORMATION - WWW.SRK12.ORG/COVID-19

In-Person Instruction

Elementary, High Needs Special Education and Students without Internet Access

At the elementary level, we will offer in-person instruction everyday of the week. Students will be placed in grade cohorts and movement will be limited throughout the day. Transitions will be reduced to arrival, departure, feeding and outdoor activities. Special Area Staff and Support Service Staff will become mobile and provide instruction to the students in their homerooms.

Pre-K and Kindergarten Half-Day Schedule:

Salmon River Elementary

Morning class arrives at 8:10am & depart at 10:45 am

Afternoon class arrives at 11:40am & depart at 2:15 pm

St. Regis Mohawk School

Morning class arrives at 8:10am & depart at 10:40 am

Afternoon class arrives at 11:30am & depart at 2:00 pm

Elementary Grades 1-5 will start at 8:00 am and dismiss at 2:05 pm

DAILY:					
<ul style="list-style-type: none">• Elementary• High Needs Special Education Students• Students without Internet Access, Students Not Successful with Remote Learning• BOCES Classes (CTE, New Visions, P-TEch, Alternative Ed.) - according to BOCES schedule					
Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Grades 1 through 5	Full day	Full day	Full day	Full day	Full day
Pre K and K	Half Day	Half Day	Half Day	Half Day	Half Day
High Needs, Special Ed Programs	Full day	Full day	Full day	Full day	Full day
Students without Internet Access	Full day	Full day	Full day	Full day	Full day

Hybrid of Both In-Person and Remote Instruction

Secondary: Students in Grades 6-12

Students in Grades 6 through 12 will arrive at school for 9:00 AM and will dismiss at 3:10 PM.

Students in grades 6-12 will attend in person classes and remote instruction by alternating each day Monday through Friday. Students with last names “A-L” will be Cohort 1 and students with last names “M-Z” will be Cohort 2.

Secondary: Students in Grades 6-12					
SAMPLE Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Grades 6 through 12	Cohort 1 (A-L) in person	Cohort 1 (A-L) in person	Cohort 1 and 2 remote learning from home	Cohort 2 (M-Z) in person	Cohort 2 (M-Z) in person
	Cohort 2 (M-Z) remote learning at home	Cohort 2 (M-Z) remote learning at home		Cohort 1 (A-L) remote learning at home	Cohort 1 (A-L) remote learning at home
High Needs - Students struggling with remote, Special Ed Programs * Revised	Full day	Full day	Full day, Determined on Individual basis	Full day	Full day
Students without Internet Access * Revised	Full day	Full day	Full day	Full day	Full day

Remote Instruction

Students who do not attend in person classes or the hy-brid model will receive full remote instruction. Parents will need to contact the Building Principal prior to school in September if their child will not attend in person.

If the District goes into a full closure due to COVID-19, all students will receive daily interactive remote instruction with their teachers while at home.

Grade Levels	Monday-Friday	All Remote Teaching/Learning
Pre-K-12	All Students	All Teachers and Students

Closure Considerations

The Superintendent of Schools will consider closure of in-person school sessions based on the following guidelines:

1. Infection Rate (Guidance from Department of Health and NYS Department of Education)
2. Absentee rate for students
3. Absenteeism of essential personnel to meet health and safety requirements

Communication with Advanced Notice

Parents, students and staff will be notified in advance through various communication platforms of any changes to the schedules as they occur. Communication will be in the form of phone calls, postings on Facebook, postings on the school website, One-Call automated phone call messaging, notes home and emails. The technology platforms utilized in the district will also provide a platform for communication. These communications will be in languages other than English, as needed.



Before/After School Activities

Before school co-curricular activities will not be scheduled until further notice in order to ensure classroom spaces maintain cleanliness prior to the arrival of student mass. Due to limited transportation, after school activities will be cancelled until further notice.

Buildings are closed to non-custodial staff from 6 PM to 5 AM for disinfecting/cleaning to occur without disruption.

Field Trips/Assemblies/Open Houses

- Student assemblies are cancelled through November 1. Decisions will be based upon guidance from the state level departments.
- Field trips are to be limited to free virtual opportunities.
- School trips (co-curricular and clubs) are cancelled through at least January 1. Decisions will be based upon guidance from the state level departments.
- Wherever possible, in-school events will be changed to a virtual format.

Club Activities

In-person activities are cancelled until further notice. Students are encouraged to stay engaged in club activities using remote resources.

Athletics

NYSDOH and NYSPHSAA will provide member schools with a list of sports to be played at an appropriate time during the 2020-2021 school year taking into consideration a sport risk assessment, social distancing protocols as well as CDC and NYSDOH guidance. Currently NYSPHSAA has delayed the start of the 2020-21 fall season to September 21, as well as cancelling the fall championships. The District intends to follow the recommendations from the NYSPHSAA and NYSDOH.



Teaching and Learning

The District is committed to providing the best possible instruction and learning experience to our students regardless of the circumstances. Our instruction, whether remote or in-person, will be based on New York State Learning Standards and will focus on high academic expectations to enhance student performance, while strong consideration has been given to the interventions that must also be provided considering the loss of instruction due to COVID-19 from the last school year. Administrators will work with teachers to review available data to assess and address learning gaps that have resulted from the disruption in educational services.

Equitable Instruction to All Students

As required by NY State and ESSA (Every Student Succeeds Act), the District will ensure that every child has equitable access to the highest quality educational opportunities, services, and supports in schools that provide effective instruction aligned to the state's standards. In addition, one of our priorities is to ensure we provide a welcoming and positive learning environment with appropriately certified teachers in all required models for the 20-21 school year. Instructional practices developed and utilized in each modality will be inclusive, culturally responsive, and will consider the needs of all students.

Continuity of Learning Regardless of Model

Regardless of the model, all students will receive high quality instruction and opportunities for interactive communication between teachers and students daily in all buildings. There is a constant collaboration between teachers and support staff to ensure that meaningful contact is made with students daily. When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, students who did not engage in remote learning during the spring of 2020, and students who lack adequate access to quality internet service.



Standards-Based Instruction

In all three of the teaching and learning models, instructional lessons will be aligned to New York State Standards. In the case where all students must be instructed remotely due to a closure, the typical content in a given grade level or course may need to be adjusted, content

will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Daily Interactions Between Students and Teachers

Each of the three plans include routine scheduled times for students to interact and seek feedback and support from their teachers and/or support staff, depending on need.

Clear Communication About Instructional Plans-Technology

Communication about instructional plans from each building will be in the form of phone calls, postings on Facebook, postings on the school website, One-Call automated phone call messaging, notes home and emails. The technology platforms utilized in the district will also provide a platform for communication. These communications will be in languages other than English, as needed.

Families may contact the building principles and teachers with specific questions about their instruction:

Salmon River Elementary - Mr. Barkley (518) 358-6670

St. Regis Mohawk School - Mrs. Benedict (518) 358-2763

Salmon River Middle School - Mrs. Russell (518) 358-6650

Salmon River High School - Mrs. Van Dunk (518) 358-6620

For technology issues with devices or platforms, please see our website for information on how to complete a technology help ticket.

Expectations - Staff

Prior to the start of school teachers will meet in collaborative teams to review available information and data to assess the learning needs of our students. They will identify gaps in instruction due to the COVID-19 closure and modify curriculum where appropriate. The information and data includes but is not limited to longitudinal data, universal screening, early reading assessments, district benchmarks tests from fall and winter, student attendance patterns, behavioral data, course grades, etc. Teachers will meet with colleagues from the prior grade or in vertical teams to learn about their incoming class of students.

- Teachers will begin in September to provide every student with access to grade-level instruction and high quality standards-aligned instructional materials in every subject.



- Teachers will begin in September to assess every student for their understanding of prerequisite skills and grade-level proficiencies using formative assessments, and diagnostics.
- Teachers will adapt the curriculum scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support using the New York State Next Generation Learning Standards (NGLS).
- Teachers will collaborate with their team to ensure daily instructional time and workload per different grade bands are monitored to ensure consistency for students.
- AIS teachers will provide intervention support to identified students to support skill acquisition (K-8 will utilize I-Ready for intervention)
- Teachers will track and record student completion and mastery through an electronic system (Schooltool, Google Classroom).
- Teachers will maintain positive interactions with students during lessons to promote a safe learning environment that meets students' social and emotional needs.
- Teachers will maintain an open electronic chat function with students throughout the day (text, email, google hangout).
- Teachers check in one-on-one with a group of students or students who were not able to join the class through various electronic ways to review their homework, talk through questions, prepare them for the next set of assignments and ensure they are still progressing.
- Teachers will use best practices for blended or remote learning.
- Teachers will be expected to provide meaningful feedback to students on submitted assignments

Expectations - Students

- Students will be ready for class and actively participate in all classes, whether in-person or remote
- Students are expected to dress appropriately for all classes, including remote classes
- Students will exhibit good manners/behavior during all types of classes
- Students will submit homework/classwork to teachers through a variety of online programs (texting pictures of completed work, Google Classroom, etc.)
- Students will reach out and communicate with teachers via email, Google Classroom, Zoom, phone call, etc. for support with class work



- Students learning remotely should be at a desk or table or another similar location that is conducive to learning

Expectations - Parents and Guardians

- Parents will partner with the schools and communicate with principals and teachers to support their child's learning.
- Parents will ensure that students are ready and actively participating in their learning when they are doing remote or hybrid activities
- Parents will ensure that students attend regularly for in-person instruction and notify the attendance office when their child is absent
- Parents will keep their children home on days that the child is sick, has a fever, or is showing signs of sickness

Social-Emotional Well-Being

Across the United States, one area that continues to grow in need is for greater social and emotional learning (SEL) as it is strongly suggested in various world-wide educational literatures to be one of the keys to academic success for students.

At Salmon River CSD, we feel it is essential to have a caring and competent teacher in every classroom who understands the importance of social and emotional learning within their classrooms to help identify needs and provide resources/supports for our students. We further believe that SEL must be part of the instructional fabric that our students receive. The social-emotional well-being is critical for all students, staff and families as we all deal with the COVID-19 pandemic that has caused trauma and stress in families and staff members. Therefore, we place a high importance on social and emotional wellness for our staff and students by building a positive, safe and healthy supporting learning environment to learn and work in.

Advisory Council

Salmon River CSD has created a District-Wide Mental Health committee composed of representatives from each school building and community health partners (St. Regis Mental Health Services) that meet once each quarter during the school year. The purpose of this committee is to identify, discuss and provide recommendations to enhance social and emotional learning, train staff, and make recommendations to better our process for referrals and actions for support.

Comprehensive School Counseling Plan

District school counselors will be responsible for updating the district-wide and building-level comprehensive developmental school counseling/guidance plans to include all considerations for the unprecedented challenges of responding to a global pandemic, an economic



recession, and civic unrest in response to structural racism.

Referral Process

Students known to be vulnerable, as well as those not previously on district and school radars, may return to instruction anxious, fearful, withdrawn, grieving, and/or unprepared to self manage new or exacerbated negative behaviors. Universal interventions are effective for most students, but some students will need more targeted and intensive support through levels known as tier 2 and tier 3 intervention. The SRCSD is utilizing a multi-tiered system of support where staff and parents may refer students suspected of increased vulnerability due to academic, social-emotional and mental health challenges for counseling with school counselors, psychologists, and licensed mental health counselors on site, provided by St. Regis Mohawk Mental Health Division.

Professional Development

SRCSD has taken a trauma-informed approach so that all students and staff feel safe, welcome and supported. Our approach over the last few years has been to promote a sense of health and well-being by providing a variety of professional development (PD) opportunities to our entire staff so that they will better understand the impact of trauma on learning and how it can affect them in their own lives. We began by building an understanding of trauma and its neurological effects on student learning by introducing the ACE (Adverse Childhood Experiences) study, and continued to provide professional learning sessions to inform staff about topics and strategies such as anxiety, stress and the teenage brain, growth mindset, effects of poverty, building peer to peer relationships, exercising calmness and validating a student's emotions in dealing with situations, and mindfulness. We have offered PD for staff to practice mindfulness and breathing techniques as well as yoga to improve their own self-health. We purchased an SEL Curriculum that was accompanied by PD. We learned that this curriculum and its behavioral practices must be taught with fidelity and reinforced by all who work with our students.

We will continue to promote PD that provides effective strategies for teachers to use in their classrooms and emphasize the importance of building strong, nurturing and stable relationships. This will include some consultants, but largely will be embedded PD provided through webinars and our own psychologists. We believe the key to student learning is for adults to create safe and welcoming learning environments, make meaningful connections with students, and to incorporate strategies that provide choice, promote self regulation and help students to make good decisions and build resiliency. For the 2020-21 school year, we will continue to explore and implement restorative practices for behavioral issues and discipline.

The district has offered SEL informational and training sessions for parents in previous years. We will explore creative ways to continue this practice safely so that we may support our parents in this unprecedented time of teaching and learning in the home due to COVID restrictions.

[Trauma Informed Teaching/Parenting Resource](#)

[Trauma Sensitive Strategies](#)

[Positive Effects of Trauma Sensitive Approaches](#)

Adult Social and Emotional Learning and Well-Being

At Salmon River CSD, we recognize that our faculty and staff need support too. The faculty and staff may have various emotions about returning to school where they will be in one of the three models potentially at any time. Therefore, we provide for our entire staff a program called "Employee Assistance Program," so they can reach out for support when they are feeling anxious, stressed, depressed, and in need of other supports because their mental status has been impacted by other family, financial, personal or environmental concerns. The employee assistance program can be found at <https://www.theeap.com/employee-benefits-overview>.

Attendance and Chronic Absenteeism

Student daily attendance in school is a requirement set forth by the New York State Education Department. There is a plethora of educational literature that highly suggests and supports that student attendance is critical to student academic achievement. If students are not in school, they are not learning at the rate they should be. Therefore, there is a strong relationship between students attending school daily and their academic success.

The Salmon River Central School District has been identified as a Target District under ESSA (Every Students Succeed Act) as a result of receiving a 1 out of 4 under the ESSA indicator for Chronic Absenteeism. This means that we are obligated to address how we will improve student attendance in our School Improvement Plan, regardless of COVID-19 challenges. We have reviewed our data, determined root causes, and have created an action plan to utilize our multi-tiered system of support to connect with students and parents to provide support and intervention that is appropriate to the needs of the family and students.

Collecting and Reporting Daily Engagement and Attendance

Regular attendance and engagement are critical components for the academic success of students. At Salmon River CSD, we utilize SchoolTool to document and monitor daily student attendance. This student information system provides the district with attendance data that is analyzed to identify and reach students who have accumulated numerous absences or tardies before they fall too far behind.

As a result of COVID-19, daily student attendance during this school year may include meeting virtually during instructional time, depending on which model is chosen. Whether in-person or virtual, student attendance and engagement are crucial to student success. Daily attendance will continue to be collected and reported through SchoolTool to maintain an adequate attendance recordkeeping system of absences, tardies, and early departures.

Daily Contact with Students for In-Person, Remote, or Hybrid Models

The faculty and staff at Salmon River CSD will utilize technology to make daily contact with students in remote or hybrid models. The district will provide Professional Development for staff to effectively use Zoom and Google Classroom platforms to promote consistent two-way communication between teachers and students. During instructional time, teachers will meet virtually through Zoom with students to teach lessons, check for understanding, provide feedback, and facilitate group activities. Teachers will utilize Google Classroom as a platform to post assignments and to provide links to students for them to easily access their classwork.

Policies and Procedures

Chronic absenteeism is defined as missing at least ten percent of enrolled school days. When students miss extensive amounts of instructional time, academic achievement tends to decline. Therefore, Salmon River CSD has established clear policies and procedures that focus on the importance of daily student attendance and the consequences of a loss of instructional time.

The Salmon River Policy Manual outlines the Comprehensive Student Attendance Policy, which delineates how excused and unexcused absences are determined, how often and in what manner attendance is to be taken, and administrators will take a tiered approach to deal with challenging behaviors regarding attendance. The attendance policy is included in student handbooks and is reviewed with students at the beginning of the year. Parents also receive a summary of the policy and are asked to sign and return a statement indicating that they have read and understand the policy at the beginning of each school year.

Addressing Absences before Students Fall Behind

Salmon River CSD requires each school building to hold monthly attendance committee meetings. The Principal, Home/School Coordinator, Attendance Clerk, Nurse, Ombudsman, and teachers in each building review attendance data and identify students at risk for chronic absenteeism. There is a system in place to document the cumulative number of absences and tardies, notes regarding communication with students and parents about attendance, and follow-up actions that are carried out after the meetings. The District will continue to utilize these Attendance Committee meetings throughout the school year to monitor at-risk students and to take actions to address the root causes of the absences before they fall behind. These are the actions the District is taking:

- The Superintendent leads a district-wide attendance committee that meets quarterly throughout the school year to identify data trends and patterns with chronic absenteeism and to identify solutions and make recommendations to enhance our student daily attendance. In addition, the committee makes recommendations to improve our processes and protocols to improve our student daily attendance.
- The District implements a three-tiered system to identify, prevent, and support students who present consistent chronic absenteeism.
- Operation Summer Attendance: This is the opportunity for the school district to connect and communicate with the family to provide resources to increase their daily school attendance. The main goal is to build positive relationships between families, school partners, and the school.



Outreach during Remote Learning

The Salmon River CSD plans to use a variety of creative methods to reach students and their families to ensure regular attendance and engagement. Methods that will be used to reach out to students to provide support include:

- Notification letters and phone calls about absences and tardies
- Phone calls to families to identify needs and to offer support
- Text Messages
- Meetings with families
- Home visits
- Assigning students an adult in the building to do a daily check and connect

Technology and Connectivity

Access

To determine the level of access all students and teachers have in their homes, the District completed several digital and telephone surveys to all families and staff members. In order to address the student and staff needs for devices, the District will provide a suitable device to all students and staff that need one to participate in learning through blended models. The District has worked since March with surrounding communities to provide additional high-speed internet WIFI access points, and provided WIFI access from the parking lots of the District buildings.

For students without access to high-speed internet or community WIFI spots, the District will provide multiple ways for students to participate in learning and to demonstrate mastery of the learning standards through flexibility and alternative learning activities. For example, teachers may find other learning activities that don't require a printer for those students without access at home or provide flash drives of assignments and materials for those without internet options.

The District will ensure that student data privacy as it relates to Education Law 2-d and Part 121 of the Commissioner's Regulations will be maintained.

District Platforms & Resources That Are Used at All Levels

Use/Function	Tool	Grade Level
Video Conferencing	Zoom Webex Google Meet	Prek-12, District Level District Level PreK-12
Lesson Content Development	Next Generation Learning Standards	Prek-12
Content Distribution	YouTube.com Google Classroom NearPod	Prek-12 Prek-12 6-12
Instructional Collaboration	Zoom Breakout rooms Padlet	Prek-12 6-12
Secure Assessments	iReady Diagnostic Running Record - Zoom Writing Pre-Assessments Brigance Assessments Google Forms Quizlet Problem-Attic	K-8 K-6 - At Risk for 7-8 K-8 Pre-k 6-12 6-12 6-12

Professional Development

During the summer and school year many professional development opportunities will be provided to staff on designing effective remote/blended learning opportunities for students. They will consist of platform usage, effective technology usage for instruction (Blended Learning), effective ways to prepare for stronger teaching and learning via technology use, and online security best practices. IT support will be flexible to provide support to students, families and staff when needed.



To assist families with the training and mastery of technology, the District will streamline the number of different tools and platforms students will be expected to utilize. To help with training the District will utilize NERIC services and staff members who have mastered the programs to train other staff as well as families. The District will look to create a video library on tech tutorials for students, teachers and families to access.

Communication



The District will provide advanced notification to distribute technology devices as well as when training will be provided to parents and staff. There will be ongoing communication and feedback between the administration, staff and students regarding the use of technology and software platforms. For technology issues with devices or platforms, please see our website for information on how to complete a technology help ticket.

Special Education

Free Appropriate Public Education (FAPE)

The SRCSD will ensure the following “Procedural” obligations are maintained:

- Providing all required prior written notices to parents
- Adhering to all state-mandated timelines
- Involving student’s parents in the education decision making process
- Conducting complete and individual evaluations to determine eligibility or continued eligibility
- Ensuring that all necessary and required team members attend CSE meetings
- Including all appropriate content in the IEP utilizing a SED prescribed form and guidance
- Ensuring the IEP is implemented as written

The SRCSD will ensure the following “Substantive” obligations are maintained:

- Assess the student’s academic and functional needs
- Develop annual goals that are complete and measurable
- Provide related services, supplemental supports and program modifications as needed
- Monitor progress and make instructional changes as needed

In September of 2020, all special education students will be assessed for their present levels of performance and regression of skills which includes progress toward current IEP goals. Teachers and therapists will assess students using the current measures approved by the District or the CSE/CPSE.

The District will identify any student that did not receive special education services during the school closure and determine the reason. We will document these outcomes.

Utilize District protocols to determine if additional services are required or compensatory services are needed.

Analyze the District’s special education management system (Cleartrack) to determine compliance issues and then plan work accordingly. Prioritize the special education evaluation process and continue with holding the scheduled CSE meetings.

Meaningful Parental Engagement

- Whether special education programs and services are provided in-person, remotely, or through a hybrid model, the SRCSD will effectively communicate with all parents of students with disabilities
- Working collaboratively with parents to ensure they understand the District’s efforts to provide services to students consistent with IEP recommendations and monitor student progress
- Communicate with parents in their preferred language or mode of communication and document outreach efforts
- Continue to provide parents with procedural safeguard notices

- Continue to provide parents timely prior written notices before a change in identification, evaluation, placement, or provision of FAPE to the student. Prior notices can be delivered via email at the discretion of the parents
- Based on current circumstances, if revisions or changes need to be made to meet the needs of students during a COVID-19 closing, the District will conduct a CSE/CPSE meeting or agree to amend the IEP without a meeting with prior written approval by the parent
- The SRCSD will offer all parents an opportunity to participate in their child's CSE/CPSE meeting via a Zoom platform. Although the District will be limiting outside visitors, parents of students with disabilities will be allowed to attend their child's meeting in person with prior notification to the District and by following all social distancing protocols set forth by the school
- The District will maintain an open and transparent line of communication with all parents in regard to the progress monitoring of their child's academic performance data. Reports to parents will be made via telephone or other electronic means if progress reporting procedures outlined in the IEP cannot be met with reasonable efforts

Collaboration

The SRCSD will meet the diverse educational needs of students with disabilities by considering the full continuum of services provided in a variety of settings. As mentioned above, all elements of FAPE will be adhered to as the CSE/CPSE collaborates with representatives from our local BOCES, Rome School for the Deaf, private placements, alternative placements, residential facilities and all preschool program providers. Our district will remain informed regarding the planned activities and the nature and delivery of instruction and related services. We will identify shared resources, materials, and technology that may be available to students as appropriate.



For those special education programs and related services delivered contractually, the district will require documentation of all activities and progress as it relates to learning and present levels of performance across all domains. This documentation will assist the CSE/CPSE in making determinations as to whether IEP changes or compensatory services are needed, under applicable standards and requirements. Successful and continued partnerships between program providers and the SRCSD will reflect the coordinated effort necessary to best respond to the individual student needs.

Access to Necessary Instructional and Technological Supports

Whether students receive in-person, remote and/or a hybrid model, students with disabilities will have access to the necessary accommodations, modifications, supplementary aids and services, and technology to meet the unique disability related needs to allow them to fully participate in their educational program.

Students with disabilities will have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. If providing in-person instruction, the Salmon River Central School District will ensure the health and safety requirements don't result in the unnecessary separation of students with disabilities from their non-disabled peers.

Until schools return to normal operating conditions, the same flexibility with respect to Individualized Education Plans (IEPs) implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to programs and services -- whether delivered in-person or remotely.

Documentation

The SRCSD will maintain all current practices of decision making and documentation as required by Part 200 Regulations. The CSE/CPSE will determine the LRE for each student and what supplementary supports need to be in place. Until schools return to normal operating conditions, flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to programs, services, and students. Whether delivered in-person or remotely, the District will continue to document utilizing current practices already in place.

In-Person Instruction

In an effort to maximize opportunity for students with disabilities that benefit the most from face to face instruction, the District will implement new procedures for personal hygiene and safety based upon recommendations from the (CDC), state and local health guidelines. Special education classrooms and therapy rooms will implement these new procedures:

- Provide training and professional development in the area of hygiene and social distancing and continue to review guidance from all relevant agencies to modify professional development when necessary
- Create lesson plans on PPE, social distancing, and hygiene for those students in special education life skill classrooms. Consider additional sensory accommodations or modifications to PPE to accommodate individual student needs. For example; specialized signage and boundaries, social stories, video modeling regarding social distancing, consider masks or face shields of different sizes, and create IEP goals around COVID-19 protocols for daily living skills
- Students with disabilities will have equal access to transportation to and from school with the implementation of the all new protocols for the transportation department as indicated above in this document. Students with specialized transportation needs documented on their IEP will have full access to transportation

Plan to Address Remote Learning Needs

Students with disabilities will be afforded the same opportunities to receive teaching and learning as their nondisabled peers as outlined above. The provisions of FAPE will be prioritized and governed by the Committee on Special Education.

Bilingual Education and World Languages

At this time, there are no English Language Learners enrolled in the Salmon River Central School District. Upon enrollment of a suspected English Language Learner, The SRCSD will follow all legal requirements for the education of English Language Learners (ELLs) in New York State (NYS). CR Part 154 outlines specific procedures that must be followed in order to determine English proficiency during the initial enrollment or reentry process:

Within the first ten days of enrollment of a suspected ELL student, the SRCSD will complete a screening using the Home Language Questionnaire and conduct an individual interview that includes a review of student work samples to include: reading and writing in English, reading and writing in the home language and math. Next, the initial identification assessment will be administered to assess English Language proficiency, then the parent will be notified of the determination. The student will be placed as soon as practicable in a program that will provide the instruction needed to accelerate the student's literacy growth.

Staffing and Human Resources

The District will ensure that all staff hold a valid and appropriate certificate for their assignment and will continue to utilize incidental teaching to staff classrooms where necessary. Substitute teachers will be employed to address staffing needs for an allowable number of days given their qualifications based on NYS regulations.

The District will continue to work with local colleges to identify ways student teachers can support classroom instruction.

Pursuant to Education Law 3012-d, The District will fully implement its currently approved APPR plans and may revise the APPR plan if necessary in order to be consistent with re-opening plans.

Budget and Fiscal

The extent of the impact of COVID-19 on the financial well-being of the District are still unknown. There is no timeline for how long the severe impact will last or when the New York State financial crisis will improve. With very little information about the impacts and how far reaching they are, the District is still required to meet all NYS mandates for normal operation as well as new unfunded mandates to reopening schools. These mandates will provide for significant financial impacts to the District for years to come.

The District relies heavily on State Aid as the main source of income. In order to prevent passing the burden on to our taxpayers, the District will rely on fund balance, additional grants sources and FEMA relief to pay for additional costs of cleaning and obtaining PPE. To the extent possible, the District will maximize state aid categories such as state-aided hardware and BOCES aid through shared services.

State Aid Reporting

All existing state aid reporting requirements will continue to be met and the data submissions will remain consistent with past practices, except where modified by new laws, regulations or executive orders.

Sub Committees

Health & Safety

Dr. Stanley Harper, Superintendent
Angela Robert, Assistant Superintendent
Natascha Jock, School Business Executive
Allen Gravell, Director of Special Education
Alison Benedict, St. Regis Mohawk School Principal
Ben Barkley, Salmon Elementary Principal
Tammy Russell, Middle School Principal
Teresa VanDunk, High School Principal
Melanie Cunningham, Salmon Elementary Nurse
Tanya Lockwood, St. Regis Mohawk School Nurse
Jackie Bryant, Middle School Nurse
Lisa Clark, BOCES Nurse
Xochitl Rios, High School Nurse

Teaching and Learning

Dr. Stanley Harper, Superintendent
Angie Robert, Assistant Superintendent
Allen Gravell, Director of Special Education
Ben Barkley, Salmon River Elementary Principal
Alison Benedict, St. Regis Mohawk School Principal
Teresa VanDunk, High School Principal
Tammy Russell, Middle School Principal
Adam Schrader, 6th Grade AIS Teacher (Co-Union President)
Nikki Phippen, AIS Reading Teacher (Co-Union President)
Sheila Hill, Supervisor of Attendance, (President of CSEA)
Suzanne Binion, Pre-K Teacher
Beth Ellsworth, 1st Grade Teacher
Charity Sprankle, 4th Grade Teacher
Amy Hanna, 4th Grade Teacher
Julia Kelley, Elementary, Special Ed Teacher
Ben Davison, High School Social Studies Teacher
Liz Durfee, High School Phys. Ed Teacher
James Abare, High School Special Ed Teacher
Mary Ann Post, Middle School Instructional Support Teacher
Melissa Childs, Special Education Teacher

Transportation, Food Service, Technology, and Buildings & Grounds

Dr. Stanley Harper, Superintendent
Angela Robert, Assistant Superintendent
Natascha Jock, School Business Executive
Jeffery Boulais, Director of Technology
Nicole Foster, School Lunch Manager
Norm Treptow, Transportation Supervisor
Ryan Adams, Superintendent of Buildings and Grounds

Athletic Committee

Dr. Stanley Harper, Superintendent
Allen Gravell, Director of Special Education
Ben Barkley, Salmon Elementary Principal
Shawn Miller, Athletic Coordinator
Gary Collette, Board Member
Jordan Lauzon, Board Member
Shawn McMahon, Board Member

Mental Health

Dr. Stanley Harper, Superintendent
Angela Robert, Assistant Superintendent
Allen Gravell, Director of Special Education
Teresa VanDunk, High School Principal
Melanie Cunningham, Salmon Elementary School Nurse
Leigh Oakes, Salmon River Elementary Guidance Counselor
Tanya Lockwood, Saint Regis Mohawk School Nurse
Darlene Adams, Saint Regis Mohawk School Guidance Counselor
Melissa Childs, Middle School Special Education/Instructional Support Teacher
Donna Herne, Middle School Guidance Counselor
Ellen Cook, Middle School Guidance Counselor
Jackie Bryant, Middle School Nurse
Xochtl Rios, High School Nurse
Marci Silver, High School Guidance Counselor
Calli Ellis, High School Guidance Counselor
Carrie Pomainville, District-Wide Psychologist
Jessica Landry, Psychologist
Keena Herne, Psychologist
Brendalee Emerson, Behavioral Counselor
Francie Collins, Behavioral Counselor
William Herne, Behavioral Counselor