



SLCS Reopening Plans - July 28, 2020

The Schroon Lake Central District has completed this plan to ensure that all students will receive a quality education when school resumes in the fall. This plan has been created in accordance with guidance provided by the state of New York. In particular, the **Recovering, Rebuilding, and Renewing the Spirit of New York State Schools** plan lists mandatory and recommended components of New York State School Reopening Plans:

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

The arrangement of the SLCS Reopening Plans Document is structured around the mandatory assurances required by the state education department. The categories include:

- **Communication/Family and Community Engagement**
- **Health and Safety**
- **Facilities**
- **Child Nutrition**
- **Transportation**
- **Social Emotional Well-Being**
- **School Schedules**
- **Attendance and Chronic Absenteeism**
- **Technology and Connectivity**
- **Teaching and Learning**
- **Special Education**
- **Bilingual Education and World Languages**
- **Teacher and Principal Evaluation System**
- **Certification, Incidental Teaching, and Substitute Teaching**

This document will address each of these topics in order to ensure that our plan is complete, comprehensive and easy to follow. Any questions about the content of this document or items not addressed can be directed to the COVID-19 Safety Coordinator Stephen Gratto at sgratto@slwildcats.org.

Plan Overview:

At SLCS our top concern is the safety of our students and our staff. This plan has been formulated so that our school can be prepared for whatever health situations may exist in our area during the school year. In all probability, the 2020-2021 school year will see our school in one of three operating modes at any given time. For that reason, we are planning for full in-person instruction, fully remote instruction, and a hybrid mixture where students attend in-person school on some days and remote education on other days.

We believe it is the wish of everybody associated with our school that health conditions will permit all students to safely attend in-person school as soon as possible. It is important for us all to realize that in-person education in the time of COVID-19 will be very different from what we are used to.

Our in-person reopening plan will have many requirements. Some of them are:

- Parents will need to confirm that they will evaluate their child's health each morning to ensure they have no symptoms of COVID-19.
- Students will be required to wear masks when riding school buses.
- Students will be socially distanced on school buses.
- Time will be set aside each morning so that students can eat breakfast in their classrooms.
- Students will not use regular lockers or gym lockers (at least not until the weather gets cold).
- Students will stay mostly in the same room all day long and teachers will come to them.
- Students will be required to wear masks when traveling in the hallway and at any other time when they can not properly social distance.
- Students will eat lunch in their classrooms.
- Random temperature checks will be conducted throughout the school day
- Parents who choose not to send their children to school when school reopens will have to commit to a 5 week period of remote instruction provided by their SLCS teacher(s).
- Remote instruction when school is open will be very different from remote instruction experienced in the spring of 2020.
- Students being educated remotely will have to participate in synchronous learning. They will have to be present online whenever their classmates are receiving direct instruction from their teacher(s).
- Students who are being educated remotely will be provided lunch and breakfast that they can pick up at the school office.

Our hybrid reopening plan may take on many forms:

- Hybrid instruction will prohibit some students from coming to school on certain days or at certain times. Hybrid instruction will see students participating in in-person instruction on some days and remote instruction on other days.
- With hybrid instruction there may be days when no students are taking part in in-person instruction and everyone is learning remotely.

- Students participating in remote instruction during hybrid learning will need to take part in synchronous learning activities as described above when in-person instruction is going on and they are not in school.

Fully remote learning will be similar but different from what it was in spring 2020:

- Efforts will be made to provide instruction in a more consistent manner so students and parents can understand and access requirements more easily.
- Assessments will be taken more often and in smaller chunks to prevent students from falling behind.
- Remote learning will have a synchronous component, so there will be regular times when students will be required to log in to live presentations by their teachers.
- All special education and AIS services will be fully provided.
- Attendance will be taken on a daily basis.

The Schroon Lake Central School Board and Superintendent will closely monitor the health of our country, state, county, and school as we make ongoing decisions about what type of learning is the best for our students at a particular time.

In order to make in-person instruction as safe as possible, new social distancing practices will be augmented by improved safety, cleaning and disinfecting practices. In particular:

- Schools and buses will be cleaned and disinfected more often
- High contact areas such as hand railings, door knobs, and water fountains will be cleaned and disinfected throughout the school day.
- Stairwells will be designated as up or down staircases to facilitate social distancing.
- Signs will be posted around the school reminding everyone to social distance, to wear masks, and to wash their hands regularly and thoroughly.

The remainder of this document gives you greater detail on all facets of our reopening plan. In particular, it addresses all of the mandated topics that are required by the state education department for a reopening plan.

We believe this plan fully follows the safety guidelines put forth by the NYS education department, the Center for Disease Control, and the Department of Health. However, we also realize that this plan is not perfect and that it will need to be continually revised to ensure that it keeps up with the changing health conditions in our country.

We encourage you to send us questions if there are things we missed or if there are questions we can answer for you. This plan will likely be a work in progress throughout the entire school year. Please check back often to make sure you are well acquainted with updates that are made.

Assurances

Communication/Family and Community Engagement

1

The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

Schroon Lake Central School has made great efforts during the creation of this document to ensure that the voices of all stakeholders have been heard. Several committees have been formed to address the different facets of the reopening plan. These committees include the following:

Food Service Committee

Stephen Gratto - Superintendent of Schools, Parent

Tamara Belanger - Principal

Julie Holbrook - Director of Food Service

Transportation Committee

Stephen Gratto - Superintendent of Schools, Parent

Tamara Belanger - Principal

Brent DeZalia - Director of Transportation

Lisa DeZalia - Secretary, District Clerk

Pre-Kindergarten Committee

Stephen Gratto - Superintendent of Schools, Parent

Tamara Belanger - Principal

Beth Root - Pre-Kindergarten Committee

Safety/Reopening Committee

Stephen Gratto - Superintendent of Schools, Parent

Tamara Belanger - Principal

Beth Root - Pre-Kindergarten Committee

Kate Durant - Special Education Teacher

Jeanette Weber - Speech Teacher

Dan Gray - Head Custodian, Parent

Sharon Kelly - School Nurse

Lisa DeZalia - Secretary, District Clerk

Laura Corey - Social Studies Teacher, Teachers Union President

Wendy Sargent - Home and Careers Teacher

Lee Silvernail - Athletic Director

Malena Gereau - Student

Susan Repko - Board Member

Jared Whitely - Board Member, Parent

Remote Learning Committee

Stephen Gratto - Superintendent of Schools, Parent

Tamara Belanger - Principal

Melissa Whitley - Teacher's Assistant, Parent

Sarah Silvernail - 4th Grade Teacher/Parent

Dave Jones - Social Studies Teacher

Anita Masiello - Music Teacher, Parent

Tabitha Gillings - 5th Grade Teacher, Parent

Special Education Committee

Stephen Gratto - Superintendent of Schools, Parent

Tamara Belanger - Principal

Michele Crandall - School Psychologist, CSE Chairperson

Jeanette Weber - Speech Teacher

Kate Durant - Special Education Teacher

In addition to the many committee meetings that were held during the generation of this reopening plan, a reopening community forum was held on June 23, 2020. The meeting was held via a zoom meeting that was live streamed on our school facebook page. The meeting was attended by parents, students, faculty members, committee members, board members, and community members,

The Superintendent of Schools also attended many meetings with the other Superintendents in the BOCES and with professionals from the CVES BOCES. Many guest speakers were invited to these Superintendent meetings, most recently, the heads of the Essex County Health Department and the Clinton County Health Departments on July 24, 2020.

Many parents and community members have personally e-mailed the Superintendent with their thoughts on what reopening should look like.

Input from all of the committees and from all of these other stakeholders led to the generation of the plan described in this document.

The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.

Schroon Lake Central School prides itself on having quality methods of communicating with students, parents, staff, and community members.

We have an informative school webpage that can be found at www.schroonschool.org

We have a popular school facebook page that can be found at <https://www.facebook.com/schroonlakeschool>

SLCS maintains email listservs for all school employees, for all students 6th grade and up, and for all parents. Group emails are regularly used by school administrators to communicate important announcements to all stakeholder groups.

SLCS also maintains phone number lists for all constituent groups. When important announcements need to be made, we regularly place automated calls to all stakeholders using One Call Now. www.onecallnow.com.

All school board meetings are live streamed to the community.

A community forum was held on July 23, 2020. This meeting gave parents, students, and community members the opportunity to ask questions about the reopening plan and to give advice.

In the wake of the coronavirus pandemic, quality communication between the school and the public will be essential. The communication tools listed above will be used regularly to keep parents, students, and visitors updated on all facets of the reentry plan and to give them the opportunity to answer questions. There are many parents and students will need to know about reentry protocols before school starts.

Further information will need to be shared when school resumes. Staff development days at the beginning of the year will be used to educate staff members and to provide required training such as the proper identification of the coronavirus symptoms and protocols for maintaining social distancing. On the first day of school, administrators will visit all pods of students and provide them with the information they need to safely social distance and to follow the new rules of the school.

Signs will be placed around the school that remind students and staff to social distance, to wear masks, and to watch their hands frequently and properly. Other rules for the operation of the school will be clearly posted such as the directions for one way stair cases, proper entrances to the school for all students, and arrows for walking on the correct sides of the hallways.

The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

As mentioned above, many different methods will be used to educate students on proper safety protocols such as proper hand washing, the wearing of masks, proper social distancing techniques,

and respiratory hygiene. These methods include instruction provided by administrators on the first day of school, proper signage, and frequent reminders by school faculty and staff.

4

The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.”

When in-person education resumes at SLCS, full measures will be taken to social distance students and to ensure proper use of PPE. In particular, students on buses will be required to wear masks and efforts will be made to keep students six feet apart when barriers between students are not available.

Within the school building, most classes with ten or more students in them will be held in one of our six areas designated as large group instruction areas. Student lockers will not be used for the first few months of school to help prevent students from congregating. Most students will not be permitted to enter the hallways between periods. All efforts will be made to keep students apart when they have to be in the halls at the same time. Breakfast and lunch will be served to students in their pod classrooms.

All groups will be made aware of the specific plans and requirements through written communication as well as during meetings with administrators on the first day of school.

5

The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

Written plans detailing the reopening protocols will be provided to all constituent groups. Since English is the primary language of most of our parents and students, and since all of our parents are fluent in English, our plans will be provided in English.

Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health.

(1) Ability to maintain appropriate social distancing or face coverings

Schroon Lake Central School administrators reviewed classes, class schedules and the number of students in each class. Next, Administrators, teachers, Maintenance and Custodial staff removed and reorganized classroom spaces and measured out classrooms to allow social distancing. Larger classes are moved to our largest rooms (cafeteria, auditorium, library, band room, family and consumer science room, and the science lab)

(2) PPE and face covering availability

Schroon Lake Central School requires all staff and students to wear face coverings when social distancing cannot be maintained. Face covering and required PPE were ordered for all staff and students as required by the Department of Health, CDC guidance. *“Specifically, appropriate PPE means, at least, an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing.”*

(3) Availability of safe transportation

The transportation department in collaboration with administration reviewed transportation DOH documents issued for school reopening. The parents and guardians were surveyed around transportation needs for students to return to in-person instruction. Parents and guardians have let us know that many of them will be providing transportation for their children. Routes and a plot of students riding the bus safely have been completed. Families from the same home will be seated together, masks are required where social distancing cannot be maintained. Bus drivers will have extra PPE available. Buses will maintain logs of cleaning and disinfecting. High-touch surfaces, seats and handrails will be cleaned and disinfected.

(4) Local hospital capacity

Schroon Lake Central School will continue to partner with the Essex County Health department to monitor local hospital capacity.

New York State Hospital Capacity <https://www.cdc.gov/nhsn/covid19/report-14day-change.html>

Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.

All stakeholder groups have been involved with the generation of this plan. Individuals who participated in committee meetings are listed in the first section of assurances. A virtual community forum was held on July 23rd through the use of ZOOM and facebook livestream that involved parents, students, and community members. Many parent and student emails have been sent to the school giving opinion on reopening.

Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

Quality communication will be the key to success with any level of school opening. The following is a list of many of the ways we will communicate with constituent groups:

- Community members and parents will be kept updated on the generation of plans through frequent emails, robocalls, community discussions, facebook postings, and home mailings.
- School faculty and staff will be kept updated on the generation of plans through frequent emails and through staff meetings. All four Superintendent days for the year will be used at the beginning of September before school starts so faculty and staff can work together to receive proper training and to gain a full understanding of the plan and so that the district can ensure that students, parents, and community members understand the expectations.
- The school district will mail home a list of Covid-19 symptoms and safety precautions that parents will be asked to read and sign and return to school. This document will ask for the parents to assure the school district that they will check their child's temperature each day and that they will check for other symptoms of Covid-19. The district will expect the parents to confirm that they will not allow their children to board a school bus or enter the school if they have a fever over 100.4 degrees Fahrenheit or if they demonstrate other Covid symptoms. This Parent Partnership Agreement can be found in the appendix at the end of this document.
- All faculty and staff will be provided with a check list of coronavirus symptoms. Faculty and staff must confirm that they will not come to school if they exhibit symptoms of the coronavirus or if they have a temperature of more than 100.4

degrees Fahrenheit. This checklist can be found in the appendix at the end of this document. It has been reviewed by the Schroon Lake Central School medical director.

- A questionnaire about Covid-19 symptoms will be used to survey all visitors before they are allowed to enter the school building. This questionnaire can be found in the appendix at the end of this document.
- Safety/informational signs will be placed in a prominent spot on all school entrances.
- Safety signs will be placed around the school in many prominent spots that remind students and staff to wear a mask, properly social distance, and to wash their hands frequently.
- Tape marks will be placed on the floors of hallways in the school building to delineate safe social distancing patterns and to separate the lanes of traffic in the hallways.
- Before school opens, specific instructions on the daily procedures for students attending school will be sent home to families. On the first day of in person schooling, administrators will meet with each group of students to discuss plans for the operation of school with them.

4

Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

The director of school health services for the Schroon Lake Central School District is the Hudson Headwaters Health Network. They will work in conjunction with the school administrators and the school nurse to continually monitor the state of coronavirus infection in our area and the best practices for checking for signs of illness in students and staff. The written protocol for observing for signs of illness and for dealing with symptomatic persons is listed in the appendix.

5

Each school and/or district reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

The aforementioned document has been created and it can be found in the appendix of this document. Parents will be asked to sign off on a partnership agreement where they agree to assess their children each day according to the checklist and they will not send their children to school if the daily screening raises any reasons for concern. School employees will also be expected to stay home if their daily screening raises concerns.

Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

It is the requirement of the school district that student health will be assessed each morning by the parents and that students showing any of the listed symptoms will not be sent to school. If medication is given to students to reduce their fever, it is the requirement of the school that students not be sent to school for 24 hours, even if the child's temperature has gone down.

While we have full confidence in the ability of parents to monitor their child's health, we will also be doing random temperature checks during the school day. If we observe a student with a temperature greater than 100.4 degrees Fahrenheit or one who exhibits other signs of coronavirus, the student will be taken to the office of the school nurse. The nurse's office will have a separate quarantine room reserved for students who are demonstrating any of the symptoms on the list provided by the school. The school nurse will assess the student and place him/her in the quarantine room if health concerns warrant the move. If a student is placed in the quarantine room, parents will immediately be contacted and they will be asked to come and pick up their child as soon as possible. If a school health professional is not available to assess the health of a student with concerning symptoms, the student will automatically be placed in the quarantine room until parents can pick them up from school. Ill students or staff will be sent home for follow up with a healthcare provider.

Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

As mentioned above, a quarantine room has been designated in the school and it is attached to the nurse's office. Students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire (found in the appendix of this document) will be sent directly to the quarantine room to be evaluated and/or monitored by a medical professional until they can be picked up or until they leave the building.

Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.

Individuals visiting Schroon Lake Central School will be required to approach the school via the front entrance. To the right of the doors of the main entrance is a video camera and an intercom button. Signage will direct visitors to press the intercom button and to let the school secretary know the nature of their business. If the school secretary deems it appropriate, and if the individual is wearing an appropriate mask or face covering, the secretary will remotely unlock the door so that the individual can enter the lobby and be seen and heard (via an intercom system) by the school secretary. In most cases, the individual will be expected to conduct their business without entering the school building. For those individuals who are picking up or dropping off a student, a sign in/sign out book will be available in the lobby. Individuals leaving items off for students will be able to place the item(s) on a table in the lobby for the secretary or another individual to collect at a later time.

On the rare occasion where an individual needs to enter the school building for a compelling reason, a series of health screening questions will be asked by a school employee. The questions can be found in the appendix of this document. The individual's temperature will be taken by a school employee. If no symptoms of coronavirus are indicated, the visitor will be asked to sign in on a log sheet and indicate their name, address, and contact information. Following a successful health check, the individual will be issued a visitor's badge, they will be instructed on the expectations for wearing a mask and observing proper social distancing, and then they will be escorted to their destination.

9

Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

Each parent will be given a written protocol to instruct them to observe for signs of illness in their child that require staying home from school. This written protocol can be found in the appendix of this document.

It is the requirement of the school district that student health will be assessed each morning by the parents and that students showing any of the listed symptoms will not be sent to school. If medication is given to students to reduce their fever, it is the requirement of the school that students not be sent to school for 24 hours, even if the child's temperature has gone down.

10

Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

Schroon Lake Central School will train and encourage staff and students in correct hand and respiratory hygiene following New York state Department of Health and CDC guidelines :

For all staff <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

For teachers and students <https://www.cdc.gov/handwashing/training-education.html>

https://www.cdc.gov/handwashing/materials.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fhandwashing%2Fresources.html

*Posted videos and podcasts as needed

Hand Hygiene

All bathrooms and classrooms will have signage with handwashing procedures posted in prominent locations promoting hand hygiene. Proper hand washing before meals, after recess or physical education, and other times, as appropriate.

- Regular hand washing with soap and water for at least 20 seconds should be done before and after eating.
- After sneezing, coughing, or nose blowing.
- After using the restroom. o Before handling food.
- After touching or cleaning surfaces that may be contaminated.
- After using shared equipment and supplies like electronic equipment such as keyboards, mice and phones. If soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol. Use of alcohol-based hand sanitizers by children will always be supervised by adults.

Respiratory Hygiene:

- Covering coughs and sneezes with tissues or the corner of the elbow.
- Disposing of soiled tissues immediately after use.

Schroon Lake Central School has posted signs throughout the facility, consistent with DOH COVID-19 signage. We have customized signage specific to our workplace/school and it is consistent with the Department's signage. Signage is used to remind all staff, teachers, students, and any visitors to:

- Cover their nose and mouth with a mask or face-covering.
- Properly store and, when necessary, discard PPE.
- Adhere to physical distancing instructions.
- Report symptoms of or exposure to COVID-19, and how they should do so.
- Follow hand hygiene and cleaning and disinfection guidelines.
- Follow appropriate respiratory hygiene and cough etiquette.
- Stay home if they are feeling sick.

Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

As indicated above, SLCS will make our expectations for appropriate hygiene and social distancing clear by having appropriate signage throughout the building. Red tape marks will be placed in the center of hallways at appropriate distances to indicate proper social distancing limits and to indicate the separation between the lanes of travel. Staircases on the north side of the building will be designated as “up” staircases. The staircases on the south side of the building will be designated as “down” staircases. Appropriate signage will make these designations apparent to students and staff.

12

Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

At Schroon Lake Central School, we are aware that coronavirus affects different people and different living situations in unique ways. As this document indicates, we will follow the safety precautions set forth by the State of New York and the Center for Disease Control. However, we realize that we must be flexible with expectations as they pertain to students and staff who are at high risk or live with a person at high risk. We therefore intend to work with individuals and their families to consider all physical and mental concerns that may make a return to school difficult. We encourage individuals with medical concerns to submit letters from medical professionals directly to the Superintendent for consideration of special concessions or arrangements made necessary by significant health concerns.

13

Each school and/or district reopening plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

Schroon Lake Central School will follow all of the safety guidelines prescribed by the Center for Disease Control and by the New York State Education Department. SLCS will mandate the wearing of masks by all employees, adult visitors and students whenever social distancing cannot be maintained. These guidelines will be stressed to individuals in writing before school begins and in-person training will be given when school resumes.

Since social distancing will be possible during most classes, it is expected that students will typically not have to wear masks when seated in their classrooms. Masks will be required during classes when students and/or teachers are moving about and decreasing the social distancing gaps. Mask breaks will be given to students on an as needed basis

14

Each school and/or district reopening plan has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.

SLCS is aware of the guidelines for the wearing of masks. Students and staff are expected to provide their own masks and to wear them each day when social distancing is not possible. However, SLCS will be prepared to provide extra masks to students and staff who forget their masks. Bus drivers, the school nurse, and custodians will be provided with the PPE that will be necessary to keep them safe.

15

Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

Schroon Lake Central School will follow CDC guidance as it relates to confirmed cases in the school. Students and staff with symptoms of illness must be sent to the health office. Ideally, the school nurse will be available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. If the school nurse is not available, administrators will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. Students should be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center.

If there is a confirmed case of COVID-19 in the school, the Essex County Health Department will be notified immediately by the school nurse by calling (518) 873-3500.

The following CSC and DOH guidelines will be followed:

- 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.
- 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.
- Refer to DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts.

- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

Schroon Lake Central School will work closely with the Essex County Health Department to coordinate the return to school of students or staff following a positive screen for COVID-19 symptoms, illness or diagnosis of a confirmed case of COVID-19 following quarantine due to contact with a confirmed case of COVID-19.

If a person who was sent home with COVID-19 symptoms is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms.
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end.

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

<https://www.cdc.gov/flu/business/stay-home-when-sick.htm>

School administrators will consider closing school if absentee rates impact the ability of the school to operate safely and effectively. Administrators may choose to modify operations prior to closing to

help mitigate a rise in cases. Administrators will consult their medical director (HHHN) and/or the local department of health when making such decisions.

Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.

The CDC provides Reopening Guidance for Cleaning and Disinfection with specific guidance for schools along with the Cleaning and Disinfection Decision Tool to aid in determining what level of cleaning and/or disinfection is necessary.

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/cleaning-disinfecting-decision-tool.html>

School wide cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses.

The SLCS cleaning and disinfection plan includes the following items:

- Normal routine cleaning with soap and water will be conducted and will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Disinfection will also be done using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19.. Frequent disinfection of surfaces and objects touched by multiple people will occur. These areas include:
 - • Tables;
 - • Doorknobs;
 - • Light switches;
 - • Countertops;
 - • Handles;
 - • Desks;
 - • Phones;
 - • Keyboards and tablets;
 - • Toilets and restrooms;
 - • Faucets and sinks;
 - • Hand railings;
- Frequent disinfection of areas will take place where the migration of students makes the concept of working in “pods” difficult to achieve.
- Students will not be present when disinfectants are in use.
- Students will not participate in cleaning activities beyond the use of good old soap and water.
- Industrial foggers will be used each night to disinfect all areas of the school and all of the buses.
- Bathrooms will be cleaned each night and once during each school day.

- Some urinals and stalls will be strategically closed off in bathrooms to facilitate proper social distancing.
- Playgrounds will be cleaned but not disinfected.
 - high touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely
 - cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) will not occur
- Custodians will maintain logs that include the date, time, and scope of cleaning and disinfection in each facility or area.
- Proper PPE will be provided to custodians so that their work can be done safely.
- The ventilation system has recently been cleaned. Its operation will be regularly monitored.
- Teachers will be encouraged to teach outside whenever possible or to open windows in their classrooms whenever possible.
- School health office cleaning must occur after each use of:
 - • Cots;
 - • Bathroom; and
 - • Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.)
- Disposable School Health Office items should be used as much as possible including:
 - • Disposable pillow protectors; or
 - • Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.
- All used cleaning supplies and PPE will be discarded properly.
- A schedule for all cleaning duties has been created and will be implemented, monitored, and updated as needed.
 - 8:15 am - 8:45 am - Removal of refuse from breakfast (trash cans for each class will be placed outside of the rooms).
 - 8:45 am - 11:00 am - Resanitize bathrooms and clean high touch areas
 - 11:30 am- 1:30 pm - Removal of refuse from lunch periods
 - 1:30 pm - 3:00 pm - Garbage Removal
 - 2:00 pm - 3:00 pm - Clean high touch areas
 - 3:30 pm - 6:00 pm - Vacuuming
 - 6:30 pm - 9:30 pm - Deep cleaning and sanitizing of all bathrooms and classrooms including all surfaces. Fogging of all rooms used during the school day.
 - 9:30 pm - 10:00 pm - Lock down the school

Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons

Education Law requires that schools conduct eight evacuation and four lockdown drills each school year. A primary goal of this year's evacuation drills will be to minimize the risk of spreading infection.

At the beginning of each school year, staff and students are instructed on the proper procedures for lock downs, lock outs, sheltering in place, fire drills, and evacuation drills. This year, they will be instructed in how to conduct the drills along with their necessary modifications.

The four lockdown drills will be conducted in a fashion similar to previous years. However, while COVID-19 social distancing requirements are still in place, students and staff will be instructed to follow all of the usual procedures but to remain in their seats or assigned areas during the drill to ensure proper social distancing.

When students participate in the eight fire evacuation drills, they will also be required to maintain social distancing protocols to the best of their abilities. To reduce the chances of spreading virus, students will be required to wear masks during fire drills.

Unlike the typical fire drill protocols, this year we will focus more on social distancing than on speed. Each classroom in the building will be assigned an exit door, information about which class they must follow, and a congregation point.

When the alarm bell rings, the rooms next to the northeast entrance (near the special education office), the northwest entrance (gym hallway and back stairs), the southeast entrance (near 4th grade), the southwest entrance (auditorium), and the gymnasium will exit the building first and go to their assigned areas which will be furthest from the school. Other classrooms will then follow in the assigned order and exit through the assigned doors and go to their assigned spots.

When all of the students have safely exited the building and attendance has been taken, students will be invited back into the building. They will return to the building in the opposite order from which they left it, maintaining social distancing to the best of their ability.

A document outlining the exact exiting order, exit doors, and congregation spots for each classroom can be found in the appendix of this document.

While it is important to practice lockdowns and fire drills in the way indicated, it is also true that social distancing would not be the top priority in the case of a real emergency. In the event of a real emergency, school administrators would make every effort to alert students and staff to the severity of the situation. In the case of a real emergency, students and staff will revert to more traditional lockdown and fire drill procedures.

Each school and/or district reopening plan has a written plan for district/school run before and aftercare programs (or, for charter schools, as required by the school's charter).

Schroon Lake Central school does not currently offer before school or after school childcare. However, should we be mandated to offer this type of childcare to essential personnel, we will allow any licensed child care organization to use our facilities to offer programs.

20

Each school and/or district reopening plan designates a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

Superintendent Stephen Gratto will serve as the COVID-19 safety coordinator for the Schroon Lake Central School District.

Facilities - Mandatory Assurances

1

Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.

Schroon Lake Central School does not anticipate making any changes or additions to our facilities to accommodate our reopening plan.

2

Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.

The last building condition survey for Schroon Lake Central School was done in 2015. Our next building condition survey is scheduled for 2024. Each year, a visual inspection is performed, typically by a representative from BOCES. We are scheduled to have a visual inspection completed by December 31, 2020. We are not aware of any changes or any conditions that would be likely to cause us to be out of compliance.

3

Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.

Schroon Lake Central School conducted Lead in Water Testing shortly before the school was closed due to Coronavirus.

4

Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.

New alcohol based hand rub dispensers will be installed at the three main student entrances to the building and near the cafeteria entrance. All alcohol dispensers are in accordance with FCNYS 2020 Section 5705.5.

5

Each school and/or district reopening plan which include the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.

No dividers will be added to classrooms or other areas as part of our reopening efforts.

6

Each school and/or district reopening plan must ensure that all new building construction and temporary quarter project will be submitted to OFP for a full code review.

No new building construction will need to be approved as part of our reopening efforts

7

Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation.

Schroon Lake Central School will not be leasing new facilities as part of our reopening efforts.

8

Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.

Schroon Lake Central School will be using small temporary outdoor 10 ft by 20 ft tents on a limited basis. The use of these tents will follow the 2020 fire code of New York State published in June 2019. Specifically, tents will be open on all sides and individual tents will have an area less than 700

square feet. Multiple tents placed side by side with no fire break clearance of 10 feet will not have an aggregate area of more than 700 square feet.

9

Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.

We have reviewed the SED toilet room policy. We have a toilet capacity well in excess of the number of toilets required by law. In order to facilitate social distancing in the middle school and high school bathrooms, alternating stalls and urinals will be blocked off from use to help distance the students.

10

Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.

Schroon Lake Central School has 10 drinking fountains and approximately 250 students. We have approximately one drinking fountain for every 25 students.

11

Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.

SLCS contracts the services of the EMCOR corporation. EMCOR regularly inspects and cleans our ventilation system and keeps it in working order. We also have 7 portable HEPA filter ventilation systems that will be placed in particular rooms around the school district.

12

Each school and/or district reopening plan must ensure that all project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.

Schroon Lake Central School will not be submitting any projects dedicated to COVID-19 Reopening.

13

Each school and/or district reopening plan which include the use of plastic separators must comply with the 2020 BCNYS Section 2606.

Schroon Lake Central School will be using plastic dividers in the main office and in some of the elementary classrooms. These dividers will be made out of polycarbonate and they will comply with the 2020 BCNYS Section 2606.

Child Nutrition - Mandatory Assurances

1

Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.

SLCS has planned to provide all students a bagged breakfast and a lunch. All students will be eating in their classrooms to ensure social distancing and keeping large groups of students together in pods. The breakfast and lunches will be taken to classrooms and distributed throughout the building at the scheduled breakfast and lunch times. Students will wash their hands following the CDC and DOH washing protocols both before and after eating.

For students learning remotely, school meals will be available for pickup in the school lobby at scheduled times, unless other arrangements are worked out between the parents and the school.

2

Each school and/or district reopening plan must address all applicable health and safety guidelines.

SLCS will continue to address all applicable health and safety guidelines as they apply to child nutrition. In particular, SLCS plans will address the following:

- Required Personal Protective Equipment (PPE)
 - Gloves
 - Face Covering/Mask
 - Face Shields
- Cafeteria
 - Post signs on how to stop the spread of COVID-19, properly wash hands, promote protective measures, and properly wear face coverings
 - Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60% alcohol, tissues, wipes and no-touch trash cans
 - Ensure adequate PPE is available
 - Serve food in alternate locations (classrooms) for breakfast and/or lunch
 - Avoid sharing of foods and utensils

- Food Service Staff
 - Will conduct daily staff health screenings
 - Maintain social distancing as much as possible
 - Wear cloth face coverings at all times during food prep and in serving area
 - Use all chemical cleaners and disinfectants according to the manufacturer's recommended instructions
 - Wear all required PPE when cleaning and using chemicals
 - Follow US CDC Guidelines for Cleaning and Disinfecting Your Facility

<https://www.cdc.gov/coronavirus/2019-ncov/commuity/disinfecting-building-facility.html>

- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol or 70% isopropyl alcohol

Each school and/or district reopening plan include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

Faculty and staff will be notified of any significant food allergies that students in their lunch group might have. Food service workers who prepare the bagged lunches and breakfasts will ensure that foods dangerous to particular students will not be delivered to particular rooms. Teachers will ensure that students in their classes are made aware of allergies that exist in their classrooms and in their lunch groups. Particular foods may be prohibited in certain rooms or in the entire school. For example, when school reopens in the fall it is anticipated that there will be a student in attendance who has a severe peanut allergy. As we have done each of the last two school years, we will start the year with a ban on peanuts and peanut products throughout the entire School district. In some classrooms, special tables may be allocated to be free of particular foods to which students are allergic.

4

Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

Students will be required to practice good hand hygiene before and after eating to help reduce the spread of COVID-19. Quality hand hygiene should involve traditional hand washing with soap and warm water and lathering for a minimum of 20 seconds.

Teachers in elementary classrooms will be responsible for teaching and modeling good handwashing techniques. They will also be responsible for providing time for the students in their classrooms to wash hands before and after eating as well as at other times during the day.

On the first day of in person school, administrators will visit each of the classrooms to speak with students in grades pre-k through 12. During this time they will review all safety practices and protocols. Proper hand washing techniques, as well as the importance of not sharing food and beverages with others will be discussed.

Signage will be visible throughout the school building that reinforces proper safety precautions such as proper hand washing techniques.

5

Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

Students will be eating in PODs in their classrooms. The classrooms will be cleaned daily and recorded in the cleaning log. At the end of the day all classrooms will be disinfected in preparation for the following days meals.

6

Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements)

Schroon Lake Central School serves as its own School Food Authority. We follow the Child Nutrition Program Requirements for meal patterns. We will continue to follow the requirements.

7

Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

Schroon Lake Central School will communicate regularly with families. There will be many changes and practices to share as the new year begins. This reopening plan will be posted on facebook and on our school website. Regular email updates will be sent to parents using our email listservs. Robocalls may be used in particular cases where quick turnaround times are necessary. The US postal service may be used to ensure that all parents get important updates even if they don't regularly use e-mail. All communications at this point will be in English. We will continue to evaluate the success of our communications and make adjustments where necessary.

Each school and/or district reopening plan must require that students must social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.

Students will be required to sit in their classroom pods during lunch periods . Students will be allowed to eat with their masks off, but they will be required to sit six feet away from each other. Each lunch group will have a faculty member or teachers aide assigned to them during lunch. It will be the responsibility of the school staff to ensure that students follow the rules of social distancing during lunch periods.

Transportation - Mandatory Assurances

Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.

Each school bus in the SLCS fleet that transports students will be disinfected at the end of each day.

Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.

High contact areas on buses will be wiped down after each run.

Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.

Parents and students will be notified in writing prior to the start of school that students are not allowed to have hand sanitizer on the bus. This message will be reinforced during our opening day discussions with students.

Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Faculty and staff will be informed that they are not allowed to have hand sanitizer on the school bus.

5

Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.

All school employees working on the school buses will wear face coverings.

6

Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

School staff will be provided with training on the proper use of PPE on one of the first staff development days of the school year which will take place before the first day of school for students. They will also receive “Right to Know” training early in the year. Periodic training and refreshers will occur throughout the year.

7

Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.

School staff will be provided with training on the proper use of social distancing on one of the first staff development days of the school year which will take place before the first day of school for students. They will also receive “Right to Know” training early in the year. Periodic training and refreshers will occur throughout the year.

8

Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.

The school district will provide school transportation employees with masks and gloves.

Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

Hand sanitizer will be provided to all transportation employees for use anywhere but on the buses.

Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

School transportation employees must wear gloves if there is any possibility of them coming in physical contact with students.

Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.

All district employees are required to perform a self-health assessment for symptoms of COVID-19 each day before they come to work. Each employee will be provided with a list of questions they should consider each morning regarding their health. A copy of this self-health assessment can be found in the appendix of this document.

Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.

All students will be required to wear masks while on the school bus. The only exception to this rule will be students who have a valid medical note giving them a medical exemption from wearing a mask.

Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.

Students who have a medical exemption from wearing a mask will not be denied transportation to school.

14

Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.

Students are expected to provide their own masks and to wear them on school transportation and at school. However, students who do not have a mask or who have forgotten their mask will be provided one by the school district.

15

Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Students who have a medical exemption from wearing a mask will not be denied transportation to school.

16

Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

Students will be trained and provided periodic reminders on the proper use of PPE and the signs and symptoms of COVID-19.

17

Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.

SLCS will train students and provide periodic reminders on the proper use of social distancing.

Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.

Schroon Lake Central School will provide all necessary transportation as described in the situations listed above.

Social Emotional Well-Being - Mandatory Assurances

1

Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

Schroon Lake Central School has a comprehensive developmental school counseling program. This plan is included in the appendix of this document.

2

Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

Schroon Lake Central School will use a shared decision making process and an advisory group to inform the comprehensive developmental school counseling program plan.

3

Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Schroon Lake Central School has an Student Emotional Wellness Team that meets twice each month. Members of this team include the Superintendent, Principal, School Nurse, Guidance

Counselor, and School Psychologist. This team discusses the academic, behavioral, and social emotional status of at-risk students. Teachers and other school staff members can use a counseling form to refer students to the Emotional Wellness Team. The team addresses ways to improve academic performance and they provide resources and referrals to address mental health, behavioral, and emotional support services and programs. Please find the counseling referral form in the appendix of the school counseling program plan

Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

Schroon Lake Central School understands the importance of quality professional development and the need for increased attention to building our capacity to support students, faculty, and staff during and after the COVID-19 public health emergency.

Our professional development efforts will focus on the implementation of Multi-Tiered Systems of Support (MTSS).

MTSS is grounded in the belief that all students can learn, and all school professionals must be responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful. It is an important means of addressing equity and most importantly, ensures that all young people are provided with the support they need to thrive.

We will focus on working with staff to provide professional development around implementing our Social Emotional Learning (SEL) plan. This will be addressed through the current PBIS team.

Social Emotional Learning: A Guide to Systemic Whole School Implementation.

<http://www.p12.nysed.gov/sss/documents/GuideToSystemicWholeSchoolImplementationFINAL.pdf>

School Schedules - Mandatory Assurances

Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

Schroon Lake Central School has prepared a master schedule that will allow for a full reopening of school with all students in physical attendance, as well as a hybrid opening. Scheduling decisions were informed by health and safety standards and the most up to date guidance from the New York State Health Department.

In an effort to allow students to properly social distance and to use PODS to keep groups of students away from each other, several large areas will be used to house cohorts of students during the school day. Using the pod model, socially-distanced students will spend much of their instructional time in the same large room each day while teachers cycle in and out of the classroom at the assigned times. Students will eat breakfast and lunch in these rooms

The morning routine at SLCS will also be altered. Buses will arrive at school by 7:58 am and they will unload passengers, one bus at a time, starting at 8:00 am. Students getting off of the buses will enter through one of two entrances (one entrance for students with a class downstairs and one entrance for students with a class upstairs). Students will not go to their lockers. They will go directly to their classrooms where they will eat breakfast and prepare for the start of instruction.

Students who arrive by car or who walk to school will enter through the front entrance. Students entering the front of the building will need to wear masks and remain socially distanced from their classmates and others. These students should arrive between 7:55 am and 8:05 am.

Attendance and Chronic Absenteeism - Mandatory Assurances

1

Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

Teachers will use SchoolTool to record daily attendance during in-person, remote or hybrid learning.

Teachers have a variety of ways they are able to ensure students' engagement. During remote learning, teachers will offer both Synchronous (live) Learning /Asynchronous learning opportunities. Teachers will see and be able to respond to students' needs. Teachers will also be able to have students turn in assignments, attend virtual sessions, interact with assignments and request or attend teacher office hours. Student participation and attendance in remote learning sessions will allow school staff to monitor attendance and chronic absenteeism.

During hybrid learning, students will be expected to be in attendance via the internet for all of their classes at the actual time that their classes are being taught at SLCS. Attendance for hybrid learning will be taken in the same way attendance is taken for in-person instruction.

Technology and Connectivity - Mandatory Assurances

1

Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.

On July 21, 2020, a survey was sent out via email to all parents in the school district. This survey asked parents if they would describe their internet access as reliable, unreliable, or non-existent. They were also asked if they would need to use a school owned device to access online instruction.

A robocall was used to notify all parents that an important survey was sent to their e-mail and that we would greatly appreciate them taking the survey. Furthermore, if they did not have reliable access to the internet, they were asked to call the school and provide the answers to the survey questions over the phone to the school secretary. Efforts were then made to call parents individually who had not responded to the survey.

2

Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

For the in-person and hybrid instruction options, teachers will be fully present in the school buildings everyday and therefore they will have excellent access to devices and the internet. In the case of remote learning where teachers are not allowed to be in the school, they can still access school internet if they are in the parking lot of the school.

Students in grades 1-12 will be provided with chromebooks for their individual use. Students will be expected to charge their chromebooks at home each evening, leave their chargers at home, and bring their fully charged chromebooks to school each day. While at school, all students will have access to the internet. In the case of remote learning, students without quality internet access at home can go to the local public library to access the internet.

3

Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate

mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Students in grades 1-12 will be provided with one to one devices by the school. Survey results indicate that most students in the district have access to reliable internet. Students that do not have reliable access can get access at the local library. Students who can not get access to reliable internet should notify the school so that alternate paper assignments can be produced.

Teachers at SLCS will develop different ways for students to demonstrate learning in their individual lesson plans. Multiple ways to participate in learning and demonstrate mastery of learning standards typically exist in the classrooms of SLCS teachers regardless of the mode of presentation of the lesson.

Teaching and Learning - Mandatory Assurances

1

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

Schroon Lake Central School is prepared for in-person, remote, or hybrid models of instruction. Mandates from the state education department and the decisions of the SLCS school board will determine which of these options will be employed at various times during the school year.

In-person instruction

- All students who wish to attend school in person will be allowed to do so on a daily basis.
- Parents who elect to send their child to in-person instruction must commit to do so for at least the first 5 weeks of school.
- Parents who elect not to send their children to in-person instruction must commit to keeping their children home for at least the first 5 weeks of school.
- Students who elect not to come to school for in-person instruction will be expected to attend classes remotely at the same time that they would be attending the classes if they were in school. During this “synchronous” type of instruction, students will be expected to participate in class discussions and complete all in class and out of class assignments to the best of their ability.
- Students who participate in in-person classes at school will be kept in pods whenever possible. This means that groups of students will be housed in large rooms that allow for proper social distancing for the majority of the day. Teachers will come to the large rooms at the appointed times during the school day and provide in-person instruction to the students.

- Students will eat breakfast and lunch in their assigned classrooms.

Hybrid instruction

- The school may elect to choose the hybrid option which would prohibit students from physically attending school on certain days and require them to do remote instruction on those days.
- Hybrid options could include:
 - Allowing elementary students to come on alternate days from MS/HS students
 - Allowing half of the elementary students and half of the MS/HS students to come to school on certain days and allowing the other half of the students to come on other days.
 - Requiring all students to stay home and participate in remote learning on certain days.
- Teachers would be physically in attendance at school on all hybrid learning days.
- Remote instruction would be done using google meet.

Remote Instruction

- Remote instruction would be necessary if the state mandated the closing of schools or if conditions at SLCS prohibited us from conducting in-person school successfully.
- Remote instruction would be done using a unified platform called google meet.
- Links for each grade level would be clearly displayed on the school webpage. Parents and students could click on these links and be able to access all of the classes for their grade.
- Teachers would have a set schedule where they would identify assignments and due dates for students and parents at consistent times during the week. For example all assignments for the week might be posted on Monday mornings at 8:00am or on Friday by 12 pm for the following week.
- Students would be instructed on how to use google calendar so that they could better organize their time.
- Parents would be given direction on how best to help their children succeed in the learning process and to access their online resources.
- Students who were previously successful with remote learning would be encouraged to share their ideas on how to be successful.
- Parent-teacher and student-teacher communication would be crucial to the success of the child.
- There would be a certain level of synchronous learning required each week.
 - For elementary classes, classroom teachers would be required to meet with all of their students in a full group session for at least one hour per day. Small group sessions and individual assignments would take up the remainder of the daily instructional time.
 - For elementary classes, special area teachers would be required to meet with their students in a full group at least two days per week for half hour sessions. The other three days in the week can be reserved for small group instruction. .

- Special area teachers for elementary and middle school classes are encouraged to work with the classroom teachers to try to integrate their curriculum into the regular classroom instruction
- For middle school and high school full year/credit classes, teachers will be required to hold in-person sessions with the whole class using google meet at least 3 days per week for at least 30 minutes per session..
- For middle school and high school special areas or ½ credit classes, teachers must meet with their students in a full group at least 2 days per week for at least ½ hour.
- Students are required to participate in all synchronous learning classes. Failure to attend at the assigned times will count as an unexcused absence and may result in missed opportunities to complete assignments.
- AIS teachers will be assigned specific times to meet with their students.
- Homework and tests must be coordinated with other teachers of the same grade level.
- Teachers doing remote instruction will be encouraged to have several short-term assignments so they can better monitor student progress and so students will be less likely to fall behind.
- Students will not be allowed to participate in google meet sessions unless teachers are in the meeting room.
- Students may not open their own google meets.
- Teachers will be encouraged to organize time for students to speak with each other in an unstructured manner, sort of like a virtual recess.
- Teachers are encouraged to check in with students and build their school community.

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Schroon Lake Central School has plans for in-person, remote, and hybrid instruction. In all three situations, teachers will provide instruction that is aligned to the New York State Learning Standards.

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

With the in-person learning model, those students who choose to attend school will spend a significant amount of time each week having direct interactions with their teachers. With the hybrid model, students will have less in person interactions with their teachers.

In the case of remote learning, there would be a certain level of synchronous learning required each week.

- For elementary classes, classroom teachers would be required to meet with all of their students in a full group session for at least one hour per day. Small group sessions and individual assignments would take up the remainder of the daily instructional time.
- For elementary classes, special area teachers would be required to meet with their students in a full group at least two days per week for half hour.sessions. The other three days in the week can be reserved for small group instruction.
- Special area teachers for elementary and middle school classes are encouraged to work with the classroom teachers to try to integrate their curriculum into the regular classroom instruction
- For middle school and high school full year/credit classes, teachers will be required to hold in-person sessions with the whole class using google meet at least 3 days per week for at least 30 minutes per session..
- For middle school and high school special areas or ½ credit classes, teachers must meet with their students in a full group at least 2 days per week for at least ½ hour.
- Students are required to participate in all synchronous learning classes. Failure to attend at the assigned times will count as an unexcused absence and may result in missed opportunities to complete assignments.
- Teachers will be encouraged to build relationships , a school community
- Teachers will be adding Social Emotional Learning activities and lessons.

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school’s charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

All students will have equal access to a high quality education at SLCS.

- If in person education is being offered, all students will be welcome to choose this option or to opt out of in person education and instead learn remotely from the school.
- If a hybrid model is being offered, all students will be given an equal number of in person sessions so that equity is maintained. All students who do not wish to take part in direct instruction during the implementation of hybrid learning will be able to opt to stay home and to participate in remote learning.
- If remote learning is the only option being offered to students, it will be offered equally to all students. All students will have equal access to instruction from their teachers.
- All students will receive feedback and additional support as needed.

- Students receiving AIS services will be receiving additional instruction in addition to classroom supports.

5

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

At Schroon Lake Central School we believe that quality communication will be the key to success with whichever type of learning we are engaged. The district office will communicate regularly with families through the school webpage, the school facebook page, email listservs containing parent addresses, mailings through the US Postal Service, and automated or in person telephone calls.

Teachers instructing classes will communicate regularly with parents through email, google features, telephone calls, and periodic written reports.

All parents will have access to student grades through the Schoology parent portal.

Parents will have all of the information they need to contact teachers and they will be encouraged to do so regularly.

6

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

Schroon Lake Central provides its own Prekindergarten program. SLCS prekindergarten plan has all the New York State and Department of Health guidelines.

Pre K In Person Learning:

The first week of school prek students and families will come into the classroom by appointment to drop off supplies, meet teachers, become acquainted with the room and classroom layout, and complete pre-kindergarten screening. This delayed start will give the students and families an opportunity to become acclimated to the new environment and routine. If families are unable to come

into school, a home visit (outside using masks and 6 feet) or a Zoom meeting with the teachers will be provided.

Upon arrival students will need to wear face masks. Students will be allowed to take off their masks for breakfast, lunch, and snack time and during mask breaks. Prior to meals and mask breaks students will wash their hands first. Students will have separate lockers and bins to keep their belongings. Students will use the bathroom in the prek room. If a student needs to use a bathroom outside the room, he/she will be accompanied by an adult. Students will have breakfast and lunch in the classroom. The classroom will have table seatings that are 6 feet apart and/or plexiglass partitions. The tables and work spots will be sanitized after use throughout the day. Students will receive instruction using one on one, small group, and whole group instruction in the prek room as well as special area classes when possible. Students will be provided with individual sets of manipulatives and school supplies (crayons, scissors, pencils, glue sticks, etc) and the supplies will be sanitized after use and kept separately. During rest time, students will have assigned resting spots in the room that allow at least 6 feet of space between individuals. Resting mats will be sanitized daily and will be stored separately in student lockers.

Pre K Remote Learning:

The first week of school the classroom teacher and aide will set up appointments to meet with prek students and families by home visit (outside using masks and 6 feet) if possible or Zoom meeting. Teachers will introduce themselves and conduct prekindergarten screening. During remote learning the teacher will provide daily choice boards online through email and a private group (Facebook, Google Classroom, etc). The choice boards will concentrate on learning standards outlined by New York State common core curriculum including reading, writing, math, science, social studies, and special areas (music, PE, art, library). The activities will be differentiated to meet the needs of individual students. The teacher will also provide literature rich lesson plans utilizing home reading, recorded read alouds by the teacher, and online resources. Students will also meet with the teacher using Zoom for one on one and small group instruction during the week as well for progress monitoring. Supplies will be sent home as needed throughout the year.

Special Education - Mandatory Assurances

1

Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services.

The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services in the fall, with some in-person and some remote opportunities. In support of some of our more vulnerable populations, students in substantially separate programs will have the choice to attend in-person full time. Students designated to receive resource room must be provided support to access the curriculum whether we are in-person or in a remote setting, according to the schedule on the IEP. Transition planning and services must continue. IEP meetings will continue to be held remotely to limit the number of people in the building. The District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings. We will make every effort to maintain as much in-person instruction as is safely possible should a full closure once again be necessary. The full SLCS Special Education Reopening document can be found in the appendix.

2

Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.

Special education educators often have particularly close connections with their students. Therefore, ongoing communication and meaningful partnerships with families continues to be of paramount importance to us. As we move into the start of the new school year, special educators will be collaborating with related service providers, instructional paraprofessionals, general educators, and others who support students with disabilities, ensuring that recommendations for activities are appropriate and accessible whether they occur in-person or remotely. Collaboration between all parties involved will be of utmost importance as we move into a new school year. It is imperative as well as mandatory that we provide our students with the services determined on their IEP's. Phone contact one time per week by case manager, followed by email and/or text (if unable to reach) is required. A document will be provided within Frontline to indicate that contact occurred a minimum of one time per week. In the event a concern is uncovered, the case manager will notify pertinent members (CSE chair, guidance counselor, principal and superintendent).

3

Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

SLCS provides all communication to our parents/guardians in the parent's preferred language.

4

Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

Given the differences between remote and in-person approaches to learning, the program will provide extra social emotional supports for the students and families. For both remote and in-person approaches to learning, the students' case managers will maintain regular and consistent contact to assess family needs and student needs. When necessary the case manager, CSE/CPSE Chairperson or Guidance Counselor will assist with connecting families with appropriate counseling services and community resources. Progress monitoring information will be shared with case managers. In addition, case managers will maintain weekly contact with families as well as committee members. Committee meetings will be scheduled as needed to determine the need for changes to the student's plan.

5

Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Accommodations, modifications, supplementary aids and services as well as assistive technology services directly support a student with a disability in the selection, acquisition, or use of a specified device. The service provider will provide environmental modifications to facilitate independence and generalization of those skills. All students with specified accommodations, modifications, supplementary aides/services or assistive technology devices will be provided as written within their IEP and discussed with their parents. In the event specified accommodations, modifications, supplementary aides/services or assistive technology devices are not reasonable within a remote location, the student will have a Contingency Plan within the IEP that will have been discussed and approved by the parent prior to implementation.

Bilingual Education and World Languages - Mandatory Assurances

1

Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Schroon Lake Central School will follow the rules for identifying English Language Learners. However, at this point SLCS does not anticipate having any ELL students attending in the fall.

2

Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

Schroon Lake Central School will be prepared to offer appropriate instruction to English Language Learners. However, at this point SLCS does not anticipate having any ELL students attending in the fall.

3

Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

At this time we do not have an ELL population. We maintain regular communication with parents/guardians in English.

Teacher and Principal Evaluation System - Mandatory Assurances

Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.

Schroon Lake Central Schools will follow the currently approved APPR plan during the school year.

Certification, Incidental Teaching, and Substitute Teaching - Mandatory Assurances

Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

In response to the COVID-19 crisis, a superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment. BOCES review and approve the requests for incidental teaching. Schroon Lake Central School will follow all rules associated with certification and incidental teaching.

Appendix

Coronavirus Questionnaire for Visitors to the School

Guidance for Students Leaving the Classroom During the School Day

Parent Partnership Agreement Regarding Student Health Evaluation

Special Education Department Guidance for Reopening Schools

SLCS Comprehensive School Counseling Program

Coronavirus Questionnaire

FOR VISITORS TO THE SCHOOL

Your Name _____ Phone Number _____

Company/Organization Name _____

Purpose of Visit. _____

Date(s) of Visit _____

In order to safeguard the Schroon Lake Central School Campus and prevent community spread of the novel coronavirus, there are a few questions that all employees, students, visitors and contractor personnel should ask themselves prior to working on the Schroon Lake campus:

1. Do you have, or have you had, symptoms of acute respiratory illness or fever within the previous 14 days? Yes _____ No _____

List of symptoms: Fever/chills, Cough, Shortness of breath/difficulty breathing, Fatigue, Muscle/body aches Headache, New Loss of taste/smell, sore throat, Congested/runny nose, nausea/vomiting/diarrhea. They can appear 2-14 days after exposure to Covid-19.

2. Do you share a living residence with someone who has had symptoms or acute respiratory illness or fever within the previous 14 days. Same list of symptoms #1? Yes _____ No _____

3. Do you share a living residence with someone who has had contact with anyone known to have COVID-19 or who has symptoms of acute respiratory illness or fever? Same list of symptoms # 1. Yes _____ No _____

4. Are you required by NYS DOH to be under mandatory or self-quarantine? Yes __, No __

5. Have you, or anyone with whom you share a residence traveled within the previous 14 days to areas of known COVID-19 cases, and spent time in public areas such as airports, airplanes, buses etc., where social distancing has not been practiced? Yes ___ No ___

If any of your answers to any of these questions are "YES," then you should not be present on Schroon Lake Central property, And are expected to leave immediately.

Please acknowledge your understanding of the aforementioned, by signing below. If your information Changes, please contact your employer to report the change.

Signed _____ Date _____

SLCS appreciates your diligence in adhering to the social distancing protocols that have been Recommended by the US CDC, state and local health departments, and enacted under Executive Orders of the Governor of the State of New York, Andrew M. Cuomo.

GUIDANCE FOR STUDENTS LEAVING THE CLASSROOM DURING THE SCHOOL DAY

NURSE: (Extension- 3495)

-Visits to the nurse should be limited to illness or injury. Prior to the student leaving the classroom, the nurse should be notified. If the nurse does not answer, please contact the main office.

-Medication to be administered via school nurse and will be at the same time every day. Please refer to the confidential medical list.

MAIN OFFICE / OFFICE PHONE USE: (Extension 3385)

-Students are not to go to the office. Items will be delivered to students to the classroom.

-The main office will be contacted for any student that needs to call home for any reason. The student is not to leave the classroom. Office personnel will make the call and get back to the student.

RESTROOM USE:

-Only one student at a time will be allowed to leave the classroom and the student must use the closest restroom to the classroom.

-All students must sign out in each classroom.

-Students must follow proper hand hygiene and cleaning and disinfection guidelines while washing their hands while using the restroom.

-Only two students shall be allowed in the restrooms containing five stalls. Proper 6 feet distancing must be maintained.

-Only one student shall be allowed in a single unit restroom per visit.

-Students must observe vacancy signs for restrooms and maintain proper 6 feet distancing while waiting.

SPECIAL EDUCATION STUDENTS:

-Students with educational, medical, and/or physical accommodations on their 504 or IEP plans may have special documentation requiring them to be more ambulatory within the building throughout the school day. Circumstances may include:

- Nursing services
- Medication administration
- Counseling
- Educational services
- Toileting
- Circulatory issues
- Emotional regulation

PARENT PARTNERSHIP AGREEMENT REGARDING STUDENT HEALTH EVALUATION

Parent Name _____

Phone Number _____ Preferred email _____

Physical address _____

Please fill out the following table for all of your school age children

Child's Name	Grade Level In 2020-2021	Will your child Participate in in-person learning for the first 5 weeks of school? Write yes or no.	Will your child need to be transported by bus for the first 5 weeks of school? Write yes or no.

Do you have a thermometer at home that you can use to take your child's temperature?

Yes _____ No _____

Do you agree to take your child(ren)'s temperature each morning before school and not send them to school if their temperature is higher than 100 degrees Fahrenheit?

Yes _____ No _____

Do you agree to check your child for COVID-19 symptoms each morning and described by the attached list of COVID-19 symptoms and follow the guidance as listed?

Yes _____ No _____

Do you have reliable internet access at home?

Yes _____ No _____

Parent Signature _____

Schroon Lake Central School

Special Education Department

Interpretation of the

New York State Education Guidance for

Reopening New York State Schools

Recovering, Rebuilding, and Renewing the Spirit of New York State Schools

The New York State Education Department has provided a framework of guidance to help schools and school districts as they plan to reopen. Following are highlights from the guidance document that pertains to special education as we plan for models that may be in person, remote, or within a hybrid model.

Guidance for Special Education

Schools and school districts are required to provide: a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services; meaningful parent engagement regarding the provision of services to their child; collaboration between Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs and services and communications with parents.

Schools and school districts should consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible and consider **contingency plans** developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended school closures.

- FAPE
- Parent Engagement
- Collaboration
- Instructional supports
- Documentation of programs and services

Overview of Special Education Supports

Special education educators often have particularly close connections with their students; therefore, ongoing communication and meaningful partnerships with families continues to be of paramount importance to us. As we move into the start of the new school year, special educators will be collaborating with related service providers, instructional paraprofessionals, general educators, and others who support students with disabilities, ensuring that recommendations for activities are appropriate and accessible whether they occur in-person or remotely. Collaboration between all parties involved will be of utmost importance as we move into a new school year. It is imperative as well as mandatory we provide our students with the services determined on their IEP's.

The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services in the fall, with some in-person and some remote opportunities. In support of some of our more vulnerable populations, students in substantially separate programs will have the choice to attend in-person full time. Students designated to receive resource room must be provided support to access the curriculum whether we are in-person or in a remote setting, according to the schedule on the IEP. Transition planning and services must continue. IEP meetings will continue to be held remotely to limit the number of people in the building. The District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team Meetings. We will make every effort to maintain as much in-person instruction as is safely possible should a full closure once again be necessary.

Students with disabilities, along with their peers in general education, will be assessed to evaluate skill gaps. In addition, special education progress reports and data on levels of performance towards goals prior to closure will be reviewed for progress and regression post-closure. For students in the Extended School Year (ESY) program, progress reports and discussions on individual levels of current performance will be important in assessing skill gaps and regression.

We will continue to work closely with BOCES and state operated schools to ensure students in and out of district schools will continue to receive their services either remotely or in-person as directed by the individual schools. We will continue to receive remote learning plans and progress reports on all students as appropriate.

In-Person vs. Remote Services

In many cases, the individual circumstances of staff and student health and safety may dictate the availability of in-person services, including speech, occupational therapy, physical therapy, orientation/mobility, visual, hearing, and reading support. However, there will certainly be times when teletherapy services are the safest and most appropriate.

To prepare for this contingency, the District has been exploring tools that staff could use to provide teletherapy services. Multiple potential tools have been identified, and the District is in the process of establishing the necessary student data privacy agreements with vendors. Additionally, classrooms have been assigned to individual therapists. Once school begins, therapists will be scheduling students for in-person services or synchronous teletherapy services, depending on the individual needs and schedule of students. These services will be delivered individually or in small groups. Schedules will need to accommodate the time needed to sanitize these rooms after each student or small group. Parents of children participating in the Hybrid Learning Model can expect that their children will receive a combination of in-person and teletherapy, as required.

Districtwide Special Education Programs

Schroon Lake Central School has several focused Special Education programs for students with specific learning profiles, as listed below. Students within each of these programs will be invited to participate in full-time, in-person schooling, although some services may be provided via teletherapy when appropriate. In the event of another full school closure, the District will plan on trying to maintain as much in-person therapies as is safely possible.

Case Managers

Given the differences between a remote and in-person approach to learning the program will provide extra social emotional supports for the students and families. For both remote and in-person approach to learning the students' case managers will maintain regular and consistent contact to assess family needs and student needs. When necessary the case manager, CSE Chairperson or Guidance Counselor will assist with connecting families with appropriate counseling services and community resources.

Consultant Teacher Services

Schroon Lake Central School District provides direct and/or in-direct Consultant Teacher Services to students with disabilities in general education classrooms K-12. Special education consultant teachers providing services collaborate with general education teachers to plan instructional accommodations and modifications for students with disabilities in general education settings. Such students would generally possess good coping skills and would be able to advocate for themselves. The direct consultant service additionally offers students with disabilities the opportunity to receive instruction in regular education classes with non-disabled peers, as the special education teacher "pushes into" the regular education class to provide the service to the student.

Resource Room

This program is for students with disabilities who are in need of specialized supplementary instruction in a small group setting for a specific subject area such as math or reading.

- No more than 5 students may be placed in a resource room at any one time.
- Students are assigned to a resource room program for not less than three hours per week, this may be in conjunction with consultant teaching services with the combination totalling a minimum of 3 hours weekly.
- Students are assigned to a resource room based on similarity of individual needs according to levels of academic achievement, learning characteristics, social and physical development, and management needs.

The resource room supports general education through small group review, reinforcement of skills, remediation of learning deficits, pre-teaching new concepts, and supplementing reading or math instruction.

This program also teaches study skills and focuses on the goals and objectives identified in each student's Individualized Education Plan (IEP). This program provides the opportunity for students to receive the majority of their instruction in the regular education classes with non-disabled peers and learn in the least restrictive environment.

Special Class ELA or Math

Special Class for ELA or Math within the District consist of up to 15 students, all with a disability. Each class has 1 Special Education Teacher. Special classes follow the General Education curriculum, however, the material is often modified to meet individual student needs. All instruction is differentiated based on process, product, and content. All lessons are modeled and practiced. Re-teaching is a vital part of daily practice. Positive reinforcement, incentives, and encouragement are used. The goal is to lead students to a less restrictive environment by fostering independence, responsibility, and problem solving skills. A special class may contain students with a variety of disabilities, including but not limited to Autism Spectrum Disorder (ASD), Learning Disabled (LD), Other Health Impairment (OHI), Multiply Disabilities, as well as other related disabilities with intensive needs including deficits in language, social communication, significant academic deficits, abstract thinking, and behavior. The self-contained classes provide highly individualized services. Students within a : setting typically receive instruction for ELA or Math within the small group and receive the remainder of their education within the general education environment.

Integrated Co-Teaching

We support students with disabilities in an Integrated Co-Teaching Learning model at the elementary level students with Learning Disabilities and other related disabilities. Through this

integrated approach students are included, for the majority of their school day, within the general education setting.

Speech and Language Therapy

The goal of speech and language therapy is the early identification of communication disorders and the remediation of articulation and phonological deficits, stuttering, voice disorders, and receptive and expressive language problems, which adversely affect a student's educational performance. Services are provided either individually or in small groups at a frequency rate and location established by the Committee on Special Education.

Speech/Language Services address articulation, fluency (example: stuttering), voice (example: nasality), language (expressive and receptive), auditory processing (ability to focus on critical information within an environment that may have background noise), and pragmatics (social language, idioms). Speech/language therapists/pathologists provide preventative intervention, evaluations, consultations, and direct therapy services.

Occupational Therapy and Physical Therapy

Occupational therapy as a related service focuses on the functional evaluation of the student, and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks. The occupational therapist assesses skill levels and, upon receipt of an appropriate prescription, provides remediation in the areas of deficit such as postural control, motor planning, visual perceptual skills, hand skill development and sensory processing. The therapist may also provide alternative materials and environmental modifications to facilitate independence and generalization of those skills. Occupational therapy may be provided individually, in a small group, or as a consultant to the classroom teacher, based on the recommendations of the Committee on Special Education.

Occupational therapists work with students who demonstrate fine motor or upper body impairments that affect a student's participation within the educational environment (cutting, drawing, handwriting, activities of daily living, and sensory integration).

Physical therapy as a related service is, upon prescription, directed towards developing and maintaining the student's physical potential for independence in all educationally related activities. A major focus of physical therapy is to develop the student's ability to safely negotiate the school environment.

Physical therapists address the gross motor skills of students within the educational environment. This can include orthopedic and neurological issues. Students who receive direct physical therapy typically have difficulty with loco-motor skills, balance, low muscle tone, or limited range of motion.

School Counseling Services

The school psychologist or school counselor is responsible for the provision of IEP mandated counseling for individual students and parent training, as prescribed by the Committee on Special Education. These services are provided to those students whose psychosocial needs interfere with their ability to benefit from education. The focus of school-based counseling must be on the school-related difficulties of the student with a disability and is designed to assist the student in overcoming the social or emotional challenges that interfere with the educational process.

Itinerant Services for the Hearing Impaired or Visually Impaired

Hearing and vision impaired services are designed to provide direct specialized instruction to students with hearing and/or visual impairments. The service provider may also provide alternative materials and environmental modifications to facilitate independence and generalization of those skills. Teacher of the Hearing Impaired provides direct service and consultation service. Direct service entails support of all general education curriculum, modification of special curriculum of a particular class, and direct instruction of auditory skills such as discrimination, auditory comprehension. Consultation service entails maintenance and troubleshooting of hearing equipment, consult with staff regarding meeting hearing needs in the classroom, consult with audiologists regarding appropriate amplification, and reinforcing advocacy skills with the student. Teachers of the Visually Impaired adapt ways of doing everyday activities and methods of participating in the school curriculum, such as reading and writing in Braille, using a low vision device, or independent living skills. These skills are often known as the expanded core curriculum.

Specialized Reading

Specialized Reading is specially designed individualized or group instruction provided to meet the student's needs in the area of reading as recommended in the Individualized Education Program (IEP). The service may be provided in the classroom or in another educational setting structured to meet the individual needs of the student(s).

Assistive Technology Service

Assistive technology service directly supports a student with a disability in the selection, acquisition, or use of an assistive technology device. The service provider provides environmental modifications to facilitate independence and generalization of those skills.

Special Education Directives from NYS Regional Associate representing Essex County

Non-Negotiables

ALL programs MUST meet NYS minimum standards:

- Hours of minimum attendance weekly for Resource Room and/or Consultant teacher model

- MUST be provided as written on the IEP for duration and frequency.
- Programs would include Resource room, Consultant Teaching indirect or direct, Integrated Co-Teaching. If a student is determined to require indirect consultant teaching, that must occur in person or remote.

Notes:

In-person learning will occur as stated within the IEP. In the event of unplanned remote learning, the case manager will reach out to parents and explain service as written on the IEP as soon as shut down occurs. Educate the parent when students are required to meet, how long and how often. Determine scheduled sessions.

Following 3 attempts to parents, schedule sessions and document absence.

Related Services should attempt to provide support as written in the IEP. However, if this becomes a concern for parents or providers and services need to be adjusted (RELATED SERVICES ONLY), please contact the CSE Chair and a CSE meeting will be scheduled to address the concern.

If there are students you have concerns with currently for remote learning please begin documenting them.

Notes:

Note concerns and justification for service delivery change in Contingency Plan in IEP PLP's section.

In-Person learning will follow IEP; remote learning will immediately follow the contingency plan. If there are concerns with particular students, case managers will notify CSE Chair.

Parent Communication must occur a minimum of one time weekly by the Case Manager, in the event of remote learning. This should be documented and any concerns should be forwarded to the CSE Chair, Guidance Counselor and Principal.

Notes:

Phone contact one time per week by case manager, followed by email and/or text (if unable to reach). Document briefly in the contact log in IEP direct that contact occurred with a minimum of one time per week. In the event a concern is uncovered, notify pertinent members (CSE chair, guidance counselor, principal and superintendent).

Progress monitoring must continue and be provided to CSE office as well as parents during in-person or remote learning at designated intervals.

Notes: Alignment within the goals should occur to ensure goals are measurable and meets student needs. IEP goals will continue to be progress monitored during in-person or remote learning. Please notify the CSE chair in the event a goal change is needed.

Contingency Plans will need to be developed and placed within the PLP's section of the IEP in the event something needs to change if we suddenly move to remote learning. Schools **MUST** maintain documentation of collaboration with parents to develop any contingency remote learning plan.

Will be developed and discussed with parents immediately as the school year unfolds. CSE will be notified to establish a meeting. IEP's (PLP's only) will be adjusted accordingly. Contingency plans will be implemented in the event a full remote learning environment occurs.

Other:

Re-evaluations: PWN and parent permission will be completed over the summer for all re-evaluations. Testing should be scheduled ASAP, in the event we return to a full remote plan.



Schroon Lake Central School District

K-12 Comprehensive School Counseling Plan 2020-2021

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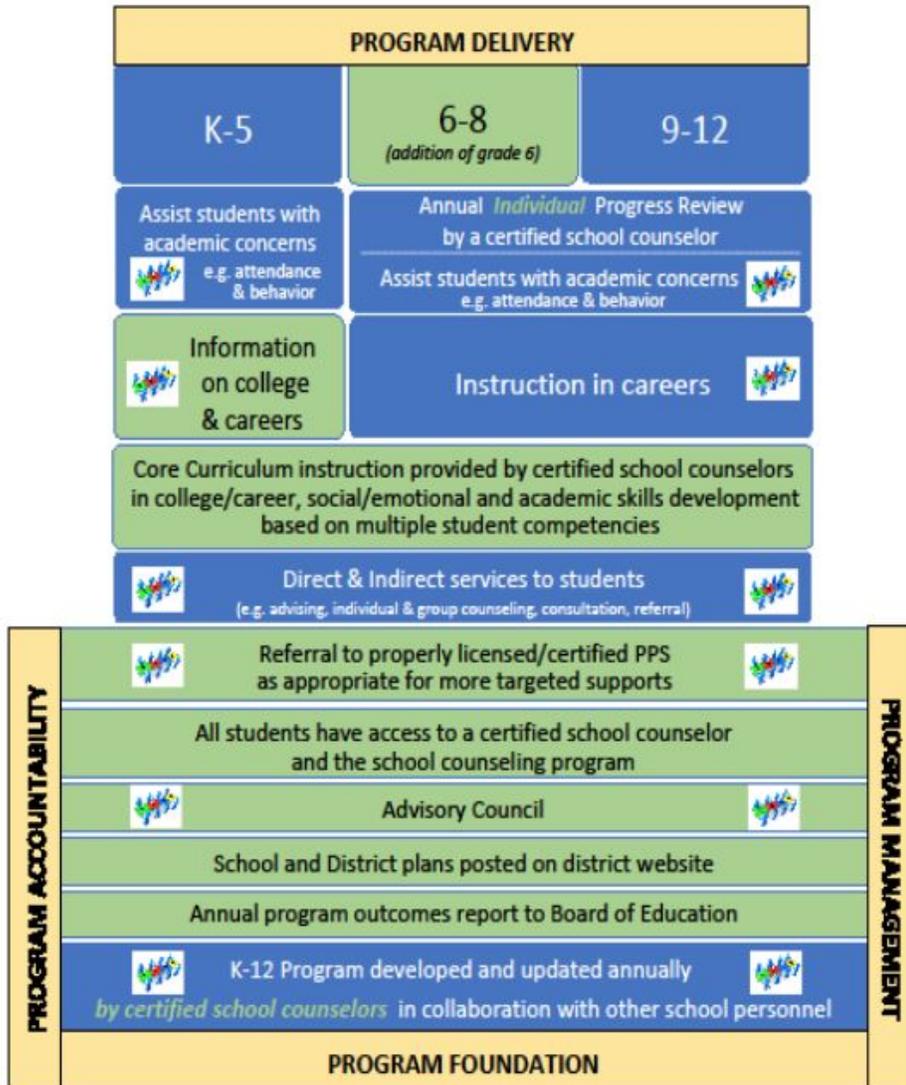
Introduction

Schroon Lake Central School District's comprehensive school counseling program is designed to ensure that all students K-12 have access to a certified school counselor. The program is organized and implemented by a licensed counselor in collaboration with parents, teachers, administrators and the Board of Education. The plan is designed to address student development in academic achievement, career development, college readiness, emotional health, personal/social skills and community involvement.

Schroon Lake Central School Mission Statement

Through the cooperative efforts of educators, students, parents, and the community, Schroon Lake Central School is dedicated to developing students in a safe environment who are educated, caring, and responsible world citizens. Students will reach their potential academically, socially, and emotionally, through a solid educational foundation. They will be equipped with the attitudes and skills that foster career and college readiness. Students will become successful and contributing members of society and prepared to be positive leaders in the community. They will develop reverence for others and the natural world, especially for the Adirondack region.

**New + Old Requirements of NYSED Commissioner’s Regulation Part 100.2(j)
 School Counseling and Guidance Programs for Public Schools
 (adopted July 1, 2017, to be implemented by September 2019)**



Key:	New regulation	Old regulation
	Team approach: e.g. teachers, school social workers, school psychologists.	

Advisory Council

The Advisory Council provides stakeholders the opportunity to review, revise and provide input to implement and improve the counseling program.

1. Members

- The Advisory Council will consist of the Superintendent, Principal, School Nurse, High School Health Teacher, Middle School Health teacher, PE teacher, School Counselor and School Psychologist.
- Additional stakeholders may be included.

2. Meetings

- The Advisory Council will meet twice each year to discuss implementation, potential modifications, program development and the Board of Education program outcomes report.
- Meetings will occur in the beginning of October and May.
- Additional meetings may be held if required.

3. Program Development

- The Advisory Council will help maintain and improve the counseling plan. This will be accomplished via the following:
 - Needs-based professional development planning
 - Data analysis of program results including closing the gap analysis
 - Assessment of resources and allocation of resources required to implement plan

4. Board of Education Program Outcomes Report

- The Advisory Council will prepare a program outcomes report that focuses on attendance, academic, behavioral program data
- The program outcomes report will also address other specific district or building counseling goals
- The program outcomes report will highlight the main components of the counseling program including number of students who received direct services as well as itemizing each direct services
- The program outcomes report will be based on data analysis of program results and closing the gap analysis reports

KINDERGARTEN-5TH GRADE

Core Curriculum K-5				
100.2(j)(2)(i)(c) School counseling / guidance core curriculum instruction shall be for the purpose of addressing student competencies related to career/college readiness, academic skills and social/ emotional development by a certified school counselor(s)				
PROGRAM/ACTIVITY	GRADE LEVEL(S)	ASCA STANDARDS	PROGRAM OBJECTIVES	FREQUENCY/EVALUATION METHOD

Certified counselors will visit each classroom at the start of the school year.	K-5	Academic & Social Emotional Development	Students will understand the role of a counselor, what services are available, where they are located, and how to access their counselor	1 x yearly per classroom Exit Ticket
Direct Instruction by certified counselors into bullying prevention, reporting, and online safety.	K-5	Social & Emotional Development	Students will be able to define the difference between bullying and conflict , and how to report each.	1 x per year per classroom Observations, student pre and post-test
Mindfulness Curriculum (MindUp) presented in classrooms.	K-5	Social & Emotional Development	Students will be able to define Mindfulness and incorporate practices into daily routine.	Ongoing Observations, student pre and post-test
Bucket Fillers Classroom Lesson	K-5	Social & Emotional Development	Students will be able to identify “bucket filling” activities.	1 x per year per classroom Exit Ticket

Direct Services K-5				
100.2(j)(2)(i)(d) Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement.				
PROGRAM/ACTIVITY	GRADE LEVEL (S)	ASCA STANDARDS	PROGRAM OBJECTIVES	FREQUENCY/EVALUATION METHOD
Certified counselor will provide individual and group	K-5	Academic, Social & Emotional Development	To address and provide instruction/support regarding academic	Ongoing Data tracking, progress reports

counseling.			stressors, attendance concerns, emotional regulation, and social skills support to increase self regulation skills	
Certified counselor will provide 504/IEP individual and group counseling.	K-5	Academic, Social & Emotional Development	To address and provide instruction regarding academic stressors, attendance concerns, emotional regulation, and social skills support to increase self regulation skills	Ongoing Data tracking, progress reports
Certified counselor will collaborate with Therapeutic Crisis Intervention for Schools (TCIS) team to prevent and manage crises	K-5	Social & Emotional Development	Provide appropriate interventions and de-escalation techniques to allow students to return to baseline	Ongoing Data Tracking
Welcome Back Night	K-5	Social & Emotional Development	To promote social skills development and the creation of a positive school climate.	1 x per year (Fall) Observations

Indirect Services, Referrals K-5

100.2(j)(2)(i)(a) (cont'd.) The program shall also where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted support. 100.(j)(2)(i)(e) Indirect student services may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

PROGRAM/ACTIVITY	GRADE LEVEL (S)	ASCA STANDARDS	PROGRAM OBJECTIVES	FREQUENCY
Certified school counselors will serve on the Advisory Council	K-5	Academic, Social & Emotional Development	Continually develop counseling program	2 x per year
Consult with teachers, administrators and parents regarding strategies to improve and respond to student needs	K-5	Academic, Social & Emotional, Career Development	Work in collaboration to identify and implement strategies to support student needs	Ongoing
Participate in applicable Committee on Special Education and Section 504 Accommodation Plan meetings	K-5	Academic, Social & Emotional, Career Development	Provide committee with information regarding student academic requirements and counseling goals	Ongoing
Participate and attend Emotional Wellness Team meetings <i>*see Glossary</i>	K-5	Social & Emotional Development	Identify strategies to support student emotional needs as referred by teachers, administrators, counselors, family, peers and other stakeholders.	Ongoing
Participate and attend Student Support Team (SST) <i>*see Glossary</i>	K-5	Academic, Social & Emotional Development	Identify strategies to support student academic needs	Ongoing
Provide referrals to Essex County Mental Health and other related mental health services <i>*see Glossary</i>	K-5	Academic, Social & Emotional, Career Development	Assessment by a NYS licensed Mental Health professional to determine need for, and specify, interventions	Ongoing

Participate and attend PBIS Committee meetings <i>*see Glossary</i>	K-5	Academic, Social & Emotional, Career Development	Identify and implement strategies to support student social, emotional and academic needs, as well as create programming to promote a positive school climate.	Ongoing
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6TH GRADE-12TH GRADE

Core Curriculum 6-12				
100.2(j)(2)(i)(c) School counseling / guidance core curriculum instruction shall be for the purpose of addressing student competencies related to career/college readiness, academic skills and social/ emotional development by a certified school counselor(s)				
PROGRAM/ACTIVITY	GRADE LEVEL (S)	ASCA STANDARDS	PROGRAM OBJECTIVES	FREQUENCY/EVALUATION METHOD
Mindfulness Curriculum (MindUp and Learning to Breathe) presented in classrooms.	6-12	Social & Emotional Development	Students will be able to define Mindfulness and incorporate practices into daily routine.	Ongoing Observations, student pre and post-test

Financial Aid Night	11-12	Academic, Career Development	Students will learn about the financial aid process	1 x per year (Fall) Completion of FAFSA
12th Grade Lunch & Learn	12	Academic, Career Development	Students will learn about post-secondary opportunities and the college application process	1 x per year (Fall) Observations, Student Responses
PSAT NMSQT Classroom Lesson	10-11	Academic, Career Development	Students will learn about the PSAT-NMSQT structure and purpose	1 x per year (Fall) Observations
Senior Postsecondary Planning Meetings (Individual)	12	Academic, Social & Emotional, Career Development	Students will discuss their postsecondary goals/interests and identify additional tools for exploration	Ongoing Observations, Student Responses
Manufacturing Day Field Trip in conjunction with CV-TEC	11-12	Academic, Career Development	Students will learn about different career opportunities	1 x per year (Fall)
PSAT-NMSQT	10-11	Academic, Career Development	Students will participate in the College Board's PSAT-NMSQT	1 x per year (October) Test completion
Junior Postsecondary Planning Meetings (Individual)	11	Academic, Social & Emotional, Career Development	Students will discuss their postsecondary goals/interests and identify additional tools for exploration	Ongoing Observations, Student Responses
High School Graduation Requirements & Resources Classroom Lesson	9-11	Academic, Social & Emotional, Career Development	Students will learn about and review NYS graduation requirements. They will also review school support	1 x per year (Fall) Observations, Pre and Post-test

			resources.	
Military Visit Tabling	6-12	Academic, Career Development	Students will learn about post-secondary opportunities	Ongoing Observations, Discussion
College Visit Field Trips	10-12	Academic, Social & Emotional, Career Development	Students will learn about different college settings and post-secondary opportunities	2 x per year (1 Fall, 1 Spring) Observations, Discussion
Alumni Panel	11-12	Academic, Social & Emotional, Career Development	Students will learn and hear from their peers about college and post-secondary experiences	1 x per year (Spring) Observations, Discussion
CV-TEC Presentation	10	Academic, Career Development	Students will learn about CV-TEC programs	1 x per year (Winter/Spring) Observations, Discussion
8th Grade CV-TEC Field Trip	8	Academic, Career Development	Students will learn about CV-TEC programs	1 x per year (Winter/Spring) Observations, Discussion
New Visions: Medical Careers Presentation	10	Academic, Career Development	Students will learn about CV-TEC - New Visions: Medical Careers program	1 x per year (Winter/Spring) Observations, Discussion
11th Grade Lunch & Learn	11	Academic, Career Development	Students will learn about post-secondary opportunities and the college application process	1 x per year (Spring) Observations, Discussion
10th Grade CV-TEC Field Trip	10	Academic, Career Development	Students will learn more about CV-TEC programs	1 x per year (Spring) Observations, Discussion

Direct Services 6-12

100.2(j)(2)(i)(d) Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement.

100.2(j)(2)(i)(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program

PROGRAM/ACTIVITY	GRADE LEVEL (S)	ASCA STANDARDS	PROGRAM OBJECTIVES	FREQUENCY/EVALUATION METHOD
Certified counselor will provide individual and group counseling.	6-12	Academic, Social & Emotional Development	To address and provide instruction/support regarding academic stressors, attendance concerns, emotional regulation, and social skills support to increase self regulation skills	Ongoing Data tracking, progress reports
Certified counselor will provide 504/IEP individual and group counseling.	6-12	Academic, Social & Emotional Development	To address and provide instruction regarding academic stressors, attendance concerns, emotional regulation, and social skills support to increase self regulation skills	Ongoing Data tracking, progress reports
Certified counselor will collaborate with Therapeutic	6-12	Social & Emotional Development	Provide appropriate interventions and de-escalation	Ongoing Data tracking

Crisis Intervention for Schools (TCIS) team to prevent and manage crises			techniques to allow students to return to baseline	
6th Grade & New Student Orientation	6-12	Academic, Social & Emotional Development	Students will be introduced to the Middle & High School	1 x per year (Fall) Observations, Discussion
Welcome Back Hike	6-12	Social & Emotional Development	Students will have an opportunity to practice social skills and expand/build peer relationships	1 x per year (Fall) Observations, Discussion
College Admissions Counselors Visits	10-12	Academic, Career Development	Students will be able to discuss and learn about different colleges and various opportunities	Ongoing Observations, Discussion
NCCC Dual Enrollment Registration Meetings	11-12	Academic, Career Development	Students will have the opportunity to meet with NCCC representative to sign up for college courses	1 x per year (Fall, Spring as needed) Observations, Discussion, Registration Completion
Instant Decision Day	12	Academic, Career Development	Students will have an opportunity to meet with Admissions Representatives from local colleges	Ongoing Observations, Discussion, Application Completion
Provide guidance and information on scholarship opportunities	11-12	Academic, Career Development	Students will learn about different scholarship opportunities	Ongoing Observations, Discussion, Scholarship Completion

Create annual, individual progress review plan with each student	6-12	Academic, Social & Emotional, Career Development	To assess academic progress and have students formulate postsecondary plans	Ongoing Observations, Discussion, Career Plan Completion
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Indirect Services 6-12

100.2(j)(2)(i)(a) (cont'd.) The program shall also where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted support.

100.(j)(2)(i)(e) Indirect student services may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

PROGRAM/ACTIVITY	GRADE LEVEL (S)	ASCA STANDARDS	PROGRAM OBJECTIVES	FREQUENCY
Communicate and collaborate with college representatives to support students throughout post secondary planning	9-12	Academic, Career Development	Assist students in postsecondary planning and raise awareness for postsecondary options	Ongoing
Maintain student academic records	6-12	Academic, Career Development	Maintain accurate and current student academic history	Ongoing
Coordinate college courses in conjunction with SUNY Albany & North Country Community College	11-12	Academic Development	Assist in the coordination of college courses to provide students with the opportunity to earn college credit in the high school setting	Ongoing
Maintain and update master schedule	6-12	Academic Development	Maintain accurate and current schedule for student classes	Ongoing

Manage and update all materials for course selection and scheduling	6-12	Academic Development	Maintain accurate materials	Ongoing
Attend relevant counselor scholarship luncheons/meetings	11-12	Academic, Career Development	Learn about updates and new scholarship opportunities for students	Ongoing
Attend Essex County Counselor meetings	6-12	Academic, Social & Emotional, Career Development	Collaborate with other local counselors on events, ideas and learning opportunities. Share resources.	4 x per year
Serve as SSD Coordinator in conjunction with the College Board	9-12	Academic, Career Development	Manage College Board testing and apply for services to support students with disabilities	Ongoing
Plan and coordinate PSAT-NMSQT	10-11	Academic, Career Development	Coordinate PSAT testing for students in grades 10-11	Ongoing (prior to test in October)
Certified school counselors will serve on the Advisory Council	6-12	Academic, Social & Emotional Development	Continually develop counseling program	2 x per year
Consult with teachers, administrators and parents regarding strategies to improve and respond to student needs	6-12	Academic, Social & Emotional, Career Development	Work in collaboration to identify and implement strategies to support student needs	Ongoing
Participate in applicable Committee on Special Education and Section 504	6-12	Academic, Social & Emotional, Career Development	Provide committee with information regarding student academic	Ongoing

Accommodation Plan meetings			requirements and counseling goals	
Participate and attend Emotional Wellness Team meetings <i>*see Glossary</i>	6-12	Social & Emotional Development	Identify strategies to support student emotional needs	Ongoing
Participate and attend Student Support Team (SST) <i>*see Glossary</i>	6-12	Academic, Social & Emotional Development	Identify strategies to support student academic needs	Ongoing
Provide referrals to Essex County Mental Health and other related mental health services <i>*see Glossary</i>	6-12	Academic, Social & Emotional, Career Development	Assessment by a NYS licensed Mental Health professional to determine need for, and specify, interventions	Ongoing
Participate and attend PBIS Committee meetings <i>*see Glossary</i>	6-12	Academic, Social & Emotional, Career Development	Identify and implement strategies to support student social, emotional and academic needs, as well as create programming to promote a positive school climate.	Ongoing
Participate and attend Cabinet Meetings	6-12	Academic, Social & Emotional, Career Development	Communicate and collaborate with all departments regarding school activities	Every Friday
Attend relevant Professional Development	6-12	Academic, Social & Emotional, Career Development	Learn about new resources and topics related to School Counseling	Ongoing

Comprehensive School Counseling Program Glossary:

1. **Emotional Wellness Team:** Schroon Lake Central School has an Student Emotional Wellness Team that meets twice each month. Members of this team include the Superintendent, Principal, School Nurse, Guidance Counselor, and School Psychologist. This team discusses the academic, behavioral, and social emotional status of at-risk students. Teachers and other school staff members can use a counseling form to refer students to the Emotional Wellness Team. The team addresses ways to improve academic performance and they provide resources and referrals to address mental health, behavioral, and emotional support services and programs. Please find the counseling referral form in the appendix of this document.
2. **Student Support Team (SST):** Schroon Lake Central School has a Student Support Team in place to help problem solve and create plans for success. The team helps identify and implement various classroom support/interventions based on the student's needs. The team is composed of the school principal, school counselor, reading specialists, and teachers (Special Education and General Education).
3. **PBIS:** "Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed." - www.pbis.org
4. **Essex County Mental Health:** Local Mental Health Counseling - Phone: (518) 873-3670, Fax (518) 873-3777

References

American School Counselor Association (2004). ASCA National Standards for Students. Alexandria, VA: Author. New York State School Counseling Association. (n.d.)

Guidance Pertaining to Commissioner's Regulation §100.2(j) Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs [PDF file]. Retrieved from <http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18.pdf>