

HEALTH AND SAFETY

- ❖ Districts/schools 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:

- Ability to maintain appropriate social distance

Students, staff, and visitors will maintain a social distance of 6 feet at all times. If this is not possible, then masks and face coverings will be worn.

- PPE and cloth face mask availability

The District has and will maintain an inventory of cloth face masks for students, staff, and visitors that arrive without one, and various PPE required for school nurses (i.e. N95 masks, face shields, gowns). Students, staff, and visitors will be asked to bring and wear their own masks/face coverings. If they do not have one then one will be provided.

Availability of safe transportation

In coordination with the district's transportation contractor, Huntington Coach, the district will provide safe transportation for students through routine cleaning and disinfecting of buses, by reducing density on the buses, ensuring all students have or are provided masks, and by teaching students to maintain social distancing at bus stops, and when boarding and leaving the bus. Additionally, bus ventilation will be improved by opening windows a safe amount and by operating the roof hatches and their integrated exhaust fans.

- Local hospital capacity - consult your local department of health

In coordination with the Nassau County Department of Health, the District Medical Director, and data from "New York Forward Regional Dashboard," <https://forward.ny.gov/covid-19-regional-metrics-dashboard>, SCSD will take into consideration local hospital capacity and percentage of available beds when planning to reopen the school district. Neighboring hospitals within a ten

mile radius include Syosset Hospital, Plainview Hospital, Huntington Hospital, and NYU Winthrop.

- ❖ Districts/schools 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) when developing health and safety reopening plans. District/school plan should identify the groups of people involved and engaged throughout the planning process.

The District has been meeting with a reopening task force of 97 people comprised of:

- District Reopening Task Force: 97 teachers, nurses, administrators, PTA leadership, architects and safety consultants
- Building-level meetings held with Students and District Administrators
- Parent focus group convened by the Syosset Council of PTAs
- Meetings with regional authorities and agencies

The District maintains a database with contact information for administrators, faculty, staff, parents/legal guardians and community members. Information is sent to stakeholders directly via email. Information is also shared on the public website, social media and during public Board of Education meetings.

Community questions are addressed during the Audience to the Public section of the Board of Education meetings. The District deployed a staff survey, parent/guardian survey, and conducted community engagement online via the software Thought Exchange to collect feedback while engaged in the planning process.

- ❖ District/school 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.

The District has created a section of the public website to communicate plans and protocols. The District may also utilize email, phone calls and text

messages to communicate directly with parents/guardians and community members. Information is shared at public Board of Education meetings, which are live-streamed and recorded for all community members to view. Building signage includes the following:

- Floor decals for social distancing and foot traffic flow
- Door signs to reinforce face masks, social distancing, coughing protocols and handwashing
- Signage in stairwells to reinforce if a stairwell is one way only, and/or reminders to stay right
- Signage in bathrooms to reinforce washing of hands for 20 seconds.
- Signage to indicate hand sanitizer stations (please wash hands if soiled)
- Signage in hallways to reinforce hygiene practices

- ❖ District/school 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.

All students, staff, and visitors will complete a Daily Health Screening Questionnaire and attest to the fact that they are or are not exhibiting symptoms of COVID-19, that they have not been exposed to individuals knowingly positive for COVID-19, and that they have not traveled to a NYS quarantined state. Those who reply "yes" are directed NOT to enter the buildings.

Symptoms:

Students and staff will be excluded from school if they have any of the following:

- Fever
- Shortness of breath
- Difficulty breathing
- Loss of taste or smell
- New or worsening cough
- Sore throat
- Muscle aches
- Chills
- Fatigue
- Headache

- Congestion/runny nose
- Diarrhea
- Nausea or vomiting

Students or staff excluded for these symptoms should not return until they have had a medical evaluation that determines that their symptoms were more likely due to another cause (e.g., sore throat due to strep throat). In this latter case, the individual can return when they meet non-contagious criteria for that condition.

Note: A child with any one of these symptoms should consider not attending school regardless of meeting exclusion criteria. If these symptoms are explainable by an underlying condition (such as shortness of breath or cough for an individual with asthma) exclusion may not be necessary.

Schools have a room identified to isolate students or staff with symptoms of COVID-19 identified during the school day.

- Students and staff will be moved safely, respectfully, as well as in accordance with applicable privacy laws or regulations, to the isolation room for evaluation.
- The individual will be provided a mask if they are able to use one, and students will be supervised by a staff member who maintains at least 6' of distance and uses appropriate PPE.
- School nurses and other healthcare providers will use Standard and Transmission-Based Precautions when caring for sick people.

Return to School:

- Sick staff members and children should not return until they have met criteria for return as determined by the school nurse in partnership with the NYSDOH and medical clearance to do so.
- Students and staff who test positive for COVID-19 and persons with symptoms of COVID-19 who do not get tested or do not get test results should isolate until:
 - Ten (10) days have passed since symptoms started, and
 - 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.

- ❖ District/school plan has a written protocol for daily temperature screenings of all students and staff, along with daily screening questionnaires for faculty and staff and periodic use of the questionnaire for students.

- All students, staff, and visitors will have their temperature taken upon entrance to the buildings. IR non-touch temperature screening devices will be used to identify individuals exhibiting temperature of 100.0 Degrees F. or greater.
- All students, staff, and visitors will complete a Daily Health Screening Questionnaire and attest to the fact that they are or are not exhibiting symptoms of COVID-19, that they have not been exposed to individuals knowingly positive for COVID-19, and that they have not traveled to a NYS quarantined state. Those who reply "yes" are directed NOT to enter the buildings.

- ❖ District/school 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.

Schools have a room identified to isolate students or staff with symptoms of COVID-19 identified during the school day.

- Students and staff will be moved safely, respectfully, as well as in accordance with applicable privacy laws or regulations, to the isolation room for evaluation.

- The individual will be provided a mask if they are able to use one, and students will be supervised by a staff member who maintains at least 6' of distance and uses appropriate PPE.
- School nurses and other healthcare providers will use Standard and Transmission-Based Precautions when caring for sick persons.
- If individuals present with emergency symptoms, the nurse will call 911 immediately.

- ❖ District/school 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.

Isolation Criteria: Students and staff who test positive for COVID-19 and persons with symptoms of COVID-19 (see list of symptoms in previous question) who do not get tested, should isolate until: Those individuals who test positive by a PCR test but do not have symptoms will be required to stay out of school until ten (10) days after the specimen was collected. The criteria above will be used to determine eligibility to return to school.

- ❖ District/school plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.

- All staff, students (or their parents), and visitors will be asked to complete an electronic Daily Health COVID-19 Questionnaire from any device.
- The Questionnaire requires one "Yes" or "No" response to all 4 questions:
 - Do you have any symptoms possibly related to COVID-19?
 - Have you had a positive COVID-19 Test within the last 14 days?
 - Have you been in contact with anyone confirmed or suspected

of having COVID-19 within the last 14 days?

- Have you traveled to any of the NYS quarantined states?
- “Yes” results in a **RED** screen directing the staff member or student not to come to school.
- “No” results in a different colored screen that “clears” the staff member or student to enter.

➤ Signage on all doors attesting to the the following:

**Syosset Central School District
Important Health Screening Notice**

By entering this building, each visitor and staff member attests to the following COVID-19 Health-Screening Questions:

1. You do NOT currently have any symptoms possibly related to COVID-19.

Possible COVID-19 Symptoms: *Cough *Shortness of breath or difficulty breathing *Fever (a temperature of 100.0°F or greater) *Chills *Repeated shaking with chills *Muscle pain *Headache *Sore throat *New loss of taste or smell *Diarrhea * Nausea or vomiting

2. You have NOT had a positive COVID-19 Test within the last 14 days.
3. You have NOT been in contact with anyone confirmed or suspected of having COVID-19 within the last 14 days.
4. You or any members of your household have not traveled to any of the NYS identified quarantined states or countries.

As of July 28, 2020, the following states meet the criteria for required quarantine: Alaska, Alabama, Arkansas, Arizona, California, Delaware, Florida, Georgia, Iowa, Idaho, Indiana, Kansas, Louisiana, Maryland, Missouri, Mississippi, Montana, North Carolina, North Dakota, Nebraska, New Mexico, Nevada, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, Wisconsin

All visitors and staff will have their temperature taken upon entering. All are reminded to wear face coverings/masks and maintain social distancing at all times.

- ❖ District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

Parents/guardians and staff members will be provided with resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. These resources will include written, video, posters, and in-person messages to the entire school community.

- Parents must take their child’s temperature prior to sending the child to school or the bus stop.

- No student with a temperature of **100.0° F or greater** should come to school or ride the bus.
- Upon arrival at school, trained personnel will also be taking student temperatures again with touch-less IR thermometers.
- Students with temperatures of **100.0° F or greater** will be directed to the nurses office and isolated in a separate space. A parent or guardian will be called to immediately pick the child up from school.
- Students may return to school upon symptom resolution and documentation from the health care provider per [NYS DOH regulations](#).

❖ District/school plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

Schools will provide instruction to the school community in hand and respiratory hygiene, along with providing adequate supplies and time to allow for frequent hand hygiene. Additionally, schools will post signs throughout the school and will regularly share messages with the school community promoting proper hand and respiratory hygiene. These practices will be taught, and re-taught in the school setting for both staff and students. Schools will post signage in highly visible areas such as:

- Entrances
- Restrooms
- Cafeteria or other dining areas
- Classrooms
- Administrative offices
- Auditoriums
- Janitorial staff areas
- Gymnasiums
- Outdoor facilities/playgrounds

Handwashing: The CDC recommends everyone wash their hands often with soap and water for 20 seconds. Schools will incorporate additional handwashing breaks into the school day and reinforce handwashing during key times throughout the school day. If your child has sensitivities to hand sanitizer, please communicate this with your child's teacher so they can provide your child other opportunities to clean their hands.

Respiratory Hygiene: The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.

An adequate supply of tissues and no touch/floor pedal trash cans should be available in each room when feasible. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material will be encouraged.

- ❖ District/school plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

Student groupings will be as static as possible by having the same group/cohort of students and teachers will rotate whenever possible to assist in maintaining social distancing guidance of 6 feet. .

- Size of groups/cohorts of students will be determined by the number of students who can be in each classroom while maintaining 6 feet social distancing.
- Limit the amount of close contact between students in high-traffic situations and times by staggering arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms.
- Utilize multiple entry points rather than funneling all students through the same entry space, and the same for dismissal.
- Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.
- Signage and visual aids (e.g., painter's tape, stickers, posters, cones etc.) to illustrate traffic flow and appropriate spacing to support social distancing indoors and outdoors.

Social Distancing:

Social or physical distancing means keeping at least six feet between yourself and other people while outside your home. This means people should stay the recommended distance apart from others. It also means people should

avoid gathering in groups, crowded places and mass gatherings. This is especially vital, given that asymptomatic and pre-symptomatic individuals are known to spread the virus. The goal of social distancing is to limit physical contact to decrease viral spread among people in community settings, such as school. This is an effective, efficient means of mitigating disease transmission risk.

All schools and facilities are taking actions to ensure all campus spaces support health and safety. These actions include signage and floor markings to remind students of social-distancing practices. There may be some changes to foot-traffic flow through buildings and furniture placement in the classrooms. The district recognizes that some parents of students with complex medical needs will have additional concerns. Students with disabilities and employees who work with them are expected to practice social distancing when possible. In classroom settings where social distancing is not possible, employees working with students with disabilities will be provided additional personal protective equipment.

Additional social distancing strategies may be implemented based on feasibility and the unique space and needs of a classroom or other campus location. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools.

As we prepare to return to school, all classrooms have been measured to determine the capacity of each room based on social distancing guidelines. The number of students in each room varies based on age of the building, total square footage, layout of the room (i.e. doorways, built-in cabinetry, etc.), and available furnishings.

- ❖ District/school 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.

We are aware that some staff members may have a medical reason that may require special consideration if teaching occurs in-person at one of the school district buildings this fall. To begin this process, you must request a “reasonable accommodation” from the District. This process is at the intersection of 3 different sections of law:

- **Americans with Disabilities Act (ADA)** - Under this law an employer is required to provide an employee with a reasonable accommodation, unless doing so would pose an undue hardship (i.e., significant difficulty or expense) on the operation of the business of the employer. Requests for accommodation will require you to provide medical documentation of a disabling condition with specificity as to why an accommodation would be required. Please note, the District may seek confirmation of the documentation by requiring a medical examination at the school district expense and/or review of employee medical records by the school physician.

- **Age Discrimination in Employment Act (ADEA)** - Under this statute a request by an employee aged 65 or older without the existence of an underlying medical condition is insufficient for a reasonable accommodation to be made.

- **Equal Employment Opportunity Commission (“EEOC”) Guidance** – The District will be following the process outlined by the (“EEOC”), the federal agency charged with enforcing workplace anti-discrimination law. If your medical condition and/or risk factors constitute a disability as defined by law, you may be entitled to a reasonable accommodation(s). Both employers and employees are responsible for determining an appropriate accommodation through an interactive process. Please note, recent EEOC guidance states that being considered to be more “vulnerable” to the COVID-19 virus or being fearful of exposing members of one’s household to the virus does not automatically entitle an employee to an accommodation. (Please note that under certain circumstances the Federal Emergency Paid Sick Leave Act you may be entitled to up to 80 hours of leave capped at \$200 per day if you are caring for an individual in your household who is required to quarantine. Please contact the District’s Human Relations Department to discuss this benefit.)

The EEOC’s interactive process remains applicable during the COVID-19 pandemic. The EEOC suggests that there may be reasonable accommodations that “could offer protection to an individual whose disability puts him at greater risk from COVID-19 and who therefore requests such actions to eliminate possible exposure.” The EEOC has suggested that accommodations might include changes to the work environment (e.g., designating one-way aisles) and using barriers to ensure distance between individuals. These examples of reasonable accommodations focus on steps to disrupt and limit the transmission of the disease to health compromised employees. If remote work opportunities remain as part of our school district’s reopening plan this fall, the opportunity to work from home for eligible faculty may occur.

The law requires that the school district review and evaluate each request for an accommodation on a case-by-case basis considering the facts and circumstances of the request for an accommodation. Please note, according to EEOC Guidance, employees seeking accommodations because a member of their household is high risk are not entitled to accommodations under the ADA or Section 504.

To facilitate requests for a reasonable accommodation, a medical verification/request form is attached to this letter for your use. Please return this form via email to the Human Resources Department.

SYOSSET CENTRAL SCHOOL DISTRICT

COVID-19 REQUEST for ACCOMMODATION & health care provider Questionnaire

(All questions must be answered completely and legibly.)

Name of Employee:

Date:

Job Title:

Building:

Teachers: Grade Level:

Primary Certification/Tenure Area:

Building:

Name of Health Care Provider:

TO THE HEALTH CARE PROVIDER: The Genetic Information Nondiscrimination Act of 2008 (“GINA”) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to this request for medical information. “Genetic information,” as defined by GINA, includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Based on United States Equal Employment Opportunity Commission & New York State Health Department guidance, the population of individuals who may seek an accommodation because they are at increased risk of severe illness from COVID-19 are as follows:

Individuals age 65 or older with an underlying medical condition

Pregnant individuals

Individuals with underlying health conditions including, but not limited to:

chronic lung disease or moderate to severe asthma

Serious heart conditions

Immunocompromised

Severe obesity (body mass index [BMI] of 30 or higher)

Diabetes

Chronic kidney disease undergoing dialysis

Liver disease

Sickle cell anemia

Does the employee currently have a physical, mental and/or medical impairment that would place them at increased risk of severe illness from COVID-19? Yes No

If "Yes," describe the impairment:

Signature of Health Care Provider
Date

Title

Address

Phone and Fax

Signature of Staff Member Making the Request for a COVID-19
Accommodation Date

TO THE APPLICANT

Describe the specifics of the reasonable accommodation that is sought that would permit you to perform your job functions, and the expected duration of each accommodation. If need, please continue on an additional sheet of paper:

Signature of Staff Member Making the Request for a COVID-19
Accommodation Date

Accommodations for Students:

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's

healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.

Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:

- Additional PPE for staff caring for such students
- Assigning only one staff member to care for the student; and/or
- Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.

If the parents/guardians choose not to send their child back to school, schools will need to provide instruction remotely. Please see the section on Special Education for more details.

- ❖ District/school plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

All students and staff members must wear cloth face coverings:

- Whenever they are within 6 feet of someone
- In hallways
- In restrooms
- In other congregate settings, including buses

Masks/Face Coverings The district will require the use of face coverings for students and staff. Because the coronavirus can be spread between individuals interacting in close proximity — for example, by speaking, coughing, or sneezing — wearing face coverings is recommended in public settings where social distancing measures are difficult to maintain. This is especially important in areas of significant community-based transmission. The district is providing face coverings to all staff and will provide face coverings for any student who cannot provide their own.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so scheduling mask breaks is important. Face coverings will not be placed on:

- Children younger than 2 years old

- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

- ❖ District/school plan has written protocol regarding students taking mask breaks.

Face coverings are strongly recommended at all times, except for meals and instruction with appropriate social distancing. Responsible parties will allow time for face covering/mask breaks for students when they can maintain social distance, such as times when there is six feet between individuals or when seated six feet apart and positioned between desktop barriers.

- ❖ District/school has a 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.

The District has acquired a robust inventory of PPE available for students, staff and school health professionals. The District has relationships with many vendors to ensure adequate supplies are maintained.

- ❖ District/school plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

Cases in a Classroom:

If a student or staff member tests positive, they could have been contagious with the virus up to 48 hours before their symptoms began or before their test specimen was collected (for those with no symptoms).

- Prevention - Routinely using these precautions will help avoid the need to quarantine all classroom contacts of persons with COVID-19:
 - It is essential that staff ensure maximum distancing between students and other staff while in the classroom and throughout the day to limit the possibility of transmission.
 - Students and staff are required to use a mask or face covering.
 - Anyone known to be a close contact (defined as being within six (6) feet for fifteen (15) minutes or more) to a COVID-19 case while contagious must be excluded from school for fourteen (14) days after last contact with the person with COVID-19. This exclusion requirement applies even if masks were worn if social distancing was not maintained.
- For any classrooms where social distancing could not be maintained, all children and staff must be considered close contacts and must complete a fourteen (14) day quarantine period.
- Students and teachers in a classroom with a known COVID-19 case in which social distancing was reliably maintained should remain together in the same cohort to the extent that is possible. They should receive daily screenings for fever and symptoms each morning until 14 days after last contact with the case. Note: anyone determined to be a "close contact" must be excluded.
- Any of these students or teachers who are monitored and found to have symptoms of COVID-19 should be sent home and excluded and will be required to complete the required isolation period before returning to school.
- The classroom will need to be closed for cleaning and disinfection before use again.

- ❖ District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed cases 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.

Syosset Central School District will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person 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 has 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.

- ❖ District/school plan has written protocol to clean and disinfect schools following CDC guidance.

Cleaning and Disinfecting Procedures for COVID-19 and Flu Symptoms

The following are procedures in place in Syosset Schools for cleaning and disinfecting

areas where there was a sick student.

1. Remove the sick student.

Following a student getting sick or having infectious symptoms in a classroom, immediately remove the student from the class and send to the nurse's office.

2. Remove the remaining students.

After the sick student has been removed from the class, the teacher needs to notify the nurse and remove the remaining students out of the classroom to decrease risk of disease transmission.

3. Practice hand hygiene.

Once the students are removed from the contaminated classroom, they are taken to a restroom to thoroughly wash their hands.

4. Disinfect contaminated area.

Treat the contaminated area with disinfectant.

5. Clean the contaminated area.

Clean the area to remove contaminants

6. Disinfect the entire classroom.

Use disinfectant with the Electrostatic Sprayer to disinfect all touch

points in the classroom (desks, chairs, tables, door knobs, lockers, etc.). Allow spray to sit for 3-5 minutes to ensure that all kill claims are met.

7. If sick student percentages are high, follow directions from the school nurse

to disinfect other areas of the building in the evening.

Evening staff will use Electrostatic Sprayer or the Electrostatic Mister to disinfect all touch points in the classrooms containing the sick staff or students as well as the remainder of any common space used by the affected individual to help prevent the spreading of the germs.

- ❖ District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.

Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps will be taken to minimize the risk of spreading infection while conducting drills. As such, it will be necessary for our schools to

conduct drills in the 2020-21 school year using protocols that are slightly modified from what we are used to.

All safety drills will continue with attention and modification given to maintaining social distancing among students and staff. Any components of a drill that would require breaching social distance protocol will be conducted in a “simulated” version with direction given that if there was a real emergency the requirements for social distancing would be temporarily suspended.

Regardless of the modification used when conducting a drill, students, teachers, and staff will be instructed that “if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.”

- ❖ District/school plan has a written plan for district/school run before and aftercare programs.

SCOPE before and after school childcare. The same protocol for Health Screening and for Cleaning and Disinfecting will be in place for the before and after school program as is in place for during the school day.

- ❖ District/school must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.

As per the NYS DOH Guidance (identified below), the District will identify 1 Lead Nurse as COVID Coordinator and 12 current school building nurses to fill the roles of Building-Level COVID Managers.
https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf:

Daily Health Screening: Responsible Parties must implement mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus. Specifically, all individuals must have their temperature checked each day. If an individual presents a temperature of 100.0°F or greater, the individual must be denied entry into the facility or sent directly to a dedicated area prior to being picked up or otherwise sent home.

Containment: includes protocols and procedures for how to respond to positive or presumed-positive cases, as well as preventative practices. At a minimum, plans must incorporate the following:

School Health Offices: Protocols for safely caring for a student, faculty, or staff member if they develop symptoms of COVID-19 during the school day;

Isolation: Procedures to isolate individuals who screen positive upon arrival, or symptomatic individuals should they become symptomatic while at school, providing appropriate PPE for school health office staff caring for the symptomatic individual. Protocols for safe transportation, including pick-up arrangements, if applicable, for symptomatic students, faculty, and staff;

Collection: Protocols for how parents or legal guardians should pick up their student with instructions that the student must be seen by a health care provider;

Infected Individuals: Requirements that persons who have tested positive complete isolation and have recovered, and will not transmit COVID-19 when returning to in-person learning. Discharge from isolation and return to school will be conducted in coordination with the local health department.

Exposed Individuals: Requirements that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. Discharge from quarantine and return to school will be conducted in coordination with the local health department;

Contact Tracing: Responsible Parties must notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors. In the case of an individual testing positive, Responsible Parties must develop and maintain plans to support local health departments in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program.

Return to School: Responsible Parties must establish protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This return to school protocol shall include, at minimum, documentation from a health care provider following evaluation, negative COVID-19 diagnostic test result, and symptom resolution, or if COVID-19 positive, release from isolation.

Plan:

The COVID Coordinator (District Lead Nurse), in communication with the District Physician, the DOH, and District Administration, will:

Oversee the articulated aspects of Health Screening, Containment, Contact Tracing, and Return to School.

Communicate directly with the Building-Level COVID Managers in all things that relate to building-level Health Screening, Containment, Contact Tracing, and Return to School.

Be relieved of building-level nursing responsibilities (by a certified building-level RN) for the instances and purposes that require immediate COVID Coordinator responsibilities and duties.

The Building-Level COVID Managers (Building-Level School Nurses), in communication with the COVID Coordinator will:

This early start will be used for the purposes of supervising and conducting daily temperature checks on all students, staff, and employees.

Throughout the course of the day, as needed, oversee all aspects of Containment within their assigned school building.

As needed, COVID Managers will be supported and relieved of building-level nursing duties (by a certified building-level RN) for the instances and purposes that require immediate COVID Manager responsibilities and duties.

School District Float Nurses will be assigned to a rotating schedule for providing coverage and support to the COVID Coordinator and the COVID Managers as needed on a daily basis.

FACILITIES

General Health and Safety Assurances

- ❖ School districts or other applicable schools must follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infections. These requirements will be addressed in more detail in other parts of the NYSED Re-Opening Guidance. The Facilities portion of the district's, or other applicable school's, reopening plan will seek assurance that school districts or other applicable schools will meet all requirements associated with building space related changes that they may elect to make.

All applicable health and safety guidance will be implemented including social distancing in all classrooms and common areas. Spaces will be cleaned and disinfected daily and throughout the day high touch surfaces will be cleaned and disinfected.

- Several times during the school day, custodial workers will clean and disinfect high touch points and surfaces (door knobs, light switches, push bars, stairwell handrails, ledges), hallway and nurses office bathrooms.
- Classroom monitors and/or aides will assist custodians by helping gather food after classroom meals and performing periodic cleaning of classroom chairs, desks and polycarbonate barriers during the school day, as required, utilizing Diversey Alpha PH multi-surface cleaner or alcohol wipes. All cleaning products meet NYS Green cleaning standards.
- School Health Offices will be cleaned after each use of: cots, bathrooms; and Health office equipment, following manufacturer directions.
- Nightly, the custodial staff will spot mop, dust mop, clean and disinfect each classroom, classroom bathroom, nurse office, offices, gymnasium, multi-purpose room and high touch points with one of the District's disinfectant products (Diversey Virex II 256 or Bioesque Botanical Disinfectant Solution), using the appropriate applicator.

- Bi-weekly, the custodial staff will clean, disinfect and apply BioProtect on classroom, bathroom and other surfaces. BioProtect is an EPA established antimicrobial technology that provides protection to surfaces, protecting surfaces from microbes up to 90 days.

Fire Code Compliance

- ❖ Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by the public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. In their plans, districts and other applicable schools will provide assurances that, should alterations be made, districts and other applicable schools will submit the proposed changes to the OFP for review and approval - just as with any other project.

The District has worked with our architects, engineers and NYSED Facilities Planning and prepared detailed building by building plans placing students in classrooms that observe all applicable NYS codes.

Doorways

- ❖ Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged. Fortunately, they need not be touched during normal use.

All fire doors will operate as designed and intended.

Emergency Drills

- ❖ Districts or other applicable schools shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they must be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the district's or other applicable school's decision and responsibility. Those changes must be included in the Fire Safety plans.

The district will continue to hold all applicable emergency drills in accordance with guidance.

Inspections

- ❖ Statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. These deadlines must be met.

The District will meet all Building Condition Survey or Visual Inspection deadlines in 2020. The District architects will perform Visual Inspections in calendar year 2020.

Lead Testing due in 2020

- ❖ At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of “normally occupied operation” for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.

The District has completed DOH required Lead-in-Water testing for 2020.

Changes to Space Utilization and/or Alterations

If districts/schools expect to make space alterations to the physical space or the building, these items will be required:

- ❖ Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change must be submitted to OFP, the local municipality and/or code enforcement officials for review.

The District will work with our architects, engineers and NYSED Facilities Planning to ensure that all existing or future space needs will conform to all applicable NYS codes.

- ❖ Means of egress, fire alarm system, ventilation, and lighting may be affected and must be indicated on all submitted plans.

The District will work with our architects, engineers and NYSED Facilities Planning to ensure that all existing or future space needs will conform to all applicable NYS codes.

- ❖ Consult your architect and submit floor plans to OFP for approval.

The District will work with our architects, engineers to ensure floor plans are submitted to OFP for approval.

- ❖ COVID-19 Projects shall be indicated as “COVID-19 Reopening” when submitted to the OFP. This will allow NYSED to expedite those reviews.

The District will identify all COVID-19 projects submitted to OFP as “COVID-19 Reopening”.

- ❖ The installation of movable partitions (gym, cafeteria, Library classroom dividers) and queue barricades shall require an abbreviated submission consistent with the Form FP-AU Request for Approval of Use of a Facility.

The District will work with our architects, engineers to ensure that all installation of movable partitions requests to OFP will be consistent with the requirements of form FP-AU.

- ❖ Use of Cafeterias, Libraries, Auditoriums and Gymnasiums: A floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

The District will work with our architects, and engineers to ensure that the Use of cafeterias, libraries, auditorium and gymnasiums will be submitted to OFP and conform to all requirements.

Space Expansion

If districts or other applicable schools choose to expand their square footage in order to enable improved social distancing (e.g. building additions, lease space, transportable classroom units or spaces such as tents) the following requirements apply for all spaces to be occupied by school district staff and students:

- ❖ **Code Review:** Per statute, NYSED's Office of Facilities Planning must review and approve the above types of projects to ensure that the proposed spaces meet the fire code.

The District will work with our architects, and engineers to ensure that all requests for space expansion will be submitted to OFP.

- ❖ **Offsite Lease Requirements:** For offsite facilities, the district or other applicable schools must contact their project manager at NYSED Office of Facilities Planning (OFP) and submit a Temporary Quarters (TQ) Project submission.

If the district intends to lease offsite space we will contact our NYSED Facilities Planning project manager.

To ensure that these sites meet all requirements, TQ submissions require submission of:

- ❖ OFP Form FP_AU-Request for Approval of Use of a Facility;
- ❖ architectural quality floor plan;
- ❖ site plan;
- ❖ AHERA Plan;
- ❖ Fire Safety Report;
- ❖ Confirmation of Americans with Disabilities Act compliance;
- ❖ Local Code Authority Certificate of Occupancy; and
- ❖ Approval of use of space.
- ❖ Please note – if a Change of Occupancy in the Existing Building Code applies (e.g. office or B-occupancy to E-occupancy) code requirements such as rescue windows; accessibility; fire protection systems such as sprinkler or emergency voice alarm communication systems; ventilation – may make it infeasible.
- ❖ Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 Re-opening” when required materials are submitted to OFP for review.
- ❖ Consult with OFP for a preliminary evaluation of all facilities under consideration for leasing. All leased facilities must be submitted to OFP for review and approval.

All TQ submissions will follow OFP guidance

Tents for Additional Space

If tents are used as alternate spaces, then the following requirements apply:

Tents, both temporary and permanent are regulated by code and must be submitted for a building permit.

- ❖ Temporary structures and tents are those erected for 180 days or less. The Building Code Section 3103.1 indicates, “tents and membrane structures erected for a period of

less than 180 days shall comply with the Fire Code of NYS”.

The District will work with our architects, and engineers to ensure that all tents will be submitted to OFP for review and building permits.

- ❖ The Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for permanent tents. They include requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction, use.

The District will work with our architects, and engineers to ensure that all tents will be submitted to OFP for review.

- ❖ Permanent tents are considered a membrane structure and are regulated by Building Code Section 3102 and other applicable sections.

The District will work with our architects, and engineers to ensure that all permanent tents will be submitted to OFP for review, meeting all applicable NYS Building codes.

- ❖ Districts or other applicable schools must consult their design professional to prepare submission drawings for approval by OFP.

The District will work with our architects, and engineers to ensure that all tents will be submitted to OFP for review and building permits.

- ❖ The following information must be shown on the drawings: Dimensions, Minimum separation distance to other structures, Tent sides (yes) (no), Duration of use, Type of use/activity, Anchorage, Number of Exits, Width of each exit, Table/Chair/Contents, layout, Fire extinguisher Location, Occupant load, Heating or Cooking equipment, Utilities, Exit signs, NFPA 701 testing/label/certification.

The District will work with our architects, and engineers to ensure that all tents will be submitted to OFP for review and building permits.

- ❖ If the tent is used for E-occupancy, consult with local municipalities and/or code enforcers provide code-compliant design for mechanical heat and ventilation; lighting; emergency lighting; power; fire alarm; plumbing; etc. as required.

The District will work with our architects, and engineers to ensure that all tents will be submitted to OFP for review.

- ❖ Districts or other applicable schools must consult their architect and submit to OFP for approval. The district, or other applicable school, must provide an architectural quality floor plan, which clearly indicates existing and proposed use of space showing the furniture layout with egress aisles. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

The District will work with our architects, and engineers to ensure that all tents will be submitted to OFP for review and building permits.

Plumbing Facilities and Fixtures

- ❖ The number of toilet and sink fixtures must meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional should be consulted prior to any modifications to layouts or number of fixtures.

The District has worked with our architects, and engineers to ensure that all buildings meet the minimum standards of NYS Building code. The District has purchased 21 portable handwashing stations and continues to work with our architects to increase the number of sink fixtures to help improve handwashing hygiene.

- ❖ All temporary facilities must be approved through the Office of Facilities Planning.

The District will work with our architects, engineers to ensure that all temporary facilities will be submitted to OFP for approval.

Ventilation

- ❖ Maintain adequate, code required ventilation (natural or mechanical) as designed.

Response to NYS: The District has worked with our architects, and engineers to ensure that adequate code required ventilation is maintained. The architects are completing an assessment of the air

filtration of the district's HVAC systems and it is our goal to upgrade filters throughout the district.

As indicated on the preliminary chart below,

Roof top units (RTUs) air filters are being upgraded to MERV13 filters.

MERV stands for Minimum Efficiency Reporting Value. MERV ratings are on a scale of one to 16 depending on the minimum size of the particles a filter can be expected to capture. The higher the MERV rating the more effective it is at trapping specific types of particles. Filters in unit ventilators and other mechanical ventilation systems will be upgraded to the highest MERV filters allowable based on recommendations of architects/engineers and manufacturer's recommendations for the individual units.

Air Filtration	Present	Sept 2020
Roof Top Units (RTU)	MERV 6	MERV 13
Classroom <u>univentilators</u> (older)	MERV 2 - 4	MERV 6 - 8
Classroom <u>univentilators</u>	MERV 7	MERV 10 - 13
Central Heating & Ventilation units	MERV 4 - 6	MERV 10 - 13
Ducted split AC fan coils	MERV 2	MERV 4
Ductless split AC wall units	MERV 2 - 3	MERV 10

Additionally, HEPA filtration systems will be added, where appropriate. Code required ventilation will be maintained naturally or mechanically.

CHILD NUTRITION

- ❖ District/School 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

Response to NYS: The District will continue to provide all students access to school meals each day whether the students are in school or learning remotely. In all cases the district will enforce appropriate rules for social distancing and hygiene.

At this time the district plans to have elementary and middle school students eat in their classrooms, which will allow for social distancing. The district is purchasing desk guards to provide an additional protective measure when students remove their masks to eat.

At the elementary and middle level the district is planning a pre-order system. We are reviewing several pre-order menu systems and Infinite Campus is providing a menu system rollout for August 3rd and we believe this will meet our needs for a pre-order system.

Pre-ordered meals will be delivered to elementary and middle school classrooms for consumption in the classroom.

The High School students will be served in a limited menu grab-and-go style that is not pre-ordered but will arrive via several mobile carts and set up in the cafeterias. Students will make their selections from the cafeteria or cart while maintaining social distancing. Lunch will be served over 4 periods, with approximately 150 students attending lunch in 5 designated areas.








The existing POS system will ensure attentiveness to students with allergies. At the elementary and middle schools, food service workers or monitors will scan the meals into the POS system prior to delivery to the classrooms. At the HS level students will scan their cards into the POS system upon purchase of their meals.

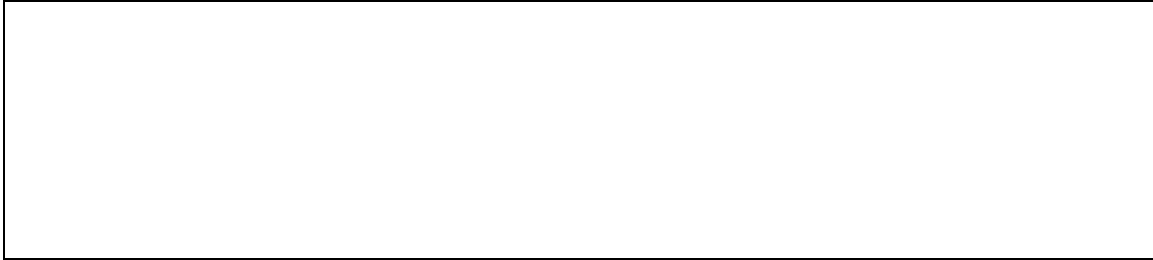
➤ Students learning remotely

Response to NYS: Since the first day of remote learning in March through the summer the district has been providing meals (breakfast and lunch) to students. The provision of meals has been accomplished through a grab and go pick up service at our High School as well as a home delivery service for free and reduced-price lunch families that are not able to pick up meals. We anticipate continuing both a meal pick up and possibly a delivery service to our free and reduced-lunch population to serve these students who have chosen to learn remotely.

❖ District/School Plan must address all applicable health and safety guidelines.

Response to NYS: We will work with our FSMC, Aramark to reinforce all applicable health and safety guidelines. Below is Aramark's protocols that address applicable health and safety guidelines.

Operations Levels	Level 1	Level 2	Level 3
<i>Level Descriptors</i>	<ul style="list-style-type: none"> Rare to no local transmission. No campus infections. Level 1 controls in place until virus is 100% eliminated. 	<ul style="list-style-type: none"> Low to moderate local transmission. Rare/isolated campus infections. Includes all actions from level 1 plus. 	<ul style="list-style-type: none"> Moderate to high local transmission. On-campus infections. Includes all actions from levels 1 & 2 plus.
<i>Cleaning and Sanitation</i> 	<ul style="list-style-type: none"> Enhanced Team Member training. Increased cleaning frequency of all surfaces. High-touch surface cleaning focus (doors, switches, tray lines, tonaments, etc.). Use of standard cleaners and food-grade Diversy Quit-Sanitizer. 	<ul style="list-style-type: none"> Implementation of CDC approved hospital grade disinfectant (Oxivir TB wipes). Disinfection training for applicable Team Members. Potential introduction of disinfection technology (UV Light, Electro-Chemically Activated Solutions, etc.). 	<ul style="list-style-type: none"> Elimination of all soft surface items that can't be easily disinfected (sofas, fabric chairs, cushions, etc.). 3rd party for quick virus remediation cleaning services.
<i>Hand Hygiene</i> 	<ul style="list-style-type: none"> Signage and graphics encouraging hand washing. Increased availability of hand sanitizer. Team Members wash hands and change gloves frequently. Updated service dispensers to control cross-contamination on surfaces (utensil, condiments, etc.) 	<ul style="list-style-type: none"> Consider additional portable hand wash stations to dining hall entrances. Elimination of self-serve condiments, utensils, etc. Implementation of no-touch payment process where possible. 	<ul style="list-style-type: none"> Cashless operations where possible. All items packaged for carryout or delivery.
<i>Respiratory Hygiene</i> 	<ul style="list-style-type: none"> Signage and graphics encouraging respiratory hygiene. Increased availability of tissues and trash cans. All OOH Team Members wear face coverings during operating hours. Guests encouraged to wear face coverings, especially when sick. 	<ul style="list-style-type: none"> All Team Members wear face coverings. Guests mandated to wear face coverings. Plexi-glass barriers installed where social distancing is not possible (cashier stands, etc.). 	<ul style="list-style-type: none"> N95 respirators replace cloth face coverings. Non-essential staff work remotely where possible.
<i>Team Member Health</i> 	<ul style="list-style-type: none"> Daily health verification by all Team Members. Daily temperature checks for all Team Members. Frequent manager symptom (chronic cough, fever, trouble breathing) monitoring. Increased cross training of Team Members across multiple roles to improve staffing flexibility. 	<ul style="list-style-type: none"> Schedule Team Members in 'block shifts' Plexi-glass barriers installed where social distancing is not possible in the service areas. Self-quarantine for employees who travel to high risk areas (international travel, cruises, etc.). 	<ul style="list-style-type: none"> 2X/day Team Member temperature checks. Broad Covid-19 testing (where allowed).
<i>Social Distancing</i> 	<ul style="list-style-type: none"> Signage and graphics encouraging spacing. Establish "traffic lanes" to facilitate safe movement. Use stanchions and floor markings for line spacing. Program/menu adjustments to allow distancing – serving popular items at multiple stations, etc. 	<ul style="list-style-type: none"> Occupancy controls to manage spacing. Social distancing implemented in kitchen and production areas. Service adjustments for Team Member spacing. 	<ul style="list-style-type: none"> Scheduled meal pick-up times. Production schedule adjustments to minimize Team Member interaction.
<i>Service Area Adjustments</i> 	<ul style="list-style-type: none"> Self-service limited to no-touch areas – packaged goods, fountain beverages, etc. Centralization of condiments. Elimination of food displays. Removal of soft-surfaces that are hard to sanitize (cloths, baskets, decorations, etc.). 	<ul style="list-style-type: none"> Elimination of all self-service options. Increased pre-packaged and grab-n-go options. Closure of service areas where social distancing is not possible. 	<ul style="list-style-type: none"> All pre-packaged, all disposable, carry-out only where possible. Implementation of quarantine feeding as needed.
<i>Dining Area Adjustments</i> 	<ul style="list-style-type: none"> Signage and graphics to encourage spacing. Table and chair configuration adjustments to accommodate spacing requirements. Increased table and chair cleaning and sanitizing frequency during service hours. Availability of sanitizer wipes for guests. 	<ul style="list-style-type: none"> Strict control of dining area occupancy limits Increased ventilation (where possible) with open windows, doors, etc. Increased outdoor seating where possible. Marked and spaced standing area counter dining where possible. 	<ul style="list-style-type: none"> Closure of all common seating areas.



- ❖ District/School Plan must include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

Response to NYS: We plan to use pre-ordering classroom delivery and student selection from grab-and-go carts and the cafeteria. If meals are pre-ordered and delivered to classrooms meals will be entered through the POS system prior to delivery. Additionally, allergy information is listed on Aramark’s interactive menus. The district’s POS system contains information on allergens for each student. The food services worker will scan the meals for each student and be attentive to the allergy pop-up alerts on the POS system and ensure that no food that is a potential allergen to a student is delivered. If students are selecting food from a grab-and-go cart, at the time of payment they will scan their student number and the allergy pop-up on the POS system will alert the cashier to check the student order for potential allergens. Finally after each period in HS common spaces our custodial staff will clean the areas and at the elementary and middle schools when students exit for recess or other activities, desk surfaces will be wiped down by the school monitor staff.

- ❖ District/School 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.

Response to NYS: At this time all students will be having meals in their classrooms. The district will provide training in hand hygiene in age-appropriate materials that may include posters, videos and direct

instruction from teachers. The district will encourage hand-washing before and after eating and has purchased mobile hand washing stations and is installing additional permanent hand-washing stations to increase the access of soap and water for student hand-washing.

- ❖ District/School Plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving or meals, if served in the same common area.

Response to NYS: At this time elementary and middle school students in all schools will be having meals in their classrooms. The high school students will be eating in five designated common areas. These areas will be cleaned and disinfected between each of the lunch periods by the custodial staff.

- ❖ District/School Plan must ensure compliance with Child Nutrition requirements.

Response to NYS: While initially the menu choices will be very limited and likely be only cold-options, all meals will be compliant with NYSED Child Nutrition meal pattern requirements and meet the nutritional standards and food quality as outlined in the districts bid specifications.

- ❖ District/School Plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

Response to NYS: Free and reduced price breakfast and lunch applications that are posted on the website will be available in multiple languages. These applications are also mailed to homes.

TRANSPORTATION

- ❖ School districts and other applicable schools are expected to fulfill existing mandates that regarding the safe and effective transportation who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly.

Response to NYS: Consistent with both the district's practice in prior years and applicable rules and regulations, the district will continue to provide transportation to students who are homeless, in foster care, have disabilities and attend non-public schools and charter schools.

The School Bus

- ❖ Students who are able will be required to wear masks and social distance on the bus;

Response to NYS: Students will be required to wear masks on the bus, a supply of masks will be given to all drivers should students arrive at the bus without a mask.
The district is performing low-density routing and is currently attempting to route only one child to each seat (except for siblings, who may be seated together). The district has surveyed parents regarding their intentions to have students ride the bus, and once we have processed all responses we can determine the density of routes and if modifications are necessary. The district may also consider routing students to individual seats on the bus.

- ❖ 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 must be cleaned/disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);

Response to NYS: All interior surfaces of Company School Vehicles will be sprayed thoroughly with a Sanitizing and Disinfecting product called Valuguard VG-G200 (EPA#6836-233,#6836-346) every 30 days. This product is EPA approved, and kills 99% of germs and viruses on contact, including Human Corona Virus. It is designed to dry on the surfaces, where it remains effective for up to 30 days. It is environmentally safe and non-toxic. In addition, every day, all high contact surfaces (handrails, seat corners, etc) will be resprayed using that same product.

- ❖ School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses;

Response to NYS: Huntington Coach affirms that its employees will not carry hand sanitizer on school buses and the District will inform our parents and students that hand sanitizer cannot be carried on the bus.

- ❖ Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

Response to NYS: Wheelchair school buses will be configured to ensure social distancing of 6 feet.

School Bus Staff

- ❖ School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;

Response to NYS: Upon arrival to work each morning and afternoon, all employees are screened for symptoms of COVID-19. This screening includes verbal verification that the employee is not suffering from the CDC identified symptoms, and a scan of their body temperature using a touch free temperature scanner. An oral thermometer with sanitary coverings is also on hand for verification of any reading of 100.0° F or higher. Any employee who has experienced symptoms, or with a temperature of 100.0° F and above will be asked to leave the property. A doctor's note will be required to return to work. Employees must notify management of a positive result, which we must report to the State Health department for contact tracing.

- ❖ School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;

Response to NYS: All school bus drivers, monitors and attendants will wear face masks.

- ❖ 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 COVID19;

Response to NYS: Huntington Coach Affirms that its employees will receive training on the proper use of PPE and the signs and symptoms of COVID19 as part of its period training that it performs for its employees.

- ❖ Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

Response to NYS: Huntington Coach, the district's transportation contractor will be providing appropriate PPE for their drivers and the district will be providing additional PPE for distribution to any students who require them.

- ❖ Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Response to NYS: Any Huntington Coach attendants, drivers or monitors that have direct physical contact with a child will wear gloves. The district will supply the transportation contractor with a supply of gloves.

Students on Transportation

- ❖ As was outlined in the Health & Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school;

Response to NYS: The district is implementing a system that will require parents to perform daily health screening for their children before they board the bus or van.

- ❖ Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subjected to the required use of a face covering;

Response to NYS:

- *Try to identify “who”. The PPS office will develop a communication mechanism for teachers and bus drivers to know that these students were “identified and approved” to not be forced to wear a mask so this does not cause any confusion and/or confrontation.*

- ❖ Students must social distance (six feet separation) on the bus;

Response to NYS:

On July 17th guidance was clarified stating that students on a school bus must wear face masks and they should have social distance to the extent practical. All students will be required to wear masks and a supply of masks will be provided on buses. The district is developing low density routing. At this time our plan is to route only one student to each seat on the bus. A 66 capacity passenger bus will generally contain 22 students with the exception for siblings who may sit together in one seat. The district’s initial survey to parents indicated that approximately 50% of parents may not be comfortable having their child ride the bus. The district has surveyed parents more specifically if they intend to have their students ride the bus and based on the results the district can determine if adjustments are necessary.

- ❖ Students who do not have a mask can NOT be denied transportation;

Response to NYS: *The district will provide the transportation contractors a supply of masks for any student that does not have a mask.*

- ❖ Students who do not have masks must be provided one by the district;

Response to NYS: *The district will provide the transportation contractors a supply of masks to be distributed to any student that presents at the bus and does not have a mask.*

- ❖ Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Response to NYS: Type here

- *The special education office would identify the students that had a disability which would prevent them from wearing a mask. A communication plan shall be put in place by the special education office and transportation office for communication to teachers and bus drivers to know that these students were “identified and approved” to not be forced to wear a mask so this does not cause any confusion and/or confrontation. The special education office would need to provide sufficient notification to transportation so adequate social distancing could be maintained in these cases.*

Pupil Transportation Routing

- ❖ 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 Plans have placed them out of district whose schools are meeting in in-person sessions when/if the district is not;

Response to NYS: *The district will continue to provide transportation to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/if the district is not meeting in-person.*

- ❖ All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Response to NYS: *The district will continue to comply with all laws regarding the provision of transportation for all students. The district will continue its established practice of providing transportation for children who are in foster care, are homeless or attend private schools.*

SOCIAL-EMOTIONAL WELL-BEING

- ❖ Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.

The District Wide K-12 Comprehensive Developmental School Counseling Program has been updated and posted on our district website. Throughout the 2019-2020 school year, the Advisory Committee met on 3 separate occasions to review our plan and made the necessary updates to reflect the work.

- ❖ Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers including school social workers and/or school psychologists to inform the comprehensive development school counseling program plan.

Response to NYS:

- *Shared decision making is made through the SEL/MTSS teams that are compromised with a collaborative group of staff and feedback from students and the community.*
- *Social workers are working with community agencies and mental health professionals*
- *SEPTA presentations and feedback sessions to gather parent voice in MH/Counseling/Special Education needs/services*
- *The PTSA Guidance Liaison Committee meets four times a year to discuss guidance related SEL/MTSS services.*
- *The High School Guidance Department facilitates 10 evening workshops for the community that discusses guidance related SEL/MTSS services. Each program has a half hour PowerPoint presentation, then parents break up into groups with their guidance counselor for a question and answer.*

- ❖ Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Response to NYS:

- *General SEL/MH resources are provided on the website to all families, students, and staff.*
- *Referrals are streamlined through the MTSS for mental health, behavioral health and emotional support services. Resources provided to families through MTSS will be curated based on family/student needs.*
- *Counselors, Social Workers, BCBAs, and Psychologists are available to support in district and to assist in making referrals.*
- *Tier II supports for students: social emotional groups at the high school.*
- *SEL programs at the elementary schools are Sanford Harmony for all students.*
- *SEL programs at middle and high school are Advisory programs for all students.*
- *Referrals are made to community agencies, clinics, hospitals, private psychiatrists and therapists, community groups. Referrals are culturally appropriate and are made depending on the families financial/insurance needs.*
- *McKinney Vento supports are in place remotely and in school, supporting families while maintaining confidentiality.*

- ❖ Address 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 support for developing coping and resilience skills for students, faculty, and staff.

Response to NYS:

- *Tier II groups offered to address student needs in the areas of: stress management, mindfulness, executive functioning, bereavement, etc.*
- *Tier I SEL supports (i.e. Advisory Program at Secondary Level and Classroom SEL Curriculum) will be provided to all students to not only offer SEL skill-building, but also provide an opportunity for staff to have*

proactive check-ins with students to identify student SEL/MH needs. Restorative practices will also be used.

- *Mental Health Screenings for students and staff K-12*
- *Our high school faculty meetings used to meet in groups to discuss strategies to provide support for developing coping and resilience skills for faculty, students, and parents.*
- *Small group, virtual training for faculty and staff addressing various challenges regarding student tolerance for PPE and/or new health and safety procedures.*
- *Staff SEL supports available online*
- *EAC available for staff*
- *Staff have participating in Mental Health First Aide*
- *Staff trauma informed training recommended for superintendent's conference days*

SCHOOL SCHEDULES

1. In person

- **Elementary** - All students would attend in-person learning, Monday through Friday.
- **Middle** - All students would attend in-person Monday through Friday with normal school day hours but on an 8-period schedule.
- **High School** - Insufficient space to house all students: ○ Would follow alternating-day 9-period schedule.

2. Hybrid

Elementary and Middle School

- A combination of in-person learning and remote instruction, thus limiting the number of students in a school building on any given day in an alternate-day model.
- Hybrid schedules created at elementary and middle school. Middle School students will follow 8-period day schedule.

High School.

- Students attend in-person learning for instructional schedule on alternating days 9-period schedule.

3. Virtual

All students will engage in remote instruction on a daily basis.

ATTENDANCE AND CHRONIC ABSENTEEISM

Attendance for Instructional Purposes

- ❖ Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

Teachers utilize Infinite Campus to keep data on student attendance (remote or in person). Teachers then update Counselors at the high school level on student engagement. Counselors then contact the MTSS team / School social workers. At the elementary schools, the teachers contact building administrators and the school social workers.

Attendance for Reporting Purposes

- ❖ Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported to SIRS. To date, the reporting of daily attendance or Pre-Kindergarten students is not required;

Teacher(s) reach out to parent and student via email, phone and/or google meet. Then a Guidance Counselor (if available in the building) or appropriate elementary staff member as determined by the elementary building principal reaches out to family via call, email, google meet, and/or text message. Student is added to building MTSS to be reviewed. Next, a School Social Worker, Psychologist, or Dean (depending on relationship with family and student needs) will reach out to support the family via call, email, google meet,

and/or text message. Supports are student specific but may include: remote school counseling, weekly check-ins (text message, call, google meet, email), remote school support groups, executive functioning skills, referrals for therapy or social services, translation services, obtaining chromebook or wifi for family, making sure essential family needs are being met. If family cannot be reached, Social Worker will contact the student's Emergency Contact and local community groups. If needed, the Social Worker will call Nassau Social Services Point of Contact (LDSS- Tracey Ferraro) for additional support. Social Worker will alert PPS of lack of communication. PPS will send out a certified letter to the family. Family will be given approximately 5 school days to make contact with the social worker indicated in the letter . PPS will send out a second and final letter to alert family if contact is not made within 5 school days. Social Worker will call CPS to report educational neglect.

- ❖ *Attendance must be reported by any reporting entity that is required to take attendance;*

Classrooms are split into smaller subgroups in order to comply with social distancing. Each teacher managing a classroom inclusive of in person, hybrid, and virtual, will report attendance in infinite campus as per existing district protocol

- ❖ *Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;*

The Guidance Counselor along with the MTSS team will continue to work with each family. We also report days missed by our attendance office and daily robocall. In some cases, the social worker and/or school psychologist will provide home visits.

- ❖ *Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory age or move out of the district.*

Response to NYS: *The student data management system tracks student attendance until students either exit with a diploma, age-out, or move out of the district.*

TECHNOLOGY AND CONNECTIVITY

- ❖ Have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;

The district reaches out at the building level to every household through the library media specialist to analyze Internet capabilities.

The Library Media Specialists provide digital resource online support and first-line technical support of at home devices and WIFI.

The district provides 1:1 expert technical support to every household through dedicated technicians who are available online during the school day.

- ❖ To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and

The district has 1.1 devices (Chromebook/Tablet) per student and teacher in the district

The District provides a mechanism of communication for applying for free WIFI service from Optimum based on need. In addition, we have at our disposal the BOCES service for assigning free WIFI via various Broadband services during COVID-19.

- ❖ 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.

All students have access to devices and high-speed internet.

Students participate in learning through video conferencing classroom experiences and blended environments using Google Classroom, Canvas, Google Meet, SEESAW and GoGuardian Teacher.

Whole class instruction is provided through Google Meet and individual conferencing/assistance to students is provided through GoGuardian Teacher.

Teachers use digital resources to provide formative and summative assessment of work.

Classroom teachers, through the use of Learning Management Systems (Google Classroom, CANVAS, and SEESAW), have continued the robust learning environment of the Syosset in-person classroom at home. Digital Resources such as Castle Learning, Test Wizard, Think Central, McGraw-Hill Connect Ed, Google Forms, and Alex Learning provide opportunities for formative assessment.

Digital resources such as NearPod, PearDeck, Google Slides, Google Docs & Google Rubrics, Discussion Groups in Canvas provide opportunities for summative assessments.

TEACHING AND LEARNING

- ❖ All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such plans must prepare for in-person, remote, and hybrid models of instruction.

Response to NYS:

1. In person

- **Elementary** - All students would attend in-person learning, Monday through Friday.
- Class sizes determined by social distancing requirements and room square footage
- Instruction a combination of in-person class sizes appropriate for each individual space. Small group work maximized
- All certified staff will be used to maximize in-person instruction ➤ Lunch eaten in classrooms
- Students remain in homeroom space, teachers rotate in to classroom to the extent practical

- **Middle** - All students would attend in-person Monday through Friday with normal school day hours but on an 8-period schedule.
- Challenge: Accommodate all students on a regular day schedule.
- Solution: Shift from a 9-period day to an 8-period day for 2020-21 only in order to have adequate staff for all students. ○ Changes in program for all three grades based on state regulations ○ Some electives postponed until 2021-22
- Each space in the building was reviewed for appropriate social distancing.
 - Many spaces within each building repurposed for instructional space.
 - Classes split between two physical areas; staffed in teams
- Lunch in classrooms

- **High School** - Insufficient space to house all students: ○ Would follow alternating-day 9-period schedule.
- Currently 97 classrooms at Syosset High School.
- 94% of those rooms are in use each of 9 periods on a normal day.
- When we reduce classroom capacity by 50%, we cannot place all students in classrooms for instruction.
- Therefore, no way to do in-person for students: All students will attend on alternating-days in a continuous 4 day cycle.

2. Hybrid

Elementary and Middle School

- A combination of in-person learning and remote instruction, thus limiting the number of students in a school building on any given day in an alternate-day model.
- Students engage in eLearning when they are at home.
- Hybrid schedules created at elementary and middle school. Middle School students will follow 8-period day schedule.
- Not recommended for K-8 at this time since in-person instruction meets guidance for social distancing

High School.

- Students attend in-person learning for instructional schedule on alternating days 9-period schedule.
- eLearning will take place during alternating days.
- Maximize time for existing student schedules
- Only half the student population in school building on a given day allowing for appropriate social distance

3. Virtual

All students will engage in remote instruction.

- Feedback from parents and faculty on the virtual learning program implemented this spring.
- Investments in online lessons and resources so teachers can focus more of their attention on instruction and students.
- Portals for parents to streamline assignments and schedules for multiple classes and teachers.

❖ Instruction must be aligned with the outcomes in the New York State Learning Standards.

Syosset's K - 12 Curriculum Coordinator administration is actively working collaboratively with building administration on summer work to align virtual work to state standards. 85 elementary teachers are participating in summer curriculum work and 115 secondary teachers are participating in summer curriculum work predicated on New York Learning Standards. Syosset has spent the last 2 years aligning in person instruction to Next Generation New York Standards.

- ❖ 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 and include routine scheduled times for students to interact and seek feedback and support from their teachers.

Syosset's plan engages K - 8 students with in-person instruction and hybrid alternating day instruction for grades 9 - 12. Each child has a district chrome book device for access and wifi that enables all students to interact with learning from home.

- ❖ Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in-person, remote, or hybrid).

Syosset has a fully certified teaching staff for in person instruction. Additional certified staff is being onboarded for flexibility to serve students in social distanced classroom spaces, hybrid, and virtual instruction.

- ❖ 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).

Response to NYS: The District has established communication protocols for each school building which are posted to the District website. Email addresses of faculty members are provided on the District website. A section of the public website is dedicated to technology support, including technical assistance and technical resources for families.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Response to NYS: Social Distancing. Heightened disinfecting and sanitizing protocols. Whenever possible, no sharing of equipment and instruments.

SPECIAL EDUCATION

- ❖ The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

Response to NYS: *The provision of a free and appropriate public education (FAPE) to eligible students identified by the Committee on Special Education (CS) remains within the school reopening plan. Special education programs, related services, and supplemental aids/services are provided to students as listed in the student's Individual Education Plan (IEP) to the greatest extent possible to consistently protect the health/safety of students with disabilities and those providing the services.*

- ❖ The school reopening plan must address 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.

Response to NYS:

- *Parent Counseling offered remotely; both synchronous and asynchronous*
- *Ongoing, on-demand information and outreach via Parent Resources on district website*
- *MTSS Team to provide curated and targeted resources to families based on need*
- *Prior Written Notice letters as required by the NYS Procedural Safeguards are provided to parents as necessary*
- *CPSE/CSE meetings are held remotely in the parent's preferred language*

- ❖ The school reopening plan must address 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.

Response to NYS:

- *Professional Development offered to staff in IEP Progress Monitoring, to support enhanced progress monitoring procedures that can be used remotely or virtually.*
- *CPSE/CSE services are monitored with service agencies and NYSED approved private schools via ongoing communication with student's case managers and attendance at scheduled CPSE/CSE meetings.*

- ❖ The school 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.

Response to NYS: Type here

- *All accommodations, modifications, supplemental aids/services and assistive technology intervention are provided to students to the greatest extent possible to consistently protect the health/safety of students with disabilities and those providing the services.*

- ❖ The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

Response to NYS:

- *Instruction will be given as per stated in student's IEP. Progress monitoring will be done to determine student achievement on a*

particular goal. Progress reports will be sent home to inform parents of their child's accomplishments. Student attendance at the programs and related services listed on the IEP will be documented.

BILINGUAL EDUCATION AND WORLD LANGUAGES

- ❖ Qualifying schools that reopen using in-person or hybrid instruction will be required to 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.

Within the first 20 days of school, all components of Part 154 Regulations will be implemented with fidelity, included but no limit to:

- Continued support and instruction, to meet “units of study” requirements
- Ongoing communication, in the language preference, regarding the identification and delivery of services for all English Language Learners
- Attention to all timelines for identification, notifications, and placement for ELL students
- Ongoing supports for students’ emotional well-being

- ❖ Provision of required instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

The ELL identification process NYSITELL continued throughout the spring of 2020. This process will continue as school opens in the fall either in all configurations of school. All regulatory services are provided to identified ELL students.

- ❖ Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process. Provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

Home Language Questionnaire, progress support team meetings, and all communication (paper, email, phone calls) are conducted in the language preference, regarding the identification and delivery of services for all English Language Learners.

TEACHER AND PRINCIPAL EVALUATION SYSTEM (Education Law §3012-D/APPR)

- ❖ Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year. *Note: Governor Andrew Cuomo's Executive Order (202.39) related to APPR only suspended the requirement to complete APPRs for the 2019-20 school year.*

In the 2020-2021 school year, with the re-implementation of the NYSED assessments and Regents exams, the current, approved APPR plan will be fully implemented to the greatest extent possible.

CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING

- ❖ Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.

Certified staff are fully monitored and placed based upon appropriate and valid NYSED teaching certificates.

STUDENT TEACHING

Syosset will accept and place student teachers to the greatest extent practicable following existing protocol.