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INTRODUCTION

In mid-March 2020, Governor Andrew Cuomo ordered all schools in New York State to be closed to in-person learning because of the COVID-19 pandemic. This unprecedented Executive Order was extended through the end of the 2020 school year as part of an effort to stop the spread of disease in the state. From March 16, 2020 through the end of the school year, all schools conducted instruction to students through remote learning. In late spring of 2020, the Governor and the New York State Education Department (SED) tasked schools to develop plans for the 2020-21 school year with three possible scenarios: a continuation of remote learning, a return to in-person learning, and a blended hybrid model consisting of both remote and in-person learning. In June of 2020, a 50-member Reopening Task Force was assembled in the Herricks School District to make recommendations to the Board of Education and administration for the reopening of schools within these three possible configurations.

The Reopening Task Force examined various reopening guidance, research and data in order to develop recommendations for the reopening of our schools as safely as possible. Guidance for the Reopening Plan was derived from a variety of sources, including the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics (AAP), the National Association of School Psychologists (NASP), the New York State Department of Health, and the New York State Education Department (SED). Members of the Task Force were talented and diverse individuals, which represented our constituent stakeholder groups. Members included parents, teachers, administrators and Board of Education Trustees. Union leadership, PTA, SEPTA and community groups were represented within the group, as well. The Task Force included several physicians with expertise and experience treating patients with COVID-19 and school nurses. The Task Force took responsibility for the development of plans and reopening recommendations, which have been incorporated into this very thoughtful and carefully crafted plan. This is not a static plan, but one that will change to adapt to the ever-changing landscape of the pandemic. Know that we will be ready and prepared to adapt and pivot, as needed.

As we have said many times, the health and safety of all members of the Herricks school community is our highest priority. Our plan includes numerous safety protocols that have been put into place. Because of the ongoing pandemic, we will not be able to operate as we normally do, and many activities we have traditionally enjoyed will have to change. We will be implementing health measures such as daily health checks for all employees and students, social distancing and density reduction, new practices for how academic coursework is delivered, restrictions on large gatherings, the required use of face masks, enhanced cleaning protocols, establishment of a COVID-19 Response Team in each school, and other measures.

Feel free to contact any members of our administrative team if you have any questions regarding this Reopening Plan.
REOPENING TASK FORCE COMMITTEE

June 2020

Henry Zanetti – Board President/District
Nancy Feinstein – Board Vice President/District
Jim Gounaris – Trustee/District
Dr. Fino Celano – Superintendent/District
Liz Guercin – Asst. Supt. for Curr. & Instruc./District
Lisa Rutkoske – Asst. Supt. for Business/District
Dina Maggiacomo – Asst. Supt. for HR/District
Marty Abrams – Director of Facilities/District
Dr. Rene Forti – Parent/HS
Christina DePaola – Parent/MS & Denton
Christine Joneleit – Parent/HS, MS & Denton
Afshan Khwaja – Parent/HS & MS
Darshani Katwaru – Parent/MS
Dr. Geraldine Sim – Parent/Denton
Gina McLaughlin – Parent/MS & Denton
Dr. Helen Papaioannou – Parent/Searingtown & Denton
Jenny Rolston – Parent/Center Street
Neepa Shah Redtio – Parent/Searingtown
Dr. Seema Agrawal – Parent/HS
Timothy Flood – Parent/HS & MS
Stephanie Visconti – Parent/MS & Denton
Dr. Vaughn Denton – Parent/HS
Diana DeGiorgio – Principal/Searingtown
Joan Keegan – Principal/HS
Brian McConaghy – Principal/MS
Beth Rosenman – Asst. Principal/Denton
Gina Horton – Asst. Principal/MS
Andrew Frisone – Asst. Principal/HS
Matt Hubbard – Asst. Principal/MS
Lois Jankeloff – Director of PPS/District
Jim Petricca – Director of Athletics/District
Francesco Fratto – Director of World Lang./District
Dr. Stephanie Knowles – Special Ed Chair/HS
Tony Cillis – Director of Social Studies/District
Karen Hughes – Science Chair/HS
Natasha Khan – Director of Guidance/District
Nidya Degliomini – Elementary/MS
Dr. Jean Anne Agoglia – Psychologist/Center Street
Nicole Barbarino – Clerical/MS
Amy Halpin – Special Ed/Center Street
Doug Kramer – Social Studies/HS
Deborah Linscott – Reading/Denton
Jim Martillo – Custodial/Denton
Maria Mitarotonda – Elementary/Denton
Michael Orlep – Science/MS
Jodie Ruggiano – Elementary/Searingtown
Dr. Richard Sevilla – Computer Teacher/MS
Andrea Somma – Music/Searingtown
Ellen Vespe – Nurse/Shelter Rock Academy
Dr. Annegret Brown – Psychologist/SRA

Other Subcommittee Members

Anissa Arnold – Director of Music
Shakia Hall – Director of Food Services
Tara Justvig – Special Education Teacher
Sepideh Kobylivker – Parent
Christine Lee – Parent
Kathryn Marino – School Nurse
Terry-Ann Montaque – Nassau BOCES Health & Safety Team
Dr. Shaheda Quraishi – Parent
COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

The Herricks School District believes that regular and frequent communication between schools, families and the wider community has, and always will be, an essential element of effective family and community engagement. With all the uncertainty surrounding COVID’s spread and its impact on local communities, communication and family engagement will be more important than ever this year. Herricks is a very community-centric school district, where the schools and community are really one and the same. When families, schools and communities work together and keep each other informed, students are more successful, and everyone benefits.

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

The Herricks School District created a 50-member Reopening Task Force to examine various reopening guidance, research and data in order to develop recommendations for the reopening of our schools as safely as possible. Members of the Herricks Reopening Task Force are talented and diverse individuals that represented our constituent stakeholder groups. Members included parents, teachers, administrators and Board of Education Trustees. Union leadership, PTA, SEPTA and community groups were represented within the group. The Task Force included several physicians with expertise and experience treating patients with COVID-19 and school nurses. The Task Force took responsibility for the development of plans and reopening recommendations for the superintendent and Board of Education.

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

The District communications plan emphasizes frequent and varied means of communication to students, parents, staff and visitors. Lines of communication will derive from both the Central Administration and each school building principal. Teachers, school nurses and school mental health professionals will also have communications responsibilities. Training of students and staff members (professional development) will take place prior to the opening of school and throughout the first days and weeks of school. Reminders of safety protocols will take place frequently throughout the school year. Appropriate signage has been purchased and placed throughout school district buildings and facilities. Signage includes reminders for social distancing, wearing of masks and cleaning hands. Communication will take various forms, including emails distributed through Blackboard Connect, video messages, text messages, website postings on our recently created School Reopening website page, and social media posts on Facebook, Instagram and Twitter.
Communication will be provided in the language(s) spoken at home among families and throughout the school community. The District website has a translation function into a multitude of languages. The District will continue to use Propio and in-house translators and interpreters to ensure that communication is available in a language that a family can understand. The District reopening plan will be translated into Chinese and Spanish. Written plans will also be accessible to those with visual and/or hearing impairments. The District will ensure that all families will have access to technology equipment and support in order to receive District communications. All students who do not have a computer device will be loaned a Chromebook by the District.

The District will provide regular updates about health and safety, scheduling and all other important matters. Feedback from parents will be obtained through parent surveys on a variety of topics. These include remote learning, transportation and mental health.

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

Teachers, school nurses and administrators on the first days of school in September will provide training on new COVID-19 protocols, such as social distancing, use of face coverings, respiratory hygiene and the importance of frequent hand washing, to all students. Messages and videos on these important topics will be posted on the District website and sent to parents and students over the summer, prior to the first day of school.

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

An important component of training for faculty, staff and students will be on the proper use of face coverings, which will be required. Encouragement and reminders about face coverings and other PPE will be provided through signage posted throughout our schools, classroom lessons, professional development, and also via video and written messages that will be broadcasted and posted on our website. Signage at all entrances will be posted for visitors.

Additionally, each school will designate a COVID-19 Response Team and coordinator, which will be involved with the identification of positive COVID-19 cases, contact tracing and subsequent communication. Coordinators will be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.
HEALTH AND SAFETY

The Herricks School Districts hosted a 50-member Reopening Task Force Committee. The Task Force Committee represented four committees: Instruction, Mental Health, Operations and Health and Safety. Representatives from the administration, teachers, custodial, clerical units as well as parents and local health care providers participated in the Task Force Committee. The 14-member Health and Safety committee included administrators, teachers, physicians, nurses, parents, health providers, and the District Health and Safety consultant.

- Herricks School District will maintain a six foot social distancing among all individuals (students and staff) while in school facilities and on school grounds. If social distancing is not possible, individuals are required to wear acceptable face coverings. The Herricks School District will require students and staff to wear acceptable facemasks at all times, excluding snack breaks, lunch or scheduled mask breaks, or those who are medical excluded. The Herricks School District anticipates Kindergarten through Grade 5 students will return to in school classes every day in September. Grades six through 12 students will attend in person school every other day and eLearning on the other day. This is necessary to ensure social distancing.

The Herricks School District will provide:
- PPE and cloth face mask availability
- Availability of safe transportation for those students who qualify

The Herricks School District will continue to develop and enhance the District communication for students, parents/guardians of students, staff and visitors. This will include but not limited to:

- Signage throughout the District facility and grounds regarding COVID-19 protocols and safety, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

- Utilize Blackboard Connect to notify and update parents/guardians and students regarding COVID-19.

- Develop a district reopening website that will include guidance, tutorials and important COVID-19 information.

- Reopening material will be added to the Back to School mailings to include the health and safety protocols taken by the District as well as expectations of students and visitors to the school facilities.

- The Herricks School District, in collaboration with, the district nurses and local health providers will develop training 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.

This includes but not limited to posting COVID-19 Screening Decision Tree (CDC Tutorial), Global Compliance Network training and face-to-face training.

- The Herricks School District will require parents/guardians of students, students, and staff to report daily temperature checks. Faculty and staff will be required to
complete and submit a daily screening questionnaire. This will be facilitated by an electronic system of reporting. Students will be required to complete the survey once a week. If a student is unable to complete the survey the parent/guardian of student may submit on behalf of the student.

- Students, faculty or staff showing symptoms of COVID-19 will be assessed by the school nurse (registered professional nurse, RN). If a school nurse is not available, ill students and staff will be sent home for follow up with a healthcare provider.

- Students, faculty or staff with a temperature, showing signs of illness, and/or a positive response to the questionnaire must be sent directly to the dedicated isolation area identified at each District facility. Students will be supervised, prior to being picked up or otherwise sent home. Faculty or staff member will be sent home for follow up with a healthcare provider.

- The District highly discourages non-essential visitors to enter the school facilities when school is in session. If unavoidable, essential visitors, guests, contractors, and vendors must complete the health screening survey, have their temperature take and sign in. All other appointments must be scheduled prior to arrival.

- The District will provide guidance to parents/guardians of students, faculty and staff on how to observe for signs of illness in their child that require staying home from school. Guidance will be sent home to each family in August, resources will be available on the district reopening website, signage throughout the school facility, online and/or face to face training.

- The District will display appropriate signage instructing staff and students in the correct hand and respiratory hygiene. Signage will be place around the school facility, including in bathroom locations and by sinks. Face to face and/or online training will be delivered to faculty, staff and students upon return to school.

- The District will display appropriate signage and training on instructing staff and students to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

- The District will provide accommodations to all students and staff who are at high risk or live with a person at high risk by implementing our 504/ADA Accommodation procedures and process.

- The District has developed and shared with parents/guardians a survey that includes questions pertaining to accommodation needs in returning to school for students who have fragile medical conditions. The individual school’s 504 team will review all documentation provided to them (medical, disability etc.) to determine the accommodation needed to support the student.

- The District requires all employees, adult visitors, and students to wear an appropriate face covering at all times. The District will provide masks for those
who do not have the appropriate face coverings. The District will provide the appropriate signage throughout the school facility requiring facemasks.

- The District/school will provide appropriate opportunities for students taking mask breaks to include but not limited to snack time, lunch, outside activities when 6 ft. school distancing can be maintained.
- The District has been/will continue to purchase adequate PPE supplies for faculty, staff and students who forget their masks, and PPE for use by school health professionals.
- The District has developed a plan with protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

**Building Level COVID Response Team Procedures**

Members: Nurse, Building Principal and/or Assistant Principal, PPS Member (Social Worker, Psychologist or Guidance Counselor), Teacher, Senior Typist Clerk, Head Custodian, Assistant Superintendent for HR

**An employee has tested positive for COVID-19:**

- Identify employees/students that may have had contact with the employee within 48 hours (review location specific sign in).
- Determine if an employee/student had close contact (< 6 feet) for ≥10 minutes without a mask.
  1. Response Team Leader will notify the Department of Health.
  2. District Superintendent will be notified.
  3. Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).
  4. Determine if/when a letter should be sent home to families
  5. Close off areas used by the person who is sick.
  6. Disinfecting classroom/office
     a. Open outside doors and windows to increase air circulation in the area.
     b. Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
     c. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, etc

**If an employee becomes sick during the day:**

1. The employee should leave the school immediately.
2. Identify employees/students that may have had contact with the employee within 48 hours (review location specific sign in).
   a. Determine if an employee had close contact (< 6 feet) for ≥10 minutes without a mask.
3. Students should be removed from the classroom for a full classroom cleaning and
disinfection.

4. **Response Team Leader will notify the Department of Health.**

5. **District Superintendent will be notified.**

6. **Inform employees of their possible exposure to COVID-19** in the workplace but maintain confidentiality as required by the [Americans with Disabilities Act (ADA)](https://www.ada.gov).

2. Determine if/when a letter should be sent home to families.

3. Disinfecting classroom/office:
   a. Open outside doors and windows to increase air circulation in the area.
   b. Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
   c. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, etc.

**If a student becomes sick during the day:**

1. Student must be placed in the “Quarantine Room” for pick up.

2. Identify student/staff contact included but not limited to classroom teacher, teaching assistants, aides.
   a. Determine if student had close contact (< 6 feet) for ≥10 minutes without a mask.

3. **Response Team Leader will notify the Department of Health.**

4. **District Superintendent will be notified.**

5. **Inform employees of their possible exposure to COVID-19** in the workplace but maintain confidentiality as required by the [Americans with Disabilities Act (ADA)](https://www.ada.gov).

6. Determine when a letter should be sent home to families.

7. Identify and remove students/staff from classrooms.

8. Disinfecting classroom/office:
   a. Open outside doors and windows to increase air circulation in the area.
   b. Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
   c. Clean and disinfect all areas used by the student who is sick, such as bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, etc.
The District has developed a written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

Employees should take the following actions related to COVID-19 symptoms or exposure:

- If you have tested positive for COVID-19, regardless of whether you are symptomatic or asymptomatic, you may return to work upon completing at least 10 days of isolation from the onset of symptoms or 10 days of isolation after the first positive test, if you remain asymptomatic.
- If you had close or proximate contact with a person with COVID-19 for a prolonged period of time and are experiencing COVID-19 related symptoms, you may return to work upon completing at least 10 days of isolation from the onset of symptoms.
  - The New York State Department of Health considers a close contact to be someone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.
- If you had close or proximate contact with a person with COVID-19 for a prolonged period of time and are not experiencing COVID-19 related symptoms, you may return to work upon completing 14 days of self-quarantine.
  - However, if such an employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by their supervisor and a human resources (HR) representative in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:
    1. **Regular monitoring:** The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer’s occupational health program.
    2. **Wear a mask:** The employee must wear a face mask at all times while in the workplace for 14 days after last exposure.
    3. **Social distance:** The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.
    4. **Clean and disinfect workspaces:** The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
    5. **Maintain quarantine:** The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14
Reopening Plan • July 2020

days after last exposure.

• If you are symptomatic upon arrival at work or become sick with COVID-19 symptoms while at the workplace, or close or proximate contact with a person with COVID-19, you will be separated and sent home immediately and may return to work upon completing at least 10 days of isolation from the onset of symptoms OR upon receipt of a negative COVID-19 test result.

• If you have been exposed, tested positive for COVID-19, or returning from a leave of absence due to COVID-19, please contact Dina Maggiacomo, Assistant Superintendent for Human Resources at 305-8909 prior to you returning to work.

Additional Information

• New York Forward Reopening Webpage: https://forward.ny.gov/
• DOH COVID-19 Webpage: https://coronavirus.health.ny.gov/home

The District has a written protocol on how to clean and disinfect schools following CDC guidance. District administration is collaborating with Nassau BOCES health and safety consultants on developing a plan on conducting required school safety drills with modifications ensuring social distancing between persons.

The District is collaborating with the JCC on developing a plan for their aftercare programs. The JCC will follow the District’s guidelines in regards to:

  • All staff and students must wear masks,
  • Six feet social distance will be maintained,
  • Students and staff will have opportunities to wash their hands throughout the program,
  • Students will be seated by grade level to limit interaction,
  • Students will be provided masks breaks.

• The District has designated Dr. Fino Celano, Superintendent of Schools, as the COVID-19 safety coordinator for the District. Responsibilities include continuous compliance with all aspects of the district 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.

Building level “Response Team” facilitator, such as the building principal or assistant principal will be designated as the COVID-19 safety coordinator at the building level.

Additional Health and Safety Protocols

• The school nurse is designated as the COVID-19 resource person(s) to assist each school building and the community.

• The District may post various translations of the Reopening Plan on the school website.

• The District is to restrict the number of visitors on school grounds or in school facilities. Faculty and staff will be encouraged not to leave the school premise during the school day.

  • Building administration will designate, where feasible, locations for staff and middle school and high school students to eat lunch.

• All buildings will have closed campuses for students until further notice.
• The District will provide parents/guardians tutorials on screening their child at home for signs of illness by multiple means which may include written communication, short videos and parent forums.
• The District will require parent/guardian screening before school. If the parent/guardian is unable to submit digitally, the school will provide a process for parents to submit in an alternative format.
• The school nurse or a school designee appropriately trained may screen (temperature checks) students before entering school if screening, according to the CDC requirements, was not completed at home. The District will provide appropriate PPE protections to conduct screenings, along with ensuring waiting students are supervised.
• District requires all students to wear a cloth face covering at all times, unless otherwise inadvisable (health, medical needs). *Nurses will maintain and distribute confidentially to teachers regarding students with special needs regarding face covering.*
• District requires school health personnel wear PPE when assessing ill persons or conducting certain respiratory treatments.
  o Each school has designated two rooms for school health service personnel. One room will be for healthy students to obtain medications and nursing treatments. The second room will be for isolating ill persons.
  o School nurses will use disposable equipment and supplies in the health office as much as practicable.
  o District will provide PPE to custodial and other personnel cleaning and engaging in disinfection at the school if required by the manufacturer for agent being used.
  o The District is collaborating with JCC regarding before and aftercare programs, to review their social distancing, PPE usage, cleaning and disinfection requirements, as well as risk of COVID-19 transmission.

**Health Checks**

Parents/guardians and staff members will be provided resources to educate them regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. Parents/guardians and school staff will be instructed that any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus.

Centers for Disease Control and Prevention, *Stay Home When You Are Sick.*
https://www.cdc.gov/flu/business/stay-home-infection should not be present in school. The Centers for Disease Control and Prevention (CDC) keep an up to date list of symptoms of Coronavirus on its website. This list is not all-inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

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

The District will require all staff are educated to observe students or other staff members for signs of any type of illness such as:
• Flushed cheeks;
• Rapid or difficulty breathing (without recent physical activity);
• Fatigue, and/or irritability; and
• Frequent use of the bathroom.

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

Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. Schools are advised to set up a means to collect this information.

Staff will be required to complete a COVID-19 screenings prior to arrival at school and encourage parents/guardians to screen their child before sending them to school. Screening by the parent/guardian prior to school is preferred in lieu of temperature checks and symptom screening being performed after arrival to school. Screening of students includes a daily temperature check and a weekly completion of a screening questionnaire.

A screening questionnaire determines whether the individual has:
• knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
• tested positive through a diagnostic test for COVID-19 in the past 14 days;
• has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
• has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain
records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

The District/school will provide ongoing updates and reminders to staff and parents/guardians regarding COVID-19 safety requirement. This may be accomplished by:

- Providing weekly or daily reminders - such as an automated telephone message, email, or text; and
- Weekly written notices to homes in the parent/guardian’s native language where it is known that families cannot access the information through the other methods.

The District will collect screening information from staff and parents/guardian using
- Online reporting; and/or app

Schools will designate a staff person (administrative assistant, attendance person, or school nurse) to review the incoming reports of screening by staff and parent/guardians and attesting that they are completed.

Procedures which require the parent/guardian to report the results of such screening rely on the parent/guardian to complete the report. If the parent/guardian symptom screen evaluation is done at home the school, will:

- Ensure all students are treated equally; and
- Ensure students whose parent/guardian did not complete the screening are not singled out.

If a family member is unable to conduct screenings at home for the following reasons:

- The family may not have access to use of an online system or phone app;
- The information may not be in their primary language;
- The home environment may not be conducive to this process each morning; and/or
- The family may not remember to complete the screening.

Schools will provide screening opportunities such as a temperature check prior to entering the classrooms. Students who may require screening to be completed at school must be treated in a confidential manner and must have the screening completed as quickly as possible to minimize time away from class.

Screenings

Temperature

In some cases, it will not be practical for temperature checks to be performed prior to students arriving at school. Therefore, schools will develop plans for checking temperatures of students whose parent/guardian did not perform the screening. Schools will implement screenings for unscheduled visitors by conducting temperature checks prior to the visitor entering the building. This may be completed by a nurse, administrator, security guard or other trained employees.

Schools conducting temperature screenings will have:

- Staff members to supervise students who are waiting their turn. While waiting, students must be socially distanced;
• Trained staff members to perform temperature screenings;
• Sufficient supplies for taking temperatures such as disposable thermometer probes; and
• PPE for staff members conducting the screening (face shields and masks). Depending on the availability of trained staff and supplies, the following methods are recommended by the CDC for conducting temperature screenings.

Reliance on Social Distancing
• Parents/guardians will be required to take their child’s temperature either before coming to the facility or upon arrival at the facility. Upon their arrival, employees must stand at least 6 feet away from the parent/guardian and child.
• Parent/guardian will confirm that the child does not have fever, shortness of breath or cough by submitting through an app, online or provided in the student’s communication folder.
• Faculty and staff are to provide visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Nurses and/or trained staff are required to wear personal protective equipment (PPE) when conducting screenings.
• Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child is occurring;
• Take the child’s temperature;
• If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check;
• If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with an individual, you do not need to change gloves before the next check.
• If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe if it remains wet;
• After each screening, remove and discard gloves; and
• Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.

Healthy Hygiene Practices
Healthy hygiene practices will be taught and re-taught in school settings for both students and staff. 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 should regularly share messages with the school community. Signage may be used to remind individuals to:
• Stay home if they feel sick.
• Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
• Properly store and, when necessary, discard PPE.
• Adhere to social distancing instructions.
• Report symptoms of, or exposure to, COVID-19.
• Follow hand hygiene, and cleaning and disinfection guidelines.
• Follow respiratory hygiene and cough etiquette.

Teaching healthy hygiene practices will be accomplished in person, by videos, announcements, and posters or signs. Schools must post signage in highly visible areas such as:

• Entrances
• Restrooms
• Cafeteria or other dining areas
• Classrooms
• Administrative offices
• Auditorium
• Janitorial staff areas

The CDC provides sample announcements on reducing the spread of COVID-19, videos about behaviors that prevent the spread of COVID-19, and print and digital resources on CDC’s communications resources main page, along with the NYSDOH COVID-19 signage.

Hand Hygiene

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

• Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
• Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty. NYSED’s Memo: Handwashing Recommendations and Alcohol-based Hand Sanitizer Use in Schools provides information to schools regarding the use of alcohol-based hand sanitizers;
• Provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able;
• Signage should be placed near hand sanitizer indicating visibly soiled hands should be washed with soap and water; and
• Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water.

As noted in prior NYSED memos, hand sanitizers contain alcohol and are flammable. Alcohol-based hand sanitizer dispensers are permitted to be installed in rooms and
corridors in limited quantities in accordance with FCNYS 2020 Section 5705.5.

The CDC guidance on when and how to wash your hands provides information on when handwashing should occur, how to wash hands correctly, and how to correctly use alcohol-based hand sanitizers.

Schools will provide the following:
- Adequate facilities and supplies for hand washing including soap and water;
- Paper towels or touch free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolize germs);
- No-touch/foot pedal trash can;
- Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes;
- Time in the schedule to allow for frequent hand washing; and
- Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

Portable sinks will be available for Herricks Middle School and Herricks High School to increase access to soap and water. The District recommends that students and staff should wash hands, as follows:
- Upon entering the building and each classroom;
- After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping or blowing nose, or coughing into hands;
- Upon coming in from outdoors; and
- Anytime hands are visibly soiled.

Respiratory Hygiene
Processes and procedures for respiratory hygiene must be included in reopening plans.

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.

A supply of tissues and no touch/floor pedal trashcans will 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. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

Social Distancing
Social Distancing also called “physical distancing” means keeping a six-foot space between yourself and others. Schools will develop, implement, and enforce social
distancing in all school facilities and on school grounds, including transportation.

Ensure that student groupings are as static as possible by having the same group/cohort of students stay together whenever possible.

- The District has determined the number of students who can be in each classroom while maintaining 6 feet social distancing.
- The building administration will stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms.
- Schools will follow all safety requirements when considering the use of other entrances and ensure that all entrances are monitored and are locked after use.
- The building administration will review arrival schedule changes for students who walk or are dropped off at school by a parent or caregiver as another possibility;
- The building administration will establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/guardians into the building, to the greatest extent possible.
- Schools will reduce in-school movement where possible by keeping students within a defined area or class-room and modifying class schedules or class transitions using these recommendations:
  - K-5 students will remain with the same teacher each day.
  - Special area teachers (e.g., music, art, physical education) will go to individual classrooms, versus rotating all students through a shared space that cannot be cleaned with each new use. Whenever possible, physical education and music classes will be held outside and students will be encouraged to spread out.
  - 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.
  - Desks (including teachers) will face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing);
  - Windows will be open to improve ventilation. Do not open windows if there is a health or safety risk (e.g., allergies, or potential fall);

Keep individual student belongings separated. Limit use of shared supplies to one group of students, clean between use by cohorts of students;
- Visual aids (e.g., painter’s tape, stickers, posters, cones etc.) will be used to illustrate traffic flow and appropriate spacing to support social distancing;
- Elementary students will eat snack and lunch in the classroom or outside if weather permitting.
- Restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced. Lockers will not be in use in the Middle School and High School. Kindergarten through Grade 5 students must maintain their own supplies in their desk.
- Limit gathering in small spaces (e.g., elevators, faculty offices) by more than one individual at a time, unless all individuals in such space are wearing acceptable face coverings;
- Twelve feet distance in all directions is maintained between individuals while
participating in activities requires projecting the voice (e.g., singing), or aerobic activity.

- No student assemblies, athletic events/practices, performances, school-wide parent meetings, transition to online gatherings.
- Transitioning field trips to virtual opportunities.
- Limit essential visitors to school buildings. Consider using online meetings with parents and other persons when feasible.

**Personal Protective Equipment (PPE)**

District has reviewed the OSHA COVID-19 guidance regarding information on how to protect staff from potential exposures, according to their exposure risk pursuant to their Exposure Control Plan. The OSHA guidance also sets forth when PPE is needed by staff pursuant to the OSHA standards.

The CDC recommends that school-based health personnel use Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020 guidance when providing care to ill persons as part of infection control protocols:

- Licensed healthcare professionals must utilize standard precautions at all times;
- Transmission-based precautions will be used when assessing persons suspected of having COVID-19;
- Schools will ensure they have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members;
- Such PPE includes, but is not limited to:
  - face masks (disposable surgical masks)
  - eye protection or face shields
  - gloves
  - disposable gowns

For optimal protection, when worn, the face shield must be used with a facemask and:

- Extend below the chin anteriorly;
- To the ears laterally;
- There should be no exposed gap between the forehead and the shield’s headpiece;
- Only be worn one person per shield;
- Be cleaned between use; and
- The wearer should wash their hands after removing the shield and before putting it on.

**Aerosol Generating Procedures**

Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol-generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. The CDC recommends PPE use when administering AGPs. PPE consists of:

- Gloves;
- N95 or surgical facemask;
- In lieu of N95 - a surgical mask with face shield;
- Eye protection; and
- A gown (if necessary).

PPE should be used when:
- Suctioning;
- Administering nebulizer treatments; or
- Using peak flow meters with students who have respiratory conditions.

Treatments such as nebulized medication treatments and oral or tracheostomy suctioning should be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse could leave the room and return when the nebulizer treatment is finished. Due to limited availability of data, it is uncertain whether aerosols generated by nebulizer treatments are potentially infectious. Cleaning of the room should occur between use and cleaning of the equipment should be done following manufacturer’s instructions after each use. The CDC recommends during the COVID-19 pandemic that respiratory medications utilizing metered dose inhalers (MDI) with a spacer or valved holding chamber be used over nebulizer treatments whenever possible. Based on limited data, use of MDIs (with or without spacers or valved holding chambers) is not considered an aerosol-generating procedure. Nebulizer treatments at school should be reserved for children who cannot use an MDI (with or without spacer or valved holding chamber). Use of peak flow meters, including in the school setting, includes forceful exhalation. Based on limited available data, forceful exhalation is not considered an aerosol-generating procedure associated with increased risk of transmitting the virus that causes COVID-19. However, for some people with asthma, using a peak flow.

**Cloth Face Coverings**

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance. All students and staff members must wear cloth face coverings:
- Whenever they are within 6 feet of someone;
- In hallways;
- In restrooms; and
- In other, congregate settings, including buses.

Schools will provide acceptable face covering to employees (and students if they forget their own) and have an adequate supply in case of need for replacement per Executive Order 202.16. Schools will allow an employee to wear their own acceptable face covering but may not require they supply their own face coverings. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering cannot be required to do so.

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 should **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; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Schools will provide instruction to students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Information and resources to assist schools in instructing on the proper use and cleaning of facemasks are on the CDC webpage on cloth face coverings.

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.

**Management of Ill Persons**

Students and staff with symptoms of illness must be sent to the health office. The school nurse (Registered Professional Nurse, RN) will be available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat.

If a school nurse is not available, schools will isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider. School District will work collaboratively with school nurses to determine if additional staff is needed to assist with non-nursing tasks such as:

- Student supervision;
- Telephone calls, text, or emails to parent/guardians; and
- Assistance with completing any required paperwork other than nursing documentation.

**If Students or Staff become Ill with Symptoms of COVID-19 at School**
Schools will follow Education Law § 906, which provides whenever…a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

School staff must immediately report any illness of students or staff to the school nurse or school response team leader. Such reports must be made in compliance with FERPA, and Education Law 2-d. If nurses choose to go to classrooms to make assessments of students, this also should be done in a manner that protects the student’s confidentiality. If there are several students waiting to see the school nurse, arrangements will be made to have students wait at least 6 feet apart. Each school will have two rooms for school health personnel - one room for healthy students who have injuries or need their medications or nursing treatments, and another room for assessing and caring for ill students and staff. Both rooms require a supervising adult to be present and should have easy access to a bathroom and sink with hand hygiene supplies. School nurses and other school health professionals assessing or providing care to ill students and staff should follow Transmission-based precautions which includes the use of appropriate PPE (see section on PPE).

Students suspected of having COVID-19 awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet

The CDC and NYSDOH recommend:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection as occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
Refer to DOH’s “Interim Guidance for Public and Private Employees Following COVID-19 Infection or Exposure” for information on “close and proximate” contacts. If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue.

If a separate room is not available, keep at least a 6-foot distance between ill students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. It is recommended that:

- Students should be escorted from isolation area to the parent/guardian;
- The parent or guardian be instructed to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;
- Symptomatic students or staff members follow CDC’s Stay Home When You Are Sick guidance unless otherwise directed by a healthcare provider or the local department of health. If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19;
- School staff be aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19 which is a serious condition associated with COVID-19 in children and youth. Schools should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:
  - fever
  - abdominal pain
  - vomiting
  - diarrhea
  - neck pain
  - rash
  - bloodshot eyes
  - feeling extra tired
  - Schools must call for emergency transport (911) following district policies, for any student showing any of these emergency warning signs of MIS-C or other concerning signs trouble breathing
  - pain or pressure in the chest that does not go away
  - new confusion
  - inability to wake or stay awake
  - bluish lips or face
  - severe abdominal pain
If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local health department to determine what steps are needed for the school community.

**Return to School after Illness**

Schools must 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, for 3 days, 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.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/isolation.html).

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

**COVID-19 Testing**

The Herricks School District will comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local department of health. [CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](https://www.cdc.gov/coronavirus/2019-ncov/school-guidance/school-administrators.html).

**Contact Tracing**
Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus. Schools must cooperate with state and local health department contact tracing.

Schools will assist public health departments in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited;
- keeping a log for any visitors, faculty staff, and students entering classrooms/office space; and
- Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program. This does not mean schools are required to have staff members take the contract-tracing program. Questions should be directed to the local health department.

The Herricks School District will continue to maintain confidentiality as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

School Closures

The Herricks School District will collaborate with our local Nassau County health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

District Superintendent may consider closing school for a short period of time if absentee rates impact the ability of the school to operate safely. The District Superintendent or his/her designee will consult their medical director and/or the local Nassau County Department of Health when making such decisions.

Cleaning and Disinfection

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

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important;
• When EPA-approved disinfectants are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). Do not mix bleach or other cleaning and disinfection products together. This can cause fumes that may be extremely dangerous to breathe in. Keep all disinfectants out of the reach of children;
• Schools must identify cleaning and disinfection frequency for each facility and area type; and
• Schools must maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.

Cleaning plans include considerations regarding the safety of custodial staff and other people who are carrying out the cleaning or disinfection. In order to disinfect areas frequently, staff has been trained.

High touch surfaces should be cleaned and disinfected frequently throughout the day. Examples of high touch surfaces include:
- Tables;
- Doorknobs;
- Light switches;
- Countertops;
- Handles;
- Desks;
- Phones;
- Keyboards and tablets;
- Toilets and restrooms; and
- Faucets and sinks.

Students should not be present when disinfectants are in use and should not participate in cleaning and/or disinfection activities.

Additional Recommendations:
• Schedule cleaning and/or changing heating/air conditioning system filters.
• Opening windows, if it can be done safely, and conducting classes outdoors are other strategies to increase airflow;
• Follow the manufacturer’s instructions for cleaning and disinfection of electronic devices such as laptops, iPads or Chromebooks, keyboards and computer mice, etc., between use. Consider the use of wipeable covers for electronics. If the manufacturer’s guidance is unavailable, consider the use of alcohol-based wipes or spray having at least 70% alcohol per CDC Guidance for Dry surfaces thoroughly to avoid the pooling of liquids;

School Health Office Cleaning
School health office cleaning must occur after each use of:
- Cots;
- Bathroom; and
- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer’s directions.
Disposable items should be used as much as possible including:

- Disposable pillow protectors; or
- Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

**Health Physicals and Screenings**

Due to the COVID-19 pandemic and the effect it is having on healthcare providers, the Department released the memo Health Examinations in Light of COVID-19 Pandemic, which provides direction to schools when students are delayed in obtaining required health physical examinations, along with information on the required health exam form Required NYS School Health Examination Form.

The memo states:

- Schools are to continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021;
- Parents/guardians are provided with additional time to provide the completed health exam to the school;
- Student athletes are able to participate in the fall 2020 sports season even if they do not have a current health examination if they meet certain criteria;
- Beginning February 1, 2021 health examinations for schools are to be completed on the NYS Required Health Examination Form or an electronic health record equivalent form. This directive may change depending on the status of the COVID-19 pandemic in the fall; and
- Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year due to the COVID-19 crisis, unless such screening has otherwise been deemed necessary, pursuant to an amendment to Commissioner’s Regulations section 136.3(e).

**Health and Safety Additional Protocols:**

- Parents/guardians keep their child home if they have had a temperature of greater than 100.0°F at any time in the past 14 days, even if a fever reducing medication was administered and the student no longer has a fever. (DOH Recommendation Guidance).
- Reduce bi-directional foot traffic using tape or signs with arrows, and post signage/distance markers denoting 6 ft. of distance in commonly used areas and areas where lines are formed or people congregate (e.g. outdoor spaces, class rooms, cafeterias, health screening stations).
- Building Administration has the ability to remove a student from a building location if they are putting teachers/students in danger by not wearing their masks etc.
- Students receive influenza vaccination.
- Staff members receive influenza vaccination.
- Prohibit sharing of food and beverages (e.g. buffet style meals, snacks), unless individuals are members of the same household.
SCHOOL SCHEDULES

Schools are given the ability to restructure their programs using flexible scheduling models—taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction.

Models will need to consider if certain students will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations.

To maximize in-person instruction, Schools/districts should consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts (e.g., alternative classroom schedules, full-time in-person learning for younger students, and part-time distance learning for older students).

The school schedules that the Herricks School District plans to implement at the beginning of the 2020-2021 school year will be an all in-person model at the elementary schools and a hybrid A/B rotation model at the secondary level for grades 6 through 12.

Elementary Model: All elementary students in grades K through 5 will attend school in person (face-to-face) every day for a full day including lunch and recess. Daily attendance will be taken through Google Meet or Infinite Campus.

In the event of a school closure—whether intermittent or full—the elementary school is able to transition to hybrid or fully remote learning. The daily schedule would remain the same. Daily attendance will be taken through Google Meet or Infinite Campus. Instruction would be a mix of synchronous and asynchronous opportunities with classroom teachers, including special area classes.

The School District considers in-person services a priority for our youngest and high needs students. Reopening plans include bringing all K - 5 students in person every day to the buildings. All of their IEP mandated services and supports will be provided in-person. To maintain the health and safety of students and staff to the maximum degree possible, students may be hand scheduled into “pods” with common support services to avoid contact with high numbers of people during the day. Push in services will be utilized when appropriate. When necessary students may be pulled out into smaller groups within the “pod” which will continue to shrink class size throughout the day as well.

Middle School and High School Models: The secondary schools will operate on an A/B Four-Day Hybrid rotation (Blue A, Blue B, Silver A, and Silver B). At the middle school and high school, the student population at each building will be divided in half alphabetically into two
cohorts--A and B--so that siblings will be in the same cohort and will report on the same day(s). Students will alternate with one day in school in-person and one day remote at home and follow a 9-period bell schedule. In this model, students will report to school in person at least twice a week.

The School District considers in-person services a priority for our youngest and high needs students. On the secondary level, general education students will attend in-person on alternate days and all ENL students, students in special classes, and students with extensive special education supports such as those receiving numerous Integrated Co-Teaching program classes, will receive daily in-person services and instruction. Related services and support services will be provided in person for those attending daily in-person classes and a combination of in-person and remotely for those students attending in-person on alternate days.

On the days when students are in school, face-to-face learning may be blended using technology during class to ensure that students gain familiarity with the digital tools (i.e. teachers may have students collaborate through a Flip Grid, or engage in an activity through Google Classroom).

On the days when students are working remotely from home during the rotation, they will follow the same bell schedule. Learning may be largely asynchronous (online tasks that may be completed independently, such as a test or a flipped video lesson), along with projects and choice boards, but may include synchronous (i.e. a live stream of the in-school cohort, live small group peer through digital break out rooms or teacher meetings through Google Meet, etc.) learning.

In the event of a school closure--whether intermittent or full--the middle and high schools are able to transition to fully remote learning on a truncated bell schedule. All students in grades 6-12 will attend remotely. Periods will alternate between live (face-to-face) instruction and asynchronous instruction. Daily attendance will be taken through Google Meet or Infinite Campus.

The district has taken into consideration ways to decrease density within the buildings. At the elementary level, the number of sections at each grade was increased to reduced class size and to maintain 6’ distance between desks. At the secondary level, the district’s hybrid model helps decrease the density within the school buildings by having only half the number of students attend on any given day.

At all levels K-12, the principals seek to stagger arrival and dismissal times, as well as increasing the number of entry and exit points throughout the building to minimize congestion.

School schedules will be shared with families at the building level by administrators and teachers. All schedules are subject to change or modification as we experience the plan.
**ELEMENTARY: All elementary students report to school in person every day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-9:00</td>
<td>Staggered Student Arrival</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>ELA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Snack, including hand washing/Stretch/Movement Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>PE</td>
<td>LIBRARY</td>
<td>MUSIC</td>
<td>COMPUTER</td>
<td>ART</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>Lunch/Recess</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45-1:45</td>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>SS</td>
<td>Science</td>
<td>SS</td>
<td>Science</td>
<td>Science/SS</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Possibly Classroom SEL activities (i.e. Responsive Classroom)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45-3:05</td>
<td>Staggered Dismissal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The sample is intended to illustrate a possible elementary class schedule. It is not representative of every class. Elementary schedules will be determined by a master schedule created at each building for each teacher and grade level. Elementary classes will have at least one hour of ELA daily, one hour of Mathematics daily, ½ hour of Science or Social Studies daily, a 40-minute special class daily, and one hour lunch daily (includes recess). Teachers will share their schedules with their students and families.

In an effort to reduce in school movement, wherever possible schools will maintain students within a defined area or classroom to preserve the integrity of “pods” (a cohort of students). However, students with disabilities will have opportunities for instruction with students without disabilities to greatest extent possible- consistent with their IEPs. In providing in person instruction, schools will ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.

Teachers of special area classes will travel to classrooms. Students will attend PE and/or music outdoors whenever possible.
### SAMPLE SCHEDULE OF ONE GRADE LEVEL LANGUAGE IMMERSION CLASS

<table>
<thead>
<tr>
<th>Time</th>
<th>Homeroom A*</th>
<th>Homeroom B*</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-9:00</td>
<td>Staggered Student Arrival</td>
<td>Staggered Student Arrival</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td><strong>English Literacy</strong></td>
<td><strong>Spanish Language Literacy through content mathematics/science</strong></td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Snack, including hand washing/Stretch/Movement Break</td>
<td>Snack, including hand washing/Stretch/Movement Break</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference</td>
<td>Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>Special Area Class: PE, Library, Music, Computer, or Art</td>
<td>Special Area Class: PE, Library, Music, Computer, or Art</td>
</tr>
<tr>
<td>11:45-12:45</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:45-1:45</td>
<td><strong>Spanish Language Literacy through content mathematics/science</strong></td>
<td><strong>English Literacy</strong></td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Social Studies/History</td>
<td>Social Studies/History</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference; Classroom SEL activities (i.e. Responsive Classroom)</td>
<td>Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference; Classroom SEL activities (i.e. Responsive Classroom)</td>
</tr>
<tr>
<td>2:45-3:05</td>
<td>Staggered Dismissal</td>
<td>Staggered Dismissal</td>
</tr>
</tbody>
</table>

Students in Language Immersion classes will report to their homeroom each day. To preserve the integrity of the program, students will be exposed to both the English literacy and the Spanish language math/science daily. Language Immersion teachers will travel between classrooms midday to provide students instruction in either Spanish or English. In addition, there will be a small cohort of students (Grades 2-3 and Grades 4-5) who will be pulled out from the homeroom on a rotating basis on a 6-day cycle for a full day to participate in language enrichment/culture activities.

The sample is intended to illustrate a possible elementary Language Immersion class schedule. It is not representative of every Language Immersion class. Elementary schedules will be determined by a master schedule created at each building for each teacher and grade level. Teachers will share their schedules with their students and families.

Teachers of special area classes will travel to classrooms. Students will attend PE and/or music outdoors whenever possible.
The secondary schools will operate on an **A/B Four-Day Hybrid Rotation** (Blue A, Blue B, Silver A, and Silver B). At the middle school and high school, the student population at each building will be divided in half alphabetically into two cohorts—A and B—so that siblings will be in the same cohort and will report on the same day(s). Students will alternate with one day in school in-person and one day remote at home and follow a 9-period bell schedule. In this model, students will report to school in person at least twice a week.

The School District considers in-person services a priority for our youngest and high needs students. On the secondary level, general education students will attend in-person on alternate days and all ENL students, students in special classes, and students with extensive special education supports such as those receiving numerous Integrated Co-Teaching program classes, will receive daily in-person services and instruction. Related services and support services will be provided in person for those attending daily in-person classes and a combination of in-person and remotely for those students attending in-person on alternate days.

On the days when students are in school, face-to-face learning may be blended using technology during class to ensure that students gain familiarity with the digital tools (i.e. teachers may have students collaborate through a Flip Grid, or engage in an activity through Google Classroom).
On the days when students are working remotely from home during the rotation, they will follow the same bell schedule. Learning may be largely asynchronous (online tasks that may be completed independently, such as a test or a flipped video lesson), along with projects and choice boards, but may include synchronous (i.e. a live stream of the in-school cohort, live small group peer through digital break out rooms or teacher meetings through Google Meet, etc.) learning.

Regarding Medically Vulnerable/High Risk Groups (NYSED guidance pgs. 30-31), the district is prepared to provide added or alternative provisions for social distancing, additional PPE, and/or provide instruction remotely. The district will review all requests for accommodations due to a student or a family member being medically vulnerable or at high-risk for complications from COVID-19. To ensure the health and safety of students who are medically fragile or in a high risk group who will be transitioning back to school, the district will plan and coordinate with school health services personnel, special education personnel, pupil personnel services, and administration as required by the NYSED guidance. If the parents/guardians choose not to send their child back to school, the district is prepared to provide instruction remotely. Please also see the section on Special Education for more details.

Regardless of the instructional model implemented, equity and access will be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

The district has devised a schedule that permits seamless transition to fully remote in the event of a school closure. Equity and access will be the priority for all students, including students with disabilities, English language learners, and students experiencing homelessness.

FULLY REMOTE (in the event of a school closure)

During fully remote instruction at the elementary schools, each teacher’s schedule may vary from the sample, however, all elementary classes will be blended with some live instruction and some independent work done asynchronously. Students will have at least one hour of ELA daily, one hour of Mathematics daily, ½ hour of Science or Social Studies daily, ½ small group instruction at least 1x per week, and a 40-minute special class daily.

Teachers will also hold at least one ½ hour Office Hours daily, which may include small group work or work with specific students.

In the fully remote model, students in Language Immersion classes will report to their “homeroom” each day. To preserve the integrity of the program, students will be exposed to both the English literacy and the Spanish language math/science daily. Language Immersion teachers will switch cohorts midday to offer students instruction in either Spanish or English. In addition, there will be a small cohort of students (Grades 2-3 and Grades 4-5) who will be pulled out from the “homeroom” on a rotating basis on a 6-day cycle to participate in a full day of language enrichment/culture activities.
### SAMPLE Elementary Remote Learning Schedule

#### Language Immersion

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Possible Office Hours (if not done in afternoon)</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>English Literacy OR Spanish Language Literacy through Content Math/Science</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Stretch/Movement Break/Snack</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference; Classroom SEL activities (i.e. Responsive Classroom)</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>Art, Music, Computer, Library, and PE: One 40-minute online class each week.</td>
</tr>
<tr>
<td>11:35-12:35</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:45-1:45</td>
<td>English Literacy OR Spanish Language Literacy through Content Math/Science</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Social Studies/History</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Possible activities: Independent Reading; Small group work; Book clubs; Peer conferencing; Student-Teacher conference; Classroom SEL activities (i.e. Responsive Classroom)</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>Possible Office Hours (if not done in morning)</td>
</tr>
</tbody>
</table>

#### Highlights:
- Highlights indicate time during which students will receive live instruction (~3 hours)
- Highlights indicate time during which students may receive live instruction

---

### SAMPLE Elementary Remote Learning Schedule

#### Language Immersion

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Possible Office Hours (if not done in afternoon)</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>ELA</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Stretch/Movement Break/Snack</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Students may not necessarily be online the entire ½ hour. They may work independently or have a 10-min scheduled meeting, for example, with their teachers or with peers in a virtual break-out room. Teacher may pull small groups</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>Art, Music, Computer, Library, and PE: One 40-minute online class each week.</td>
</tr>
<tr>
<td>11:35-12:35</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>12:45-1:45</td>
<td>Mathematics</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Social Studies/Science</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Small Group/Whole Class SEL Activities/Office Hours * varied groups may be seen in small groups over the course of a week</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>Possible Office Hours (if not done in morning)</td>
</tr>
</tbody>
</table>

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34
**SAMPLE Secondary Fully Remote Learning Schedule**

In the event of a school closure--whether intermittent or full--the middle and high schools are able to transition to **fully remote learning** on a truncated bell schedule. All students in grades 6-12 will attend remotely. Periods will alternate between live (face-to-face) instruction and asynchronous instruction. Students will have some contact with their teachers on a daily basis. The “flex” periods will be time for students to participate in small group work, office hours, guidance meeting, and grade level assemblies, for example, as directed by the teacher. Daily attendance will be taken through Google Meet or Infinite Campus.

<table>
<thead>
<tr>
<th>Student: Grade 11</th>
<th>BLUE ODD</th>
<th>BLUE EVEN</th>
<th>SILVER ODD</th>
<th>SILVER EVEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:55-9:30</td>
<td>2nd Period AP Eng Lang</td>
<td>2nd Period AP Eng Lang</td>
<td>2nd Period AP Eng Lang</td>
<td>2nd Period AP Eng Lang</td>
</tr>
<tr>
<td>9:35-10:10</td>
<td>3rd Period Amer. History</td>
<td>3rd Period Amer. History</td>
<td>3rd Period Amer. History</td>
<td>3rd Period Amer. History</td>
</tr>
<tr>
<td>10:15-10:50</td>
<td>Break/Flex</td>
<td>Break/Flex</td>
<td>Break/Flex</td>
<td>Break/Flex</td>
</tr>
<tr>
<td>10:55-11:30</td>
<td>4th Period AP Physics 1</td>
<td>4th Period AP Physics 1</td>
<td>4th Period AP Physics 1</td>
<td>4th Period AP Physics 1</td>
</tr>
<tr>
<td>11:35-12:10</td>
<td>5th Period Phys Ed</td>
<td>5th Period Phys Ed</td>
<td>5th Period AP Physics 1 Lab</td>
<td>5th Period AP Physics 1 Lab</td>
</tr>
<tr>
<td>12:15-12:50</td>
<td>6th Period Lunch</td>
<td>6th Period Lunch</td>
<td>6th Period Lunch</td>
<td>6th Period Lunch</td>
</tr>
<tr>
<td>12:55-1:30</td>
<td>7th Period Virtual Ent.</td>
<td>7th Period Virtual Ent.</td>
<td>7th Period Virtual Ent.</td>
<td>7th Period Virtual Ent.</td>
</tr>
<tr>
<td>1:35-2:10</td>
<td>8th Period International Business</td>
<td>8th Period International Business</td>
<td>8th Period International Business</td>
<td>8th Period International Business</td>
</tr>
<tr>
<td>2:15-2:50</td>
<td>9th Period PreCalc</td>
<td>9th Period PreCalc</td>
<td>9th Period PreCalc</td>
<td>9th Period PreCalc</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Clubs/Extra Help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td>All Assignments Due by 5:00pm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assignments Due**

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science Related Arts</th>
<th>SS</th>
<th>World Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health/PE</td>
<td>Music</td>
<td></td>
<td>Related Arts</td>
<td>World Language</td>
</tr>
</tbody>
</table>

**4 Day Cycle:** Every Day Classes (2 Live, 1 Independent) 1.5 Classes (3 Live, 1 Independent) Alt Day Classes (1 Live, 1 Independent)
ATTENDANCE AND CHRONIC ABSENTEEISM
(NYSED Guidance pg. 81)

It is therefore critical for schools to use a variety of creative methods to reach out to students and their families who did not engage in distance learning.

Reopening Mandatory Requirements

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

Attendance Considerations

Certain hybrid models may not lend themselves to every content teacher connecting with every student enrolled in their class every day. This is true especially in departmentalized settings. Schools may wish to assign each homeroom teacher or advisory teacher as the daily point of contact for attendance purposes;
- Flexibility should be considered when monitoring attendance in a remote model. Parent schedules, availability of technology or other barriers may preclude students from connecting with teachers at a certain time;
- When in the remote mode of a hybrid in-person/remote learning model, districts should to the greatest extent possible record students’ attendance in mandated units of English as a New Language and Bilingual Education.

The district will collect and report daily attendance through Google Meet and/or Infinite Campus regardless of setting. The district will coordinate to have a daily point of contact for students for attendance purposes.

Infinite Campus is the district’s Student Management System (SMS). The IC Blended Learning tool will assist the district to maintain our school schedules, assign students, maintain grades, and report attendance for both in person and remote learning.

The Herricks School District has developed a mechanism to collect and report daily teacher student engagement or attendance through the district student information system, Infinite Campus. Attendance data will be reported in the student information reporting system or SIRS by our Chief Data Office according to NYS Regulation and guidance.

District Board Policy 5160 School Attendance provides guidance related to academic consequences of lost instructional time and address absences before students fall behind in school. The Herricks School District has a variety of methods to reach out to students and their families who have not engaged in distance learning (phone calls, emails, text messages and letters).

Resident students of compulsory age who will not be in attendance at the Herricks School District, charter schools, non-public schools or approved home schooling program for the 2020-2021 school year will be reported. The district will continue to report until the student exceeds compulsory school age, they no longer reside in the district, or the district has been provided
documentation that the student has entered another educational program leading to a high school diploma.

TECHNOLOGY AND CONNECTIVITY
(NYSED Guidance pgs. 85-86)

Regardless of whether in-person, remote, or hybrid models are utilized, schools should seek to provide students and teachers, for use in their places of residence, with access, to the extent practicable, to:

- A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet, for their exclusive use; and
- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning (e.g., a hotspot).

Reopening Plan Mandatory Requirements

- 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 surveyed the families and teachers to ascertain their level of access to devices and high-speed broadband in their places of residence. In addition, the survey sought to determine how many district-issued devices each family needed and ascertain whether there was enough broadband for all students and parents working from home to access the internet at once.

- 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
  At this time the district is prepared to provide all students and teachers who need a device with a district-issued Chromebook. The district is investigating ways to provide all students in Grades 6-12 with a 1:1 device. The district is also exploring how to offer hotspots to families who do not have sufficient access.

- 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.
  Through blended learning strategies, including pencil and paper, textbooks, manipulatives (as needed), as well as digital, the teachers will provide multiple ways for students to engage in learning and demonstrate mastery of the content. As well, the department leaders are identifying ways to offer more flexibility to students as it relates to online learning activities, homework and assessments. Among the considerations are staggering homework submissions and due dates by department to give students more time to complete their work. This may alleviate some of the potential access and connectivity issues that some families may be experiencing.

Considerations for Reopening Plans

The following recommendations should be considered as schools develop reopening plans:

Survey parents and guardians to determine the level of access to computing devices and high-speed internet to which students have access in their places of residence.
Ensure surveys are crafted to gather useful data.
• An indication of “access” to a device in the home, in many circumstances, does not ensure the student is able to access the device at the specific times and/or for the length of time necessary to be successful in a remote or online setting. In many families, “access” could mean multiple children sharing a single device, sometimes with one or more adults who themselves are attempting to work remotely.

• Many students are in situations where multiple household members are connecting to the internet through a prepaid cell phone with a limited data plan, or the student has to drive fifteen miles to a parking lot where WIFI is free.

The district is designing professional development opportunities for parents, students and teachers on topics to help support remote learning and understand how to effectively use the various online tools.

Based on a self-assessment from the spring remote learning experience and feedback from parents and teachers, the district has streamlined the different tools we will be using. The district has also sought tools to make online learning more effective.

**TEACHING AND LEARNING**
(NYSED Guidance pgs. 89-103)

**Reopening Plan Mandatory Requirements**

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

The school schedules that the district plans to implement at the beginning of the 2020-2021 school year, as described in our reopening plan, will be an all in-person model at the elementary schools and a hybrid A/B rotation model at the secondary level for grades 6 through 12.

**IN-PERSON**

*Elementary Model:* All elementary students in grades K through 5 will attend school in person (face-to-face) every day for a full day including lunch and recess. Daily attendance will be taken through Google Meet or Infinite Campus.

Elementary schedules will be determined by a master schedule created at each building for each teacher and grade level. Elementary classes will have at least one hour of ELA daily, one hour of Mathematics daily, ½ hour of Science or Social Studies daily, a 40-minute special class daily, and one hour lunch daily in the classroom (includes recess). Teachers will share their schedules with their students and families.

The School District considers in-person services a priority for our youngest and high needs students. Reopening plans include bringing all K - 5 students in person every day to the buildings. All of their IEP mandated services and supports will be provided in-person. To maintain the health and safety of students and staff to the maximum degree possible, students may be hand scheduled into “pods” with common support services to avoid contact with high numbers of people during the day. Push in services will be
utilized when appropriate. When necessary students may be pulled out into smaller
groups within the “pod” which will continue to shrink class size throughout the day as
well.

Students in Language Immersion classes will report to their “homeroom” each day. To
preserve the integrity of the program, students will be exposed to both the English
literacy and the Spanish language math/science daily. Language Immersion teachers will
switch between cohorts midday to offer students instruction in either Spanish or English.
In addition, there will be a small cohort of students (Grades 2-3 and Grades 4-5) who will
be pulled out from the “homeroom” on a rotating basis on a 6-day cycle to participate in a
full-day of language enrichment/culture activities.

Teachers of special area classes will travel to classrooms. Students will attend PE and/or
music outdoors whenever possible.

**Middle and High School Model:** All students will report to school daily on a regular bell
schedule.

Regarding Medically Vulnerable/High Risk Groups (NYSED guidance pgs. 30-31), the
district is prepared to provide added or alternative provisions for social distancing and/or
provide instruction remotely. The district will review all requests for accommodations
due to a student or a family member being medically vulnerable or at high-risk for
complications from COVID-19. To ensure the health and safety of students who are
medically fragile or in a high risk group who will be transitioning back to school, the
district will plan and coordinate with school health services personnel, special education
personnel, pupil personnel services, and administration as required by the NYSED
guidance. If the parents/guardians choose not to send their child back to school, the
district is prepared to provide instruction remotely. Please also see the section on Special
Education for more details.

**HYBRID**

**Elementary Model:** In the event of a school closure--whether intermittent or full--the
elementary school is able to transition to hybrid or fully remote learning. The daily
schedule would remain the same as in-person. Instruction would be a mix of synchronous
and asynchronous opportunities with classroom teachers, including special area classes.
Daily attendance will be taken through Google Meet or Infinite Campus.

**Middle School and High School Models:** The secondary schools will operate on an A/B
Four-Day Hybrid Rotation (Blue A, Blue B, Silver A, and Silver B). At the middle school
and high school, the student populations at each building will be divided in half
alphabetically into two cohorts--A and B--so that siblings will be in the same cohort and
will report on the same day(s). Students will alternate with one day in school in-person
and one day remote at home and follow a 9-period bell schedule. In this model, students
will report to school in person at least twice a week.

The School District considers in-person services a priority for our youngest and high
needs students. On the secondary level, general education students will attend in-person
on alternate days and all ENL students, students in special classes, and students with extensive special education supports such as those receiving numerous Integrated Co-Teaching program classes, will receive daily in-person services and instruction. Related services and support services will be provided in person for those attending daily in-person classes and a combination of in-person and remotely for those students attending in-person on alternate days.

On the days when students are in school, face-to-face learning may be blended using technology during class to ensure that students gain familiarity with the digital tools (i.e. teachers may have students collaborate through a Flip Grid, or engage in an activity through Google Classroom).

On the days when students are working remotely from home during the rotation, they will follow the same bell schedule. Learning may be largely asynchronous (online tasks that may be completed independently, such as a test or a flipped video lesson), along with projects and choice boards, but may include synchronous (i.e. a live stream of the in-school cohort, live small group peer through digital break out rooms or teacher meetings through Google Meet, etc.) learning.

Regarding Medically Vulnerable/High Risk Groups (NYSED guidance pgs. 30-31), the district is prepared to provide added or alternative provisions for social distancing, additional PPE, and/or provide instruction remotely. The district will review all requests for accommodations due to a student or a family member being medically vulnerable or at high-risk for complications from COVID-19. To ensure the health and safety of students who are medically fragile or in a high risk group who will be transitioning back to school, the district will plan and coordinate with school health services personnel, special education personnel, pupil personnel services, and administration as required by the NYSED guidance. If the parents/guardians choose not to send their child back to school, the district is prepared to provide instruction remotely. Please also see the section on Special Education for more details.

**FULLY REMOTE**

**Elementary Model:** During Fully Remote Instruction, all elementary classes will use blended learning strategies with some live instruction and some independent work done asynchronously. Students will have at least one hour of ELA daily, one hour of Mathematics daily, ½ hour of Science or Social Studies daily, ½ small group instruction at least 1x per week, and a 40-minute special class daily.

Teachers will also hold at least one ½ hour Office Hours daily, which may include small group work or work with specific students.

In the fully remote model, students in Language Immersion classes will report to their “homeroom” each day. To preserve the integrity of the program, students will be exposed to both the English literacy and the Spanish language math/science daily. Language Immersion teachers will switch cohorts midday to offer students instruction in either Spanish or English. In addition, there will be a small cohort of students (Grades 2-3 and
Grades 4-5) who will be pulled out from the “homeroom” on a rotating basis on a 6-day cycle to participate in a full day of language enrichment/culture activities.

**Middle School and High School Models:** In the event of a school closure--whether intermittent or full--the middle and high schools are able to transition to fully remote learning on a truncated bell schedule. All students in grades 6-12 will attend remotely. Periods will alternate between live (face-to-face) instruction and asynchronous instruction. Students will have some contact with their teachers on a daily basis. The “flex” periods will be time for students to participate in small group work, office hours, guidance meeting, and grade level assemblies, for example, as directed by the teacher. Daily attendance will be taken through Google Meet or Infinite Campus.

School schedules will be shared with families at the building level by administrators and teachers.

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

  The programs of instruction, course offerings, and curricula are reviewed every year to ensure that they are rigorous, relevant, and aligned to the New York State Learning Standards. Instruction at all levels grades K through 12 is aligned with the New York State Learning 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.

  All instruction, whether in-person, remotely, or through a hybrid model will be blended with some live instruction and some independent work. Students at the elementary level will have at least one hour of ELA daily, one hour of Mathematics daily, ½ hour of Science or Social Studies daily, ½ small group instruction at least 1x per week, and a 40-minute special class daily. Teachers will also hold at least one ½ hour Office Hours daily, which may include small group work or work with specific students.

  All students in grades 6-12 will have regular interactions with teachers regardless of model. Students will follow a bell schedule. Lessons will be blended such that students have some synchronous and asynchronous interactions with teachers on a daily basis. Daily attendance will be taken through Google Meet or Infinite Campus.

- **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).**
Appropriately certified teachers will be working with students whether in-person, remote, or hybrid.

Students must follow protocols for online learning to have substantive interactions with teachers during remote and/or hybrid learning (see link): Herricks Schools Online Etiquette for Families.

- **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).**

Each school building has a communication plan which outlines for families whom and how to contact the appropriate school point person for questions or concerns.

**Considerations for Reopening Plans**

- **Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).**

The district is sensitive to the needs of all learners. Instruction will be culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).

- **Develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.**

The District Social Emotional Committee in coordination with PPS and the Director of Guidance is developing a plan to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. It is the intention of the district to involve students and parents in any decision-making related to individual students and their remediation or support needs.

- **Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.**

While we understand that it is likely inevitable that we will close for a resurgence of the
pandemic, it is the intention of the district to take advantage of any in-person time with students afforded us this fall to build community and a culture of security for our students. We are taking a multifaceted approach which includes academic supports as much as mental health supports.

- Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.

We are taking a multifaceted approach which includes academic supports as much as mental health supports. The district will use local assessments, as well as diagnostic assessments such as the NWEA, Fundations, and TC Running Records to determine and target student needs.

- Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.

Teachers will have three days prior to the start of school to engage in professional development, share best practices, conduct some curriculum writing, and to discuss individual student needs.

- Identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.

Teachers and staff will have three days prior to the start of school to engage in professional development and share best practices related to remote teaching, conduct some curriculum writing, and discuss individual student needs.

- Offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

In addition to resources and training the district may offer utilizing our staff, the district has also subscribed to Nassau BOCES Parent Edu to provide free courses for parents to ensure ease with the instructional programs.

The district is designing professional development opportunities for parents, students and teachers on topics to help support remote learning and understand how to effectively use the various online tools.

Based on a self-assessment from the spring remote learning experience and feedback from parents and teachers, the district has streamlined the different tools we will be using. The district has also sought tools to make online learning more effective.
Early Learning

Reopening Plan Mandatory Requirements

- Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.

The district does not operate a Pre-K program.

- All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.

The district does not operate a Pre-K program.

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

The UPK program is contracted through Harbor Child Care, a CBO. Harbor Child Care has confirmed that they will follow the health and safety guidelines outlined in the NYSED guidance and required by the New York State Department of Health. The agency has also assured the district that they are developing a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

Prekindergarten/Kindergarten Screening Considerations and Flexibility

- Prekindergarten and Kindergarten screening should be done as soon as possible, following guidance from the New York State Department of Health.
- Under NYCRR 117.3(b), districts have until December 1, 2020 to complete screening of new students. Students who were screened by the district as a Prekindergarten student, under regulations, do not have to be screened in Kindergarten.
- To allow for flexibility, in the event schools are closed due to COVID-19, any student entering New York State public schools for the first time or who are re-entering a New York State public school with no prior screening record after December 1, 2020, should be screened as soon as practicable.

The district will conduct Kindergarten screenings as soon as possible with consideration of a student’s comfort level in entering the school system for the first time. Screenings will be completed by December 1. Employees will use proper health and safety protocols to conduct the screenings.

Grades K-6

- Per Commissioner’s regulations, all students shall receive instruction that is designed to
facilitate their attainment of the State learning standards.

- There are no subject specific time requirements in grades K-6 for any subject with the exception of physical education (PE) (see separate section on PE).
- Schools must plan for the possible contingency of fully remote learning.
- . . .schools should strive to ensure teachers have daily contact with students in some format in order to support both their academic needs and social emotional wellbeing.
- Schools are responsible for developing a reporting mechanism to track teacher/student contact regardless of the instructional setting. (See Attendance section of this guide)

**Grades 7–12 – Units of Study**

- Per Commissioner’s regulations Part 100.4 and 100.5, all students shall be provided instruction designed to enable them to achieve the State’s learning standards.
- The unit of study definition (180 minutes per week or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction (contact hours) a school must provide in order to give students the opportunity to master a body of content in a certain subject.
- It is important to ensure that all students have equitable access to high quality rigorous instructional opportunities, and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course.
- The key question that districts should consider when developing or adopting new modalities of instruction is the following: Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?

Instructional experiences are not defined solely as a student’s time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. Schools must ensure that the learning is supported, and students have access to assistance from a qualified teacher when they need it.

Science Laboratory Requirements Per Commissioner’s Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam.

The Science lab requirement will be satisfied with a hybrid model of lab experiences. While in school, hands-on lab experiences are planned. There will also be virtual lab activities assigned, utilizing several different platforms. Teachers are working in summer workshops to modify current lab experiments to be performed virtually. Several programs are being evaluated,
including but not limited to Flinn Scientific and LabX from Harvard University. Gizmos will be used for grades 6-8. All lab reports will be recorded either on paper or in a designated Google Classroom folder.

Please also see all prior sections related to schedule and teaching and learning.

Special Areas
At the elementary level, all specials will be conducted in the regular classroom. Special area teachers will move from classroom to classroom to provide special classes in art, music, PE, computer, and library instruction.

At the secondary level, students will attend their specials/electives. Class sizes have been decreased or classrooms relocated to ensure social distancing of at least 6’.

PE and music will take place outside whenever feasible. In some instances students in PE and music classes will need to maintain a 12’ distance.

Special area teachers will limit sharing of supplies and materials between students.

Arts
Due to the hands-on nature of Arts instruction, additional considerations should be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

In-person Instructional Model
The district will incorporate the following considerations into practice

- Consider what students have already learned when designing curricula for next year. What artistic processes have students focused on during previous remote learning? What might need to be emphasized in the 2020-2021 school year?
- Prepare possible remote lessons in advance that enhance and align to classroom instruction to prepare for possible future school closures.
  - Maintain a program of studies and course offerings to ensure equitable, quality, sequential, standards-based instruction for all students provided by highly qualified music educators.
  - Continue full access to beginner instrumental music in all models. (in person, hybrid and remote)
  - Prioritize the development of the whole child. Emphasize elements of social-emotional learning through the arts.
  - In keeping with the social distancing rules and all safety regulations, our in-person Arts assignments, activities and projects will be revised to be individual instead of any group or collaborative work.
  - As much as possible, Arts programs will present digital exhibitions of student work while working either in person or remotely (as the department did with the year end district art show). This is a very important and valuable component of our district Arts programs.
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- Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces should be cleaned following appropriate CDC State and local guidelines. This includes drying racks, changing rooms, easels, stage/dance studio floors, and music stands.
- As with speaking loudly, singing can transmit the virus. Consider taking extra precautions such as having chorus outside and increasing the distance between students.
- Consider asking students to maintain individual kits of “high touch” supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning.
- Do not share instruments among students or staff.
- Responsible Parties should ensure that a distance of twelve feet in all directions is maintained

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Questions related to this guidance may be directed to reopeningguidance@nysed.gov

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between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument.

Music Teachers will use an amplification system when appropriate. Where appropriate, to maintain health and safety, large ensembles will be scheduled into smaller groups. Music will shift curriculum focus to solo and small ensemble work. The music department will also shift from a concert format to a recital/virtual format. The district will maintain small homogeneous groupings of instruments and voices for lesson/sectional instruction where possible.

- Consider limiting use of or alternatives for hard-to-clean supplies that are usually recycled such as clay.
- Create visuals and markings on the floor to reinforce social distancing and manage the flow of students in the classroom.
- Have hand hygiene supplies close to shared materials and surfaces.
- Increase transition time to account for time needed for cleaning.

For handling musical instruments, we will follow the National Association for Music Education’s (NAfME) COVID-19 Instrument Cleaning Guidelines, and NYSSMA Committee String Guide.

Remote Instructional Model
- Prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- Consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- Create a plan for how to give students assignments, feedback, and track their progress.
- Consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- Continue to provide digital and non-digital options for sharing student’s creative works and performances within the classroom community and with the broader school community.

Hybrid Instructional Model
- Organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction.
• Anchor standards, Creating and Presenting lend themselves more so to in-person instruction, while Responding and Connecting are standards that may be able to be addressed in a remote instructional model.
• Determine methodologies to connect with students and support learning while students are at home.
• During in-person instruction, prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
• Use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home.
• Focus on personalized learning.
• Utilize resources such as digital field trips and online arts collections. Resources such as these can be found on the Continuity of Learning Website.
• Continue to provide digital and non-digital options for sharing student’s creative works and performances within the classroom community and with the broader school community.

As much as possible, Arts programs will present digital presentations of student work while working either in person or remotely (as the department did with the year end district art show). This is a very important and valuable component of our district Arts program.

CAREER AND TECHNICAL EDUCATION (CTE)

CTE coursework must continue to be taught by appropriately certified CTE teachers. Instructors who are required to hold a NYS professional license for a particular content area (i.e., health sciences, barbering, appearance enhancement) must maintain such license without lapse. All CTE laboratory/clinical instruction and supervision must be delivered by the appropriately certified CTE teacher. Flexibility is allowed for other staff (under the guidance of the CTE teacher) to supervise student groups in a non-laboratory/clinical setting to better adhere to social distancing guidelines. Considerations for CTE content and delivery include:

- **Modifying learning for social distancing and/or remote learning**
  In keeping with the social distancing rules and all safety regulations, our in person CTE/Arts assignments, activities and projects will be revised to be individual instead of any group or collaborative work.
- **Keeping students engaged remotely**
  As much as possible, CTE/Arts programs will present digital presentations of student work while working either in person or remotely (as the department did with the year end district art show). This is a very important and valuable component of our district CTE/Arts programs.

Work-Based Learning

School districts and BOCES will need to collaborate with all business and industry partners to identify and ensure safe and healthy work-based learning opportunities. Students should be provided opportunities to participate in work-based learning, either in-person or remotely to the extent possible. In implementing work-based learning for the 2020-2021 school year, consider the following:
Supervision
• All registered work-based learning programs must be supervised by an appropriately certified work-based learning coordinator.
• Refer to the work-based learning manual for guidelines on certification and how frequently students should be supervised.

The program is appropriately supervised by a credentialed coordinator who adheres to the work-based learning guidelines.

Work-Site Placements
• Depending on the region or industry, business and industry partners may have a reduced ability to sponsor students for work-based learning experiences. Priority for experiences should be given to those students who need work-based learning hours to meet graduation or CDOS exit credential requirements. The work-based learning coordinator should remain actively engaged with the needs of business and industry as they may change rapidly.

Flexibility in Program Requirements
• Registered Internship Programs (CEIP, Co-op, GEWEP, and WECEP): Internship hours for registered programs may be completed in a fully remote format where practical. The work-based learning coordinator and other interested school staff should determine, in collaboration with business and industry partners, where remote and/or hybrid (some onsite, some remote) experiences are practical given a student’s training plan.
• Non-Registered Work-Based Learning Experiences: Where practical, and when supervised by school staff, non-registered work-based learning experiences may be conducted in a remote or hybrid format.
• For those programs which require a minimum number of work-based learning hours, schools should strive to provide comprehensive and thorough work-based learning experiences that meet the needs of the students (may be through remote or hybrid means, if practical). However, schools may exercise discretion if a student is not able to meet the minimum hours requirement set for the program and/or credential being sought.
• Health Sciences students are required to complete supervised clinical hours under regulations set forth by the Department of Health. All regulations from the Department of Health must be followed when planning and supervising clinical experiences.
• Supervised clinical experiences for students in appearance enhancement programs must meet all guidelines set forth by the Department of State.
• School-based enterprises must follow all NYS Department of Health guidelines for cleaning and social distancing. Consider alternative methods of transactions (e.g., direct deliveries, e-commerce, etc.).

If placing a student in an in-person, hands-on internship, is not possible due to Covid safety regulations, a remote WBL program can still be highly successful. Students will be able to create their own professional resume, work on career research projects as well as learn important interviewing skills and techniques as well as participate in remote mock interviews. Local companies and organizations will also be able to give students problem solving business related projects they can work on remotely.
Consideration for Students with Disabilities:
The PPS Department in collaboration with the High School Chairperson of Special Education, Transition Coordinator, and Building and District Administrators work to design work-based learning experiences aligned with students’ individualized education program goals and their individual post-secondary goals and objectives. During this time of school closure and during the reopening, consideration of sites that best meet these criteria and maintain the appropriate PPE will continue to be explored where appropriate and when parents and potential businesses are in agreement. With the support of teachers and job coaches, the High School PAES lab can be utilized to a greater extent to train students in the necessary vocational skills to prepare them for their lives post-high school. In District and in building placements will be utilized to a greater extent this year as well. Students and staff will engage in extensive PPE training and support.

Academic Intervention Services

Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner’s Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, districts shall use a district developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. Districts may consider students’ scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:

- Developmental reading assessment
- Benchmark and lesson embedded assessments
- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioners Regulations Part 117

For all students from grades K through 12, the district uses additional local criteria along with state scores to identify students for AIS.

MS teachers make recommendations using data to help the MS counselors make HS schedules. For the 8th into 9th grade, the staff can use the NWEA data, grades and teacher recommendations. The state assessments are only one piece of data. Each department at the HS also has its own procedure for making recommendations for support services, including traditional grades, student performance in current and/or prior coursework, and teacher recommendations. In addition, there are protocols established by the AIS coordinator at the secondary level to recommend students to Excel and Academic Support.
At the high school level, there has been a reliance on Regents exam scores as a way of exiting AIS. However, we do a great job of identifying students who have AIS needs.

**Grading**

Determination of grading policies continues to be the purview of each local school or district. Due to local control, these policies vary widely across the state. Given the flexible instructional models, schools should develop grading policies applicable to each model that are clear and transparent to students, parents, and caregivers. Such policies should align clearly to the outcomes of the course and the State’s learning standards.

The district will follow the approved district grading policy.

**Assessments**

The following are some criteria districts or charter schools may wish to consider when developing their plan for assessments in the 2020-2021 school year:

- Focus on preassessment and embedded formative assessments to inform instruction
- Build in time and opportunities for educators to collaborate and plan for the creation of preassessments
  - The district has and will continue to provide opportunities for educators to collaborate to create assessments, including preassessments, formative assessments, project based assessments and summative assessments.
  - https://www.edutopia.org/article/summative-assessment-distance-learning
- Consider the testing accommodation needs of some students when planning the approach to assessments.
  - All teachers work in collaboration with PPS and Special education staff to best understand the unique needs of students with disabilities when planning, preparing and administering assessments. They abide by Chapter 408 in the understanding and implementation of IEPs as well as Section 504 Plans of Accommodations.
- Determine a suite of assessment tools that can be utilized in various instructional models, remote, hybrid and in-person
  - The District is purchasing the Q Interactive iPad testing system to better ensure the safe administration and handling of testing materials. District providers attend webinars and training on appropriate measures that can be administered remotely as well.
- Develop a strategy to determine those students who are in need of academic intervention services (AIS) in accordance with the Department’s guidance and plan to provide in-person, remotely, or in a hybrid model.
  - For all students from grades K through 12, the district uses additional local criteria along with state scores to identify students for AIS, including but not limited to teacher recommendations, student performance, course grades, NWEA, in house assessments, among other criteria.
**SPECIAL EDUCATION**

*Reopening Plan Mandatory Requirements*

- 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.

The School District will provide each student with a disability with FAPE while protecting the health and safety of students with disabilities as well as for those providers of the special education supports and services. Health and safety precautions will be maintained at all times as per the recommendations of NYSED, NYSDOH, NCDOH, and the CDC. IEP mandates will be provided to the greatest extent possible whether provided in-person, remotely, or via a hybrid model.

- 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.

The School District reopening plan includes communication with parents/guardians regarding their child’s special education needs via letters and documents sent electronically, through the mail, and via the District website. The Pupil Personnel Services department maintains communication with the District SEPTA on an ongoing basis where input is received regarding the needs of both the students and the families during the closure and the reopening process. Parent training/support sessions are planned for the coming school year to address these and other anticipated needs. Propio Language services are utilized for purposes of interpretation into the parents’ preferred language as well as the use of Google Translate for documents. Parent concerns, whether received via email or phone conversation, are considered and addressed in a timely manner on an ongoing basis. Parent surveys and subsequent analysis of results assists in providing informed decisions regarding the provision of special education supports and services during the closure and in planning for the reopening in the Fall.

- 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.

The Committees of Special Education and of Preschool Special Education communicate all expectations, NYSED and DOH/CDC recommendations and mandates to all providers of special education supports and services including District Employee, outside vendors and agencies, and out of district state approved day and residential programs. Direction is provided in delivery of services, documentation, and progress monitoring.

- 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.

All providers of special education supports and services adhere to Chapter 408 of the regulations. Professional development opportunities, articles, information and resources are provided to all staff and providers regarding implementation of accommodations, modifications, supplementary aids and services including assistive technology to meet the unique needs of individual students in all modes and manner of IEP implementation. With improved access to and familiarity with
technology, creative and innovative methodologies are being employed via human and environmental resources to adapt the instruction in the various learning environments including in-person, remote and/or a hybrid model of implementation. The District has increased utilization of paraprofessional and consultant support for the online and in-person instruction provided by teachers. District employees and outside consultants are supported to be mindful of the unique and individual needs of each student with a disability and are encouraged to recommend modifications to be considered by the CSE and/or CPSE to best support the student’s needs.

• 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.

The District utilizes electronic documentation of programs and services through Frontline IEP along with related service logs, medicaid logs, and online electronic progress monitoring of IEP goals and objectives. This information is shared with parents in their preferred language via interpretation services including Propio Language Services and Google translate. The District website can translate into parent/guardian’s preferred language as well. All special education providers and teachers will keep detailed records including services provided, dates, frequency, ratio, and duration. During the closure of Spring 2020, all annual reviews were conducted, virtually, with parent/guardian input and appropriate recommendations were made and documented in the best interest of the needs of the student(s). All IEPs and PWNs were sent to families via secure encrypted emails and/or hard copies in the mail. Parents receive progress reports at the same time and frequency as report cards are issued.

Considerations for Reopening Plans

• The school reopening plan encourages CPSEs/CSEs to prepare contingency plans to address students’ remote learning needs in the event of potential future intermittent or extended school closures.

The District is planning for three scenarios: in-person, remote, and hybrid provision of instruction and implementation of IEPs. During the summer of 2020 for the implementation of the ESY program, all 3 models were utilized. In-person programming was phased in to monitor utilization of precautions, continue ongoing communication with families, and to ensure safety of students and staff. Similarly, plans for September will incorporate best practices for IEP implementation with ongoing communication with families and staff, professional development and parent education and support, to improve the efficacy and individualization of remote learning to all students and for our students with disabilities in particular. We will therefore be ready at any moment to switch to remote learning if the situation requires doing so for either a portion of or all the student population.

• The school reopening plan considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible.

The School District considers in-person services a priority for our youngest and high needs students. Reopening plans include bringing all K - 5 students in person every day to the buildings. All of their IEP mandated services and supports will be provided in-person. To maintain the health and safety of students and staff to the maximum degree possible, students may be hand scheduled into “pods” with common support services to avoid contact with high numbers of people during the day. Push in services will be utilized when appropriate. When necessary students may be pulled out into smaller groups within the “pod” which will continue to shrink class size throughout the day as well. On the secondary level, general education students
will attend in-person on alternate days yet all ENL students, students in special classes, and students with extensive special education supports such as those receiving numerous Integrated Co-Teaching program classes, will receive daily in-person services and instruction. Related services and support services will be provided in person for those attending daily in-person classes and a combination of in-person and remotely for those students attending in-person on alternate days. CPSE recommendations include programs that are conducting in-person services whenever possible and requested by parents. Details plans for remote and/or hybrid provision of instruction will be in place to ensure a smooth transition to remote instruction if necessary at any time.

**IEP Implementation Documentation**

- Schools must determine how they will process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction. Special education teachers and providers will assess any change in needs early on in the return to the classroom and/or learning environment by taking baseline data on all IEP goals. The CSE can meet to consider any additional goals or change in needs. If and when appropriate, goals can be amended via an amendment agreement no meeting.

- Schools must determine how documentation will be maintained on the instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.

Prior to convening of any CSE or CPSE meetings, documentation regarding the provision of services provided during the school closure will be gathered for review and consideration at the meeting.

- Schools must consider how formative assessment and ongoing monitoring of student progress will be documented and maintained and how that documentation will be available to the CPSE/CSE and parents, in their preferred language or mode of communication.

Teachers and providers will maintain accurate records of all data collected regarding student performance and progress monitoring which will be shared with all CSEs and CPSEs for consideration at meetings. Such information will be shared with all Committee members, including parents, and translated into their preferred language.

- Schools must maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure. Parent input will be elicited, reviewed and considered when developing contingency remote learning plans for all students including those with special needs. Input will be received through surveys, meetings, emails and phone conversations. Information sharing meetings, discussions and parent training sessions will be provided in collaboration with the District’s SEPTA and the District Reopening Task Force. Strategies and supports to address students’ unique needs will be developed collaboratively, with parents, to be implemented remotely.

- Schools must document the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.
Amendments to IEPs and/or CSE Program Review meeting IEPs will document the provision of any and all compensatory services provided to students and will be translated into parents’ preferred languages as appropriate.

Referral
- Before referring a student for special education, school districts should take into consideration all factors that may have influenced the student’s progress during school closures due to COVID-19. If the school district suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and request for referrals by school staff should be considered as usual per the procedures in Commissioner’s Regulations section 200.4(a).

The building ISTs and PPTs will meet on a regular basis to monitor at risk students. Data will be collected, assessments conducted, and interventions will be implemented and progress monitored through the MTSS for academic and emotional concerns. All referrals to the CSE will be considered as usual per the procedures in the Commissioner’s Regulations section 200.4(a).

Initial Evaluation and Re-evaluation
- Reopening plans must ensure that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines.

All evaluations will be conducted within timelines whether remotely or in person unless permission for evaluation has been rescinded by the parent/guardian. Record reviews will be utilized, when appropriate, for re-evaluations when in person or remote evaluations are not possible or appropriate.

- The use of technology should be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. CPSEs/CSEs should review records to determine which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations.

During the summer of 2020, listings will be created through Frontline IEP of any and all incomplete evaluations, upcoming evaluations and reevaluations scheduled for the 20-21 school year. Outside providers will be contracted to perform evaluations that can not be completed by District Employees as per timelines.

- Schools should continue to follow OSE’s March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Each evaluation and reevaluation shall be considered individually in terms of appropriateness to be conducted in person and/or remotely. District Psychologists participated in in-service trainings regarding administration of remote evaluations. The District is purchasing Pearson Q Interactive to support the safe administration of various standardized measures.

Accommodations and Modifications
- Schools must review their instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to
learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student’s unique disability related needs. Teachers and providers will participate in professional development to improve their understanding of matching students’ unique needs identified in IEPs with the specific learning environment whether in-person or remote so that the student can best access and progress in the general education curriculum.

Technology
- Schools should be aware of the students with disabilities requiring assistive technology that is used to increase, maintain, or improve their functional capabilities. Consideration needs to be given to ensure students have access to their working technology and any accompanying programs. Protocols detailing availability of an assistive technology service are necessary to directly assist a student in the selection, acquisition or use of an assistive technology device. Schools should consider providing parents and families with a list of individuals, including their contact information, available to respond to questions and concerns regarding the assistive technology device and/or service for their child(ren). Teachers, providers and/or case managers will distribute technology and pertinent contact information to families to communicate any questions or concerns. Teachers, providers and consultants should review to discuss and consider if current recommended assistive technology and services can appropriately meet the needs of students and consider any changes that should be made to increase accessibility, as well as the level of support and or training the student, teacher and parent may need to effectively utilize the technology. The CSE can meet to consider any change in needs. If and when appropriate, goals can be amended via an amendment agreement no meeting. Assistive technology evaluations and trials will be conducted for students not previously recommended for the use of assistive technology and for whom it is suspected that the use of technology will improve functional capabilities.

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.

- Elementary: ENL teachers will continue to participate in the August/Early September Kindergarten screening process. The team will follow the process outlined in CR. Pt. 154 and identify possible ELLs to further screen with the NYSITELL.
- Elementary ENL teachers will also review HLQ of newly registered grades 1 to 5 students to identify students who need to possibly be tested with the NYSITELL.
- Secondary: ENL teachers will review the HLQ of newly registered students and screen those students. Teachers will invite possible ELLs during a three day testing window to administer the NYSITELL.
• It should also be noted that those possible ELLs who entered during the Covid-19 quarantine and were not tested, will be given the NYSITELL. Those students were provided with ENL services per NYSED guidance.
• To further comply with CR. Pt. 154, a virtual or in person meeting of families of newly identified ELLs will be held to inform parents of their rights and to provide them an overview of the program/services. Interpreters will be available to ensure parents understand what is being shared at the meeting(s).

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 2019 NYSESLAT proficiency levels will be used to continue to provide the required instructional units of study.
• For those students who entered the district after the administration of the 2019 NYSESLAT, we will use their NYSITELL proficiency levels to provide services.
• The NYSITELL will be administered to any new entrants; virtual or in-person ENL services will be provided.
• Commanding ELLs will continue to be placed in co-taught classes and have the right to any testing modifications and support.

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.

• The district will continue to use Propio and in-house translators and interpreters to ensure that communication is available in a language that a family can understand.
• In addition, the link below provides the infographs that were created during the initial Covid-19 quarantine for parents of ELLs to remind them of the supports that are available to them and their children. https://www.herricks.org/Page/13573
• The district reopening plan, once approved, will be translated into Chinese, Spanish and any other language based on a review of preferred languages in our student management system.
• As stated previously, mandated meetings with ENL families will continue to be held throughout the year, virtually or in-person, to ensure that families of ELLs are provided with information in a language in which they understand.

Ensure that all teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs. Adopt policies to meet the guidelines outlined in the Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning.

• The director and ENL teachers will create a video that will be required viewing by teachers and administrators. The content will highlight the Blueprint for ELL Success, CR. Pt. 154, best practices, tech tools to support ELLs, and additional supports that are available to ELLs beyond the school day.
To memorialize the supports ELLs received during the Covid-19 quarantine, the district collected information on the supports provided to ELLs, tech tools used, and whether the ELLs were students with disabilities. The form will be continued for the fall to monitor services and use the data to inform professional development needs. The form: https://forms.gle/8DTdu6QdYP2MYqXq6

An instructional coach was hired to work with K-12 teachers of ELLs, with the following goals and activities:

- Provide a needs assessment for all teachers of ELLs to determine individualized needs and goals
- Provide online resource folder for team access and collaboration including an online resource link list to meet needs in specific areas of instruction.
- Collaborate with team of teachers of ELLs to develop needed curricular resources or materials based on reflections.
- Provide professional development and coaching including, but not limited to, interpersonal growth strategies, planning for improved literacy, classroom continuity, utilizing the SIOP model, objective driven virtual learning centers, home connections, and maintaining an interactive constructivist learning environment.

Establish protocols that promote coordination among English as a New Language (ENL) and content area teachers for the delivery of remote and hybrid learning. AND Adopt or develop progress monitoring tools to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both English and students’ home languages.

The district will use the following assessments/tools to help evaluate and monitor the proficiency levels of ELLs and their understanding of the content:

- The district will certainly review the NYSED OBEWL Checklist for Developing or Selecting an English Language Proficiency (ELP) Progress Monitoring (Interim) Assessment and select those tools that meets the needs of the district.
- ENL teachers will replicate NYSESLAT type writing and speaking prompts to create local assessments to administer in September and January. The NYSESLAT rubrics will be used to assess. The assessments can be delivered online or in-person.
- The district will continue to use the K-12 ENL progress reports created by ES BOCES, but have been modified by the district to report to parents their child’s progress.
- Propio (over the phone interpreting services) will be used to ensure that a parent/guardian is aware of their child’s progress in a language in which they understand.
- Teachers will continue to review content specific assessments, formative and summative, to monitor language and content growth.
- The district is expanding the Content Area Specialists from the high school level to the middle school. ENL and Content Area Specialists are made up of a team of teachers who are responsible for monitoring ELL progress. The team is responsible for outreach to the teachers of ELLs to...
monitor classroom progress; the classroom teacher is also encourage to contact members of the team if there is a concern. This can be done virtually or in-person.

- Use the K-8 NWEA Reading and Math scores to monitor growth – It is important to note that the assessment will not be used for emerging and transitioning students. The NWEA can be administered remotely if schools are closed.
- Use the many programs of RAZ-Kids to support and track ELL progress, especially when monitoring their reading levels.
- When needed, use the Brigance Diagnostic Assessment of Basic Skills for ELLs in Spanish to determine language dominance and grade level performance.

Resume and create programs to address the specific needs of Students with Interrupted/Inconsistent Formal Education (SIFE), ELLs with IEPs, and other vulnerable populations during the reopening process.

- Historically the district has not had any SIFE students, but we will screen with the NYSED Multilingual Literacy Screener to identify a possible SIFE and provide services as required.
- When needed, use the Brigance Diagnostic Assessment of Basic Skills for ELLs in Spanish to determine language dominance and grade level performance.

Prioritize 12th grade students who were unable to complete requirements in 2019-2020 to continue work towards earning the New York State Seal of Biliteracy in 2020-2021.

- N/A – the district has formed a committee to explore the NYS Seal of Biliteracy for the upcoming school year.

Continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students’ familiarity with these tools.

- Title funds purchased each K-12 ENL teacher a ChromeBook to use during small group instruction
- A ChromeBook cart was purchased for the HS ELLs.
- Current ELLs are familiar with the tech tools that are available in district.
- ENL teachers will work with any new ELL to ensure they familiarize themselves with the tools the district uses. Teachers have created video tutorials for ELLs to take them step by step when using Google Classrooms
- To memorialize the supports ELLs received during the Covid-19 quarantine, the district collected information on the supports provided to ELLs, tech tools used, and whether the ELLs were students with disabilities. The form will be continued for the fall to monitor services and use the data to inform professional development needs, especially in the area of technology. The form: https://forms.gle/8DTdu6QdYP2MYqXq6
Provide Emergent Multilingual Learners enrolled in Prekindergarten programs with instruction in their home languages during remote and hybrid learning.

- N/A – Harbor Child Care administers the pre-K program that is available to community members and those beyond the district’s borders. The district provides information and support to Harbor Child Care when requested.

Actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs and are delivered in or interpreted into students’ home languages during remote or hybrid learning.

- The district will update the SEL page on the district website to include information in Chinese, Spanish, Hindi, Gujarati, and any other language we deem necessary based on language spoken by our ELLs.
- In addition, the link below provides the infographics that were created during the initial Covid-19 quarantine for parents of ELLs to remind them of the supports that are available to them and their children. SEL is included in the infographic https://www.herricks.org/Page/13573

To the greatest extent possible, districts are to ensure that all ELLs and other vulnerable students can access technology and wi-fi needed for periods of remote learning so they do not fall further behind as a result of COVID-19 closures and remote/hybrid learning.

- The district surveyed families on technology usage/availability within the home.
- The ENL teachers will continue to do outreach to families to ensure that their children have the necessary tools to connect virtually. It should also be noted that the district provided families with ChromeBooks when one was requested during the Covid-19 quarantine.
- In the superintendent’s message to the community, he asked any member of the community to contact the district for help if they do not have access to wi-fi. The district is committed to ensuring that all families have access. Our district tech support team is available to assist all families. Propio will be used to ensure communication between tech support and our families of ELLs.

Schools have the flexibility to provide additional units of study if they deem necessary based on student need. This flexibility could take the form of additional ENL programming to address oral language development, writing and reading skills, and academic vocabulary development to provide more access to content.

- The district will develop an afternoon and/or weekend Support Academy for ELLs to ensure that they can drop by virtually or in-person to seek support by a certified teacher to achieve language and content goals.
- ENL Tutoring and the Content Specialists Teams, as mentioned in this document, will also continue to support ELLs after school.

Implement the practices described in the Culturally Responsive-Sustaining Education Framework during hybrid or remote learning.
• The teachers empower students and encourage them to find their voices and to share their opinions, thoughts, and concerns.
• Teachers of ELLs use the students target culture and materials to ensure background knowledge is elicited, assessed and used to move forward.
• The building and classroom libraries continue to be updated to ensure that literary works reflect the diversity that exists in the Herricks Public Schools.
• Specific cultural clubs have been established K-12 to support the diversity within our community.

Any new entrant enrolling in a school district, to the extent feasible, must be provisionally placed in a Bilingual Education program while awaiting NYSITELL results, as this is the program of default for districts which meet the enrollment threshold set forth under Section 154-2.3(d)

• Per NYSED guidance and CR. Pt. 154, this practice will continue to be done district-wide.

Districts and schools are encouraged to review the proficiency of students who are entering their third year as a Former ELL at the Commanding level of proficiency in 2020-21 (students who achieved Commanding on the 2018 administration of the NYSESLAT) and to provide these students with supplemental Former ELLs services as they deem appropriate.

• The needs of Commanding ELLs are reviewed and support services are will be provided during and after school ENL Tutoring programs. Commanding ELLs are scheduled for co-taught classes with an ENL teacher and grade level/content area teacher.

As districts design professional learning opportunities for reopening, special consideration must be given to promote an understanding of Bilingual Education, use of home language, and the linguistically diverse needs of ELLs. In order to ensure that all NYS educators are aware of and able to address ELL needs, all teachers and administrators must receive professional learning related to serving ELLs as required by Commissioner’s Regulations Part 154. Districts must adhere to professional learning requirements set forth under Section 154-2.3(k), pursuant to which – unless the district is eligible for and NYSED has approved a waiver – 15% of all teachers’ professional learning hours, and 50% of all professional learning hours for Bilingual Education and ENL teachers, must be targeted to the specific needs of ELLs.

• As mentioned in this document, the district has hired an instructional coach for the new school year to work with teachers of ELLs to ensure that targeted PD is provided, based on SIOP.
• The reopening plan will be shared with all stakeholders, especially families of ELLs. It will be provided in a language in which they understand and it will be posted on the district website.
• The director of ENL and the ENL teachers will continue to provide PD to teachers and administrators via Google Meet and pre-recorded videos. Faculty meetings will be opportunities to reinforce what was described in this document that pertains to ELLs.
PHYSICAL EDUCATION/ATHLETICS/EXTRACURRICULAR ACTIVITIES

Physical Education
School re-opening plans should ensure that whether in-person, remote, or hybrid models are utilized, students should be participating in physical activity under the direction and supervision of a certified physical education teacher to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, such instructors should plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

Per New York State Health Department Guidelines districts and schools should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).

In-Person Learning
- Herricks UFSD physical education teachers will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities during physical education classes.
- Lessons will be carefully planned based on the instructional space.
- Physical education teachers will utilize a microphone and speaker when delivering instruction to students. This will assist in delivering verbal instructions while wearing a face covering.
- Students will engage in activities that require no physical contact and do not require students to be in close physical proximity to each other. The focus will be on individual skills (e.g., yoga, fitness, mindfulness, dance, throwing/kicking activities).
- Students will assist teachers in deciding on activity choices.

Remote Learning
- Students will be given ample opportunities to connect with one another to collaborate, share ideas, etc., via google meet platforms.
- Teachers will carefully plan activities to ensure students can complete activities/tasks in a safe manner in their homes.
- Teachers will review current curriculum and classroom procedures and revise for remote (at home) activities.
- Physical education teachers will utilize videos (both self-made and other) demonstrating activities or skills.
- Special events (“Family Fun Night, Field Day”, etc.) will be held remotely.

Hybrid Model
- Physical education teachers will instruct/assign tasks and skills for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
- Students first learn about a topic/skill at home and then come prepared to learn more about it in class. This is accomplished by having the students view a video (at home) about a particular activity/topic and when in school, the teacher provides more in depth
instruction (flipped classroom).
- Instructors record lessons to provide to students who may not have access in real time.
- Students will be provided opportunities to engage with teachers directly and often.

**Sample Activities – Safe Distancing**

**K-2**
- Movement concepts
- Locomotor skills
- Non locomotor skills
- Creative dance
- Moving to rhythm in personal space/no groups
- Manipulative skills with a piece of equipment for each student
- Fitness calisthenics
- Simple yoga poses

**3-5**
- Creative dance
- Rhythmic dance
- Yoga
- Hiking
- Fitness stations with one student at each station
- Stress management - meditation, mindfulness

**6-8**
- Line dance with physical distance
- Yoga
- Orienteering
- Running track events
- Stress management- meditation, mindfulness

**9-12**
- Mountain biking
- Yoga
- Pilates
- Kickboxing
- Solo dances
- Frisbee golf
- Orienteering
- Stress Management- meditation, mindfulness
Athletics and Extracurricular Activities

Interscholastic sports and extracurricular activities are an important aspect of student life and the school community. During the COVID school closure, students were unable to engage in these social activities that are a part of a regular school program.

The interscholastic athletic program will be guided by rules and procedures determined by the New York State Public High School Athletic Association (NYPHSAA) and Governor Cuomo. Athletic schedules and season dates will likely be altered by the impact of the pandemic.

Because of the importance of social distancing and other health related protocols, in-person clubs and other extracurricular activities will not take place until further notice. Whenever possible, clubs and activities will be offered to students virtually. We encourage students to participate in these remote extracurricular activities.
SOCIAL-EMOTIONAL WELL-BEING

Since the onset of the COVID-19 pandemic and subsequent change in instructional design, the Herricks Public Schools has been highly responsive to the on-going medical mental health and economic needs of its community. The district recognizes that the stressors and trauma embedded in the health crisis have been exceptionally challenging for most of the students, families and staff members.

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, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.

Representatives of the Herricks Public Schools Board of Education, central administration, building administration, mental health team and parents have worked in collaboration to develop strategies and programs to: 1) identify students/staff at risk, 2) provide multitiered mental health interventions, 3) provide resources/referrals to families/staff and 4) provide professional development to staff.

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.

Needs Assessment

To identify students, families and staff members who may be in distress, the district has developed a needs assessment, which is a systematic approach to determine how to address the concerns related to the social-emotional well-being of the community we serve. Over the past few months, there has been tremendous stress on individuals, whether it be due to direct illness, the illness of others, the loss of loved ones, or financial and economic loss or hardship, all creating unprecedented circumstances that many people were not prepared to handle. Many of us feel at a loss and a sense of uncertainty, which is causing extreme stress and anxiety. The focus of the needs assessment is to identify students, families and staff who are struggling with the situation at hand. Once identified, the district will implement proper interventions to provide support, resources and professional development for those in need. This needs assessment is a part of the Herricks Public Schools’ ongoing commitment to provide a quality education and to nurture an inclusive community environment that focuses not only on the exceptional academic performance of our students, but the overall well-being of their social-emotional development. To ensure our students and families are well-adjusted, we must also support our faculty and staff in their well-being.

The Herricks Public School District has developed a few ways to identify those who have faltered in some way due to the impact of the pandemic. During the spring, when school moved to remote learning, the mental health support staff and building administration kept track of
students who had a difficult time availing themselves of their academic learning. Teachers identified students in need as those who were not present during their live facetime lessons, and building pupil personnel team meetings tracked all students who were of concern. Through phone calls, virtual meetings and pupil personnel team meetings, students who were having trouble were brought to light and the mental health support staff (school psychologists, social workers and school counselors) reached out to provide support, counseling and resources to the student and families. At the end of the school year, the administration and support staff articulated with one another to relay concerns about transitioning students. This enabled the staff to determine immediate concerns coming into the new school year.

During the summer of this pandemic, there continues to be concern for students, families and staff who may wrestle with both physical and social-emotional wellness. The district has created surveys for families, students and staff, which will be sent out on July 31 for a return date of August 7, to inquire about the impact that COVID has had on the individual or family. Such questions include whether individuals, immediate or extended family members have been impacted by the COVID virus, if families lost loved ones due to the illness or unrelated during this time, if there was financial or economic distress caused by the pandemic, and whether families saw changes in their child(ren)’s behaviors during this time. A student and staff survey will also be disseminated on August 14, with a turnaround date of August 21, asking similar questions. The goal is to send out reminders to families and encourage them to complete the survey to provide the most accurate results. Based on the information that is compiled from the survey, point people (either building principals or school psychologists) will reach out to families or staff that express they want someone to contact them. Our mental health support staff will determine the tier of intervention needed for identified students, based on the results of the individual surveys. Additionally, the data gathered will aid in deciding the type of professional development needed for faculty and staff, as well as how the buildings will orient students to prepare for re-entry. As a follow-up to the initial surveys over the summer, once school is underway, a universal screening will be administered to the entire district to further identify students and families in need. Once students, families and staff are identified through the initial summer surveys, the district will provide a variety of resources that will be distributed throughout the district as well as located on the Herricks district website. Herricks has partnered with Northwell Health to provide outside resources for mental health and behavioral support.
COVID-19 Family Survey

The information collected from this survey will be used to help the district identify students and families in need of social/emotional support. All information obtained from this survey will remain anonymous and confidential.

The Mental Health Teams at each school will review the data and will follow up with requests to contact families based on this information. Please take a few minutes to complete this survey to help us best support you and your family. Please have the survey completed by August 7.

If you would like to view this form in a language other than English, please use the Google Chrome browser to open the form. Once the form is open, right click in your browser window, click on "Translate to", select the three vertical dots in the upper right corner and choose your desired language.

* Required

1. What school(s) will your child/children attend in the fall? Click all that apply. *

   Center Street
   Denton Avenue
   Searingtown
   Middle School
   Shelter Rock Academy
   High School

2. Has anyone in your household contracted COVID-19? *
   Yes
   No

3. Has anyone in your extended family contracted COVID-19? *
   Yes
   No

4. Have you suffered a loss in the immediate family due to COVID-19? *
   Yes
   No

5. Have you suffered a loss of a family member during the pandemic not related to COVID-19? Yes
   No

6. Have any family members been experiencing extended illnesses or ongoing health issues as a result of COVID-19? *
   Yes
   No

7. Has a family member become unemployed as a result of COVID-19? *
   Yes
   No

8. Have you or a member of your extended family suffered any economic/domestic hardship due to the COVID-19 crisis?
   Yes
No
9. Has your child experienced any of the following behaviors during this pandemic? Please check all that apply. *
   - Lethargy - low energy
   - Anxiety - less willing to be alone or apart from family, increased worry
   - Fatigue - Sleeping more or difficulty sleeping
   - Loss of appetite
   - Less interested in pleasurable activities
   - Somatic complaints - complaining of not feeling well
   - Unexplained outburst (unexplained crying, irritability, anger, emotional reactivity, highly sensitive)
   - Heightened activity level
   - Sadness
10. Are you concerned that your child may struggle re-adjusting to school? *
    - Yes
    - No
11. Does your child have a special challenge that would prevent him or her from wearing a mask? *
    - Yes
    - No
12. Would you like any of the following school staff members to reach out to you or your child/children? *
    - Mental Health Team Member (psychologist, social worker, guidance counselor)
    - School Administrator (Principal, Assistant Principal)
    - Not Applicable
13. If you would like a specific Mental Health Team member or administrator to contact you, please indicate the name or position of that person below.
   
   Your answer
   If you are requesting contact, please provide us with your contact information. Keep in mind this information is confidential and will only be shared with the applicable Mental Health Team members and building administrators.
COVID-19 Staff Survey

The information collected from this survey will be used to help the district identify the social/emotional needs of each building. All information obtained from this survey will remain anonymous and confidential.

The Mental Health Teams at each school will review the data and provide support as needed based on this information. Please take a few minutes to complete this survey to help us plan. Please complete the survey by August 21.

* Required

1. What building will you return to in the fall? Click all that apply. *
   - Center Street
   - Denton Avenue
   - Searingtown
   - Middle School
   - Shelter Rock Academy
   - High School

2. Has anyone in your household contracted COVID-19? *
   - Yes
   - No

3. Has anyone in your extended family contracted COVID-19? *
   - Yes
   - No

4. Have you suffered a loss in the immediate family due to COVID-19? *
   - Yes
   - No

5. Have you suffered a loss of a family member not directly related to COVID-19 during the pandemic?
   - Yes
   - No

6. Have any family members been experiencing extended illnesses or ongoing health issues as a result of COVID-19? *
   - Yes
   - No

7. Have you or a member of your extended family suffered any economic/domestic hardship due to the COVID-19 crisis?
   - Yes
   - No
8. Have you been struggling with any of the following behaviors directly related to the COVID-19 pandemic? Please check all that apply. *
Lethargy - low energy
Anxiety - less willing to be alone or apart from family, increased worry
Fatigue - Sleeping more or difficulty sleeping
Loss of appetite
Less interested in pleasurable activities
Somatic complaints - complaining of not feeling well
Unexplained outburst (unexplained crying, irritability, anger, emotional reactivity, highly sensitive)
Heightened activity level
Sadness

9. Are you concerned that you may struggle re-adjusting to work? *
Yes
No

10. If you would like additional resources or support related to any of these concerns, please reach out to any one of our Mental Health Team members. As always, all interactions with our support staff will be confidential.
COVID-19 Student Survey
The information collected from this survey will be used to help the district identify students who may be in need of social/emotional support. This is an anonymous and confidential needs assessment survey for students.

The Mental Health Teams at each school will review the data and will follow up with requests to contact students based on this information. Please take a few minutes to complete this survey to help us best support you. Please complete the survey by August 21.

* Required

1. What building will you attend in the fall? *
   Middle School
   Shelter Rock Academy
   High School

2. Has anyone in your household contracted COVID-19? *
   Yes
   No

3. Has anyone in your extended family contracted COVID-19? *
   Yes
   No

4. Have you suffered a loss in the immediate family due to COVID-19? *
   Yes
   No

5. Have any family members been experiencing extended illnesses or ongoing health issues as a result of COVID-19? *
   Yes
   No

6. Has a family member become unemployed or suffered economic hardship as a result of COVID-19? *
   Yes
   No

7. Have you experienced any of the following behaviors during this pandemic? Please check all that apply. *
   Lethargy - low energy
   Anxiety - less willing to be alone or apart from family, increased worry
   Fatigue - Sleeping more or difficulty sleeping
   Loss of appetite
   Less interested in pleasurable activities
   Somatic complaints - complaining of not feeling well
Unexplained outburst (unexplained crying, irritability, anger, emotional reactivity, highly sensitive)
Heightened activity level
Other:

8. Are you concerned that you may struggle re-adjusting to school? *
   Yes
   No

9. Would you like any of the following Mental Health Team members to reach out to you?
   Guidance Counselor
   School Social Worker
   School Psychologist

10. If you would like a specific Mental Health Team member or administrator to contact you, please indicate the name or position of that staff member below.
    
    Your answer

11. If you are requesting contact, please provide us with your name and the best way to contact you. Keep in mind this information is confidential and will only be shared with the Mental Health Team members.
    
    Your answer
Identification

As the students, families and staff of the Herricks community begin the 2020-21 school year, they will face revised routines, restricted personal interactions, varied methods of instruction and new safety protocols. These changes, in combination with the stressful and traumatic experiences of the pandemic, will contribute to the already heightened feelings of worry, fear and isolation felt by most. In planning for the reopening of school, the Herricks Public Schools has prioritized the social-emotional and physical well-being of its students and staff. To address the community’s worries and concerns, members of the Herricks administration and faculty have maintained a high level of communication with the parents and students. Along with the information and resources related to the district’s response to the health crisis, these communications offered reassurance and connectedness.

As mentioned above, in addition to the district’s various efforts to communicate and connect with the community, surveys will be distributed to gain a better understanding of the stressors experienced by the students, families and staff (surveys will be available in multiple languages). These surveys will guide the district’s efforts in meeting the specific mental health needs of individuals and/or groups. More specifically, members of the district’s pupil personnel staff (PPS), including school psychologists, social workers and school counselors, will provide targeted interventions for individuals and/or groups of students based on the data and referrals from Pupil Personnel Teams. Likewise, professional development hours will be dedicated to fostering the physical and mental well-being of the staff as well as addressing teaching practices that build resilience and coping skills in students.

To best meet the social-emotional needs of the students, Herricks Public Schools will utilize a Multi-Tiered System of Supports (MTSS). This comprehensive school counseling plan includes both universal and targeted, more intensive interventions. Under the Tier 1 level, the universal interventions will focus on creating classroom environments where students feel safe, respected and supported, and where they can freely express themselves and seek assistance without judgment. To ease the students’ transition to school, members of PPS will provide the parents and staff with resources on supporting the development of student social-emotional competencies and a protocol for identifying students experiencing social, emotional and/or behavioral challenges. At the beginning of the school year, both informal and standardized universal screening instruments will be administered to students, parents and teachers to assist in the identification of students in need of mental health support. The teachers, in collaboration with members of PPS, will use the data to select evidence-based social-emotional learning strategies and interventions to meet the students’ varied needs. The teachers and members of PPS will utilize various resources, including the NYSED Mental Health Education Literacy in Schools, evidence-based programs such as Second Step Social Emotional Learning and Lions Quest, and teacher-created lessons to address students’ concerns related to the health crisis and their transition to school (be it in-person and/or remote learning). The goal of these interventions is to support the students’ social-emotional well-being and will include lessons on developing and/or improving coping, resilience and self-care skills. The lessons and resources will be presented in a developmentally and culturally sensitive manner. The teachers and members of PPS will routinely observe, monitor and screen the students’ responsiveness to the interventions and
possible need for additional supports/services. Parents will be encouraged to also monitor their children’s needs and to contact school staff with concerns.

When students continue to demonstrate social-emotional-behavioral challenges despite the universal interventions provided under Tier 1, more individualized and targeted interventions are warranted (Tier 2). Parents, teachers and pupil personnel staff can refer a student presenting with challenges for consideration of more intensive mental health support. A member of PPS will contact the parents regarding the student’s needs and will request permission to screen the student. To gather more information, the school psychologist or social worker may observe and interview the student. Additional standardized screening instruments may be administered with parent consent. Students identified as needing school-based counseling will be recommended for short-term, group counseling (5:1 to 10:1), typically on a biweekly or monthly basis. The school psychologist or social worker will utilize research-based strategies such as Cognitive Behavioral Therapy, Trauma-Informed Therapy and Mindfulness strategies to address the student’s needs and will maintain ongoing communication with the parents and teacher(s). In addition, referrals for mental health resources, agencies and clinicians will be provided to the parents.

Tier 3 provides mental health support services for students presenting with more significant social-emotional-behavioral challenges. The same procedures listed in Tier 2 will be followed in identifying and screening the student. Teacher and parent involvement is typically greater when students present with high-need/risk behaviors. The students are recommended for short-term individual or group school-based counseling (no greater than 5:1), typically meeting much more frequently than Tier 2 services. The students are often considered for specialized care and support services such as a Functional Behavioral Assessment and Behavior Intervention Plans. The school psychologist or social worker continually monitors and evaluates the clinical level of concern. Efforts are made to coordinate intervention strategies with outside mental health clinicians, physicians and agencies.

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

Communications

We have determined that in order to prioritize social-emotional well-being together with learning, we must establish clear methods of ongoing communication between our families, teachers/staff and board of education. It will be absolutely essential for the parents, teachers, coaches, mental health team and administrators to be in frequent communication regarding the students’ needs in order to best support them. Student voice should be a major component for those age-appropriate groups.

The methods of communication are described briefly below, with greater detail provided in the Communication Recommendations Staff and Families chart.

- Parent/staff resources will be provided in multiple languages on websites, social media, Blackboard, etc. These resources will be provided in a packet prepared by a district-
coordinated team of professionals from our guidance, social work and psychology departments.

- A “Welcome Back” video presentation will be created and made public prior to the beginning of school. These videos will be on a district and building level. They will essentially be reorientation videos highlighting changes in health and safety procedures, as well as the reorganization of the school environment in relation to these precautions. The goal is to provide reassurance with regard to health and safety, hygiene, safe social distancing, etc.

- Google Meet sessions with students and parents, especially for the transition years (kindergarten, and those entering 6th grade and 9th grade), should be established and scheduled prior to the start of the school year. This forum will provide opportunities for both students and parents to ask questions related to their concerns about these transition years.

- Information on how to speak to students regarding the health crisis of COVID-19, in a developmentally and culturally sensitive manner, will be provided to ALL staff members including, but not limited to, teaching staff, clerical, security guards, monitors, aides, bus drivers and custodial staff.

- Determine which students and families have received individual outreach from staff and the barriers that may have prevented outreach to others. For the staff, we must map out existing relationships to identify gaps in connections. ([https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy](https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy))

- Create diverse teams of staff, family or student volunteers to increase outreach efforts and stay in touch with students and families that are not fully engaged by the school. Determine the needs of these families and establish a way to intervene and avoid future disengagement (gaps in internet access or computer/device access).

- Prepare a variety of creative strategies, including Google Meet, virtual meetings/events, social media platforms and community groups such as PTA/SEPTA, Scouts, Girl Scouts, etc. to engage the students and families as partners in plans for reopening (Task Force Committee). Plan for differences in technology access, languages (translation services) and other needs.

- Establish the role of a community liaison responsible for cultivating relationships with multicultural, multi-faith organizations to best meet the community’s needs.
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Description</th>
<th>Purpose</th>
<th>Target Audience</th>
<th>Method of Communication</th>
<th>Follow up</th>
<th>Presentation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys to determine and identify need for services (3 parts: families, parents, students and teachers)</td>
<td>Survey</td>
<td>The data collected will be utilized to determine need-based services and interventions. Additionally, the staff survey will help to guide future professional development topics and speakers as well as SEL methodologies.</td>
<td>Students, families, staff</td>
<td>Online via Google Forms</td>
<td>School psychologists and social workers will follow-up with families upon request. Professional development speakers will be determined based on needs identified by surveys.</td>
<td>On website, a brief summary to describe the surveys being sent out. Anonymous charts may be presented with general results delineating the need that was noted and how we are addressing these needs to the BOE and families via superintendent letter, on video, or through PD and/or PTA meetings.</td>
</tr>
<tr>
<td>Multi-tiered System of Support</td>
<td>Tiered interventions ranging from universal to more individualized, intense interventions and strategies.</td>
<td>To determine the social-emotional needs of the students. To determine the level of mental health support services needed.</td>
<td>Students and families</td>
<td>Dependent upon instructional model (remote, in-person or hybrid)</td>
<td>Teachers, social worker, and school psychologists</td>
<td>Meetings with appropriate staff and families.</td>
</tr>
<tr>
<td>Universal screening of students</td>
<td>Identification of students presenting need for mental health support. Standardized screening assessment will be administered to students, parents and staff.</td>
<td>Identification of students presenting need for mental health support especially during the transitional years.</td>
<td>Students/families</td>
<td>Screening will be accessible through a virtual platform. Superintendent will announce the administration and completion of screenings.</td>
<td>Families, teachers, social workers, psychologists, and administration.</td>
<td>The results of these screenings are for professional use and will not to be publicized. Assessment results will be available to parents and appropriate staff.</td>
</tr>
<tr>
<td>Checklists for staff/teachers to identify signs of students displaying difficulties of adjustment to the re-entry to school.</td>
<td>Identification of students in need for potential intervention.</td>
<td>To determine need for intervention. Increase awareness of signs of trauma, and emotional issues that could impede social interactions and learning.</td>
<td>Teachers</td>
<td>Resource packet</td>
<td>Parent and teacher communication, weekly pupil personnel team meetings.</td>
<td>Resources related to mental health will be listed on the district webpage.</td>
</tr>
<tr>
<td>Checklists for parents to identify signs of their children displaying difficulties of adjustment to the re-entry to school.</td>
<td>Identification of students in need for potential intervention.</td>
<td>To increase awareness of emotional and behavioral issues that may interfere with children’s adjustment to school re-entry.</td>
<td>Parents/students/extended family</td>
<td>Resource packet available on district website (with translation options available)</td>
<td>Parent communication on an on-going basis, PTA meetings, speakers for parents online or in person or both and resource packets for parents.</td>
<td>Resources related to mental health will be listed on the district webpage.</td>
</tr>
</tbody>
</table>
### Reopening Plan • July 2020

| Resources for parents, staff, and teachers | Resource packets will be created including information on talking to children about COVID-19, addressing concerns to school re-entry, building coping and resilience skills as well as providing resources/referrals to families. | Provide resources to parents and staff to support re-entry to school, helping to identify concerns and guide to the appropriate professional assistance whether in school or within the community (ex. agencies, private clinicians and medical professionals) | Parents, staff, teachers | Resource packet available on district website (with translation options available). | Community feedback on accessibility and usability of resources. Data analytics can help to determine the value and usage of the material provided to help to guide the staff in terms of work vs results. Resources will be ongoing and revised based on NYSED and DOH recommendations. | Resources related to mental health will be listed on the district webpage. |
| Mental Health training and workshops for dealing with trauma | Mental health training and workshops for families and staff. | To address the emotional stress and trauma caused by COVID-19. Topics to be explored include grief, socioeconomic challenges, emotional stressors, family issues, and more. | Families, teachers and staff. | Virtual and/or in-person workshops. | Online Google Form survey to determine value of the resource | Communication from superintendent. |
| Parent and staff communication | Ongoing communication between parents and staff regarding student adjustment and progress. | To maintain ongoing communication regarding student progress, in areas of academics, social, emotional and physical well being. | Staff/teachers, parents, and students. | Phone calls, emails, Google Forms, virtual check ins with appropriate staff. | Communication will be ongoing throughout the school year. |
| School psychologists and social workers newsletter | To provide information and resources to the students, families, and staff. Identification of mental health staff across district. | To provide resources, ongoing guidance related to issues of mental health, emotional support, and increasing awareness of COVID-19 mental health concerns. | Families and students. | Email and website. | Ongoing communication and resources will be provided based on district need, and recommendations from NYSED/DOH. |
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.

Professional Development

Based on the information that we obtain from the teacher/staff and family surveys, we will use a data-driven approach to decision-making such that the information we obtain will be utilized to help guide the ongoing training and continuing education of our staff/teachers/administrators throughout the year. With this information, we will determine the needs for professional intervention from the medical, social, psychological or instructional standpoint and, in turn, the need to provide training in these areas identified.

Through professional learning, we will elaborate on SEL, mental health, well-being, and trauma-responsive and restorative practices. We plan to utilize the data collaboratively with the staff, students and families to solidify our partnerships and form an ongoing plan for implementation throughout the year. Herricks Public Schools will coordinate a series of professional development sessions to address concerns of re-entry, which will include instruction (both in-person and remote learning), health and safety protocols, operations management, and social-emotional well-being of students, families and staff. To provide further services for students, families and staff, the district has partnered with the Northwell Health Mental Health Crisis Center as a resource for services, education and training. Throughout the summer, professional development has been offered to staff, through Nassau BOCES via a virtual platform. Many of these topics will address the issues previously mentioned. District-provided professional development will begin with the Superintendent’s Conference Days, as well as throughout the school year. Professional development will be offered through various presenters, experts in their field, as well as through curriculum developed by our mental health staff.

Over the summer, members of the mental health staff will be meeting to develop classroom-based and community resources. Information on how to speak to students regarding the health crisis of COVID-19, in a developmentally and culturally sensitive manner, will be provided to ALL staff members including, but not limited to, teaching staff, clerical, security guards, monitors, aides, bus drivers and custodial staff. The mental health team will provide SEL curriculum to support Tier 1 interventions to address competencies such as coping skills, resilience, building community, personal hygiene, etc. A listing of evidence-based interventions as well as teacher/clinician developed activities will be provided. In addition, resource packets will be created including information on talking to children about COVID-19, addressing concerns about school re-entry, and building coping and resilience skills, as well as providing resources/referrals to families.

In closing, the Herricks Public School District is committed to providing the utmost attention and care to our students, families and faculty to ensure a safe, healthy and well-balanced re-entry to school.
STAFFING/HUMAN RESOURCES

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

Consistent with research and best practices, the Department believes that well-designed and implemented teacher and principal evaluations (“Annual Professional Performance Review”; “APPR”) are an important tool to help support educator growth and development. With this goal in mind, the measures that are used as part of an annual evaluation should provide useful information to district administrators and the educators who are being evaluated that helps support educators and leverage their expertise. In turn, this helps ensure equitable access to effective educators for all students so that students are given the skills to succeed.

In this unprecedented time of school closures, LEAs are facing new challenges in evaluating and supporting their professional staff. Although LEAs should not penalize their educators as a result of the challenges to learning presented by the COVID-19 crisis, they must still make sure students are being taught as effectively as is practical to expect. Therefore, providing support that teachers and school leaders require is critical at this time.

Providing feedback and support to educators through the evaluation process can both equip them as they adjust their practice to distance learning, as well as guide focus areas for future growth once students and teachers return to their physical classrooms.

The following section includes information about the mandatory requirements and recommended practices for LEAs as they prepare for the 2020-2021 school year.

Pursuant to Education Law 3012-d, the Herricks School District will fully implement its currently approved APPR plans in each school year.

CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING

The following section provides information regarding certification for prospective and practicing educators as well as personnel who are involved with staffing at the school, district and/or BOCES levels.

The Herricks School District will enforce Education Law 3001, individuals employed at Herricks School District must hold a valid New York State certificate. The Herricks School District will continue to review the SIRS 329 Staff Certifications report available in Cognos, to ensure that all teachers hold the appropriate certificates for their teaching assignments.

The superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed 10 classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment. BOCES will review and approve the requests.
for incidental teaching.

The District will continue to hire substitute teachers with a valid teaching certificate who may work in any capacity, for any number of days. The substitute teacher employed for more than 40 days, in one assignment, by the Herricks School District in a school year must be employed in an area for which they are certified.

- Substitute teachers without a valid certificate, but who are working toward certification (taking college coursework) at a rate of not less than six semester hours per year, may work in any capacity, for any number of days, at the Herricks School District. If they are employed for more than 40 days by the Herricks School District in a school year, they will be employed in the area for which they are seeking certification.
- The District will not hire substitute teachers who do not hold a valid teaching certificate and are not working toward certification.

STUDENT TEACHING

- The Herricks School District encourages its teachers to welcome student teachers into their classrooms, whether in person or remote, during the 2020-2021 school year.
- Student teachers will be encouraged to play an important role in terms of bridging gaps related to remote/online instruction, and in supporting the teachers of record and the students, especially during these challenging times.
- Student teachers will support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills.
- Student teachers will be required to follow all faculty and staff health and safety protocols.

FACILITIES

When students, staff and faculty return to their school buildings for in-person instruction, the physical spaces they occupy will be configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. The District will follow health guidance related to social distancing and other safety measures to slow the spread of COVID-19. To meet the requirements of guidance provided, the District has rearranged and/or repurposed physical space within each building, altered existing spaces, and changed program and operations where necessary. The District’s plan carefully balances fire safety, building security needs and other facilities-related matters with efforts to prevent the spread of COVID-19.

Specific initiatives the District has undertaken include, but are not limited to, the following:

- Thorough cleaning of all District rooftop units and ductwork.
- Thorough cleaning of all air handler units in each gym and ductwork.
- Changing out air filters in classroom univent and rooftop units to higher-rated MERV 13 filters.
- Having all classroom univent checked for optimal operation and increased amount of fresh air introduced into classrooms.
- Sanitizer stations on stanchions throughout each facility.
- Sanitizer dispensers in all classrooms.
- Auto flushers for toilets and urinals for touchless operation in restrooms.
- Auto faucets for touchless operation in restrooms.
- Light occupancy sensors being installed for touchless operation of light switches.
- Barrier screens installed between sinks in restrooms.
- Barrier screens installed between urinals in restrooms.
- Wellness screens installed on clerical desks.
- Wellness screens to be installed on front main counter desks at each main office.
- Signage throughout District for social distancing, hand washing and CDC guidelines.
- Electrostatic sprayers for disinfecting surfaces Districtwide.
- Electrostatic sprayer for buses to disinfect surfaces and sanitizer on buses.
- Maintaining PPE supplies: disposable masks, disposable face shields, disposable gloves, disposable gowns, eye shields.
- Dispensers in halls for paper protection door handle shields.
- Extra no-touch infrared forehead thermometer.
- Locking devices on water fountains.
- Extra disinfectant wipes for classrooms.

**General Health and Safety Assurances**
The District will follow all guidance related to health and safety. This will include meeting six-foot social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of this plan.

**Fire Code Compliance**
The District has reviewed any changes or additions to facilities that require review by the Office of Facilities Planning (OFP) with the District’s architects, since all spaces to be occupied by 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. The District will continue to monitor any changes and ensure that, should future alterations be made, the District will submit the proposed changes to the OFP for review and approval, just as with any other project.

1. **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 will remain unchanged. Fortunately, they need not be touched during normal use.

2. **Emergency Drills**
The District will 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 Fire Code and they must be conducted without exception. 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 will be considered by
each building-level safety team and collaboration with the Nassau BOCES Health & Safety team. Any changes will be included in the Fire Safety plans.

3. 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.

4. 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 has advised that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.

A. Considerations for Reopening Plans

The following were considered in developing the plan as a means to reduce the transmission of infection:

1. Time Management: Where possible, the District will manage time and schedules to reduce student use of the corridors to promote social distancing.

2. Leave Doors Open: To reduce the spread of the virus from touching door levers and knobs, doors may be fixed in the open position. This is only permitted at doors without door closers and doors which are not fire rated.

3. Plastic Separators: The use of light-transmitting plastics is recommended in locations where social distance or mask requirements cannot be complied with or easily regulated — for example, to separate individual lavatory sinks from each other. Light-transmitting plastics must comply with 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of a school.

4. Sanitizer-Hand Rub Dispensers: The District will provide adequate hand washing facilities. Sanitizer stations on stanchions will be located throughout each facility and sanitizer dispensers are available in all classrooms. Alcohol-based Hand-Rub Dispensers are permitted to be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705. Alcohol-based Hand-Rub Dispensers will be available in the main offices and nurse’s office where under proper supervision.

5. Doors and other points of congregation: The District will provide adequate signage at queue lines and other areas subject to overcrowding to control the groups.

B. Required Square Footage
The District will ensure six-foot social distancing from others in classrooms and other spaces. The building code itself does not mandate a minimum square footage per person on which districts must base the number of students and staff in a building. Code sets standards for individual rooms and it varies on room function. The District has and will continue to consult the District’s architects and OFP with questions pertaining to any change of room use.

### C. Facility Alterations and Acquisition

To ease social distancing, the District may change the way space is used in each building. All spaces to be occupied by school students and staff will meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code and the State Energy Conservation Code.

### D. Changes to Space Utilization and/or Alterations

Districts are permitted to utilize available space in the cafeteria, gyms, auditorium and libraries (or sections thereof) as classroom space. Minor alterations and the use of space dividers may be utilized in existing classrooms. The need for social distancing may be enhanced by alterations to a lobby or corridor and/or interior spaces/rooms.

If the District makes space alterations to the physical space or the building, then the District will ensure the following items are considered and undertaken:

- 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.
- Means of egress, fire alarm system, ventilation and lighting may be affected and must be indicated on all submitted plans.
- Consult District architect and submit floor plans to OFP for approval.
- COVID-19 Projects will be indicated as “COVID-19 Reopening” when submitted to the OFP. Projects that are labeled as “COVID-19 Reopening” will be expedited by NYSED. Leased facilities, modular buildings, tents, additions and alterations require a Letter of Intent (LOI) and typical project submission requirements; prescreening will be waived.
- 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.
- Use of Cafeterias, Libraries, Auditoriums and Gymnasium: 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.

### E. Space Expansion

If the District needed to expand the square footage in order to enable improved social distancing (e.g. building additions, lease space, transportable classroom units or spaces such as tents), then the following requirements for all spaces to be occupied by school district staff and students would be considered:

- 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.

- **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.

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, or ventilation may make it infeasible.

- Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 Reopening” 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.

The District consulted with the architect/engineer of record. Lastly, as noted above, the District will identify COVID-19 Projects as “COVID-19 Reopening” when required materials, if any, are submitted to OFP for review.

**F. Tents for Additional Space**

Tents, both temporary and permanent, are regulated by code and must be submitted for a building permit. If tents are used as alternate spaces, then the following requirements will apply:

- 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 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 and use.
- Permanent tents are considered a membrane structure and are regulated by Building Code Section 3102 and other applicable sections.
- Districts must consult their design professional to prepare submission drawings for approval by OFP.
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.

If the tent is used for E-occupancy, the District must 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.

Districts must consult their architect and submit to OFP for approval. The district 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.

G. Plumbing Facilities and Fixtures

**Toilet and Sink Fixtures**
The minimum number of toilet fixtures that must be available for use in a building is established in the building code. The usual minimum requirement may be reduced by certain circumstances that may be relevant: (1) the building’s aggregate number of toilet fixtures already exceeds the minimum amount required by the Building Code or (2) the building occupancy is reduced using partial remote learning or reductions.

As frequent handwashing is a key component to avoiding the spread of COVID-19, sinks and soap will be available to building occupants at all times.

**Mandatory Requirements**
- 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 will be consulted prior to any modifications to layouts or number of fixtures.
- All temporary facilities must be approved through the Office of Facilities Planning.

**Drinking Water Facilities**
Drinking fountains are a code-required plumbing fixture. One fountain is required for each 100 occupants. In the event drinking fountains need to be taken out of service, the following will be considered to provide potable drinking water to all occupants of the building:
- Drinking fountains may be replaced with units with bottle fillers.
- Supplying students with bottled drinking water or water in disposable cups at specified locations is an acceptable alternative source.

**H. Ventilation**
In accordance with industry best practices, MERV 13 filters are being added to our HVAC systems, and air-handling units have been adjusted to increase the amount of fresh air introduced into classrooms. Teachers and staff members will also be encouraged to keep windows open to allow for the circulation of fresh air into classrooms and other facilities.
CHILD NUTRITION

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning and studies show that students perform best academically when they are well nourished. The District’s reopening plan provides for the feeding of all students who require food assistance and has considered resources and flexibilities necessary to transition food service operations to an on-site or meal distribution system for remote learners or operate both at the same time. This includes utilizing state or nationwide waivers and updating school policies, standard operating procedures and trainings to ensure compliance with Child Nutrition Program requirements.

The District’s plan:
- provides all students enrolled in the SFA with access to school meals each school day. This includes students in attendance at school and students learning remotely.
- addresses all applicable health and safety guidelines.
- includes measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- includes 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.
- includes protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
- ensures compliance with Child Nutrition Program requirements.
- includes protocols that describe communication with families through multiple means in the languages spoken by families.

The following considerations were taken into account when developing the reopening plan.

- During the public health emergency, meal benefits were available to many students who may not usually have access to free meals. As school returns, the District will communicate to families that all meals may not be available at no cost to all children.
- As noted previously, the District will inform families using a variety of communication methods (e.g., website, social media, emails, robocalls, newsletters). Necessary communications will be translated into the languages spoken by families in the District in a clear, easily accessible and user-friendly format.
- The Food Service Director will be identified as the specific contact person to receive and respond to communications from families. The contact’s information will be included in all written materials that are provided to families and to school staff.
- Develop program-specific information that details program activities that affect families such as:
  o availability of meals
  o payment methods
  o à la carte sales
  o outside food brought into the building, and
  o restrictions on visitors during the meal service.
- More families may now qualify for benefits than prior to the public health emergency due to
changes in the economy. Before school starts, the District will remind families that they can submit a new application for free or reduced-price meals right now and at any time during the school year and will continue to provide multiple opportunities for families to complete meal benefit applications.

- Applications will be available online and at the front office of each school site, and phone and in-person support to assist families in applying will be provided.

The District has considered the following in developing the reopening plan.

**Safety and Sanitation**
- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses and central production kitchens.
- Identify any additional equipment or supplies such as thermometers, alcohol wipes or other equipment that may be needed to keep food, students and staff safe.
- Consider the special feeding needs of students with severe disabilities whose safety and sanitation needs at mealtimes may differ from those of their peers.
- Install barriers at the point of sale/point of pickup (see the Facilities Guidance section).
- Have adequate supplies of face masks, soap, hand sanitizer and tissues in food service areas (see the Health and Safety section).
- Routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation and point-of-service touch pads.
- Use timers for cleaning reminders.
- Wear single-use gloves when handling or delivering all foods.
- Wear a disposable apron when handling or delivering foods.
- Allow only program staff, custodial staff and approved volunteers to enter program areas.

**Food Service Staff**
- Evaluate staffing and make any needed adjustments.
- Ensure staff are trained on District policies and protocols on health and safety.
- Review, and retrain staff as needed on standard operating procedures for food service.
- Consider cross-training program staff to perform essential activities in the event of key absences or emergency situations.

**Vendors and Suppliers**
- Contact vendors and suppliers to confirm availability of certain services/products and account for any changes prior to the start of operations.
- Work with food service vendors to determine the safest way to handle deliveries.
- Have supplies on hand for in-person and grab-and-go meal delivery.

**USDA Waivers Approved for the National School Lunch Program**
- Notify the NYSED Office of Child Nutrition of the SFA’s plan to use any of the following waivers necessary for operations:
  - Non-congregate feeding
  - Meal service time flexibility
  - Bulk meals require both non-congregate and meal service time waivers
Meal Service

- Revise District, charter and site food safety plans to include standard operating procedures for meal service in classroom, additional meal service procedures in the cafeteria, social distancing and PPE during meal prep and delivery, and receiving and storage.
- Ensure meals meet meal pattern requirements.
- Production records must be completed for each meal.
- Develop meal counting procedures for meals served outside of the cafeteria. Procedures will depend on eligibility determinations – Free/Reduced/Paid status.
- Consider how to handle transactions that normally would occur in a cafeteria line – how payments will be collected, receipts issued and money secured.
- Documented requests for children with special dietary needs (e.g., food allergies) must be accommodated.
- Strongly encourage the use of the online school payment system.
- Rather than payment submitted by each child in the cafeteria line, consider cash or check payment collected and sent to the cafeteria by classroom teachers.

Meals Consumed On-site

- Assess where meals will be served (classroom, cafeteria, other).
- Remove or suspend the use of shared tables, salad bars, and other self-service refrigerators and buffets for food and condiments.
- Discourage food sharing between students.
- Coordinate with custodians to establish sanitation procedures.
- Clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students.
- Consider and disinfect tables, chairs and other frequently touched hard surfaces between groups of students.
- Provide physical distancing guides in food service areas such as:
  - tape on floors
  - signage
  - increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables
- Use pre-portioned condiments that cashiers and servers place on each tray.
- Place meals on a counter or tray line for quick pickup.
- Consider “Grab and Go” kiosks in hallways or gymnasiums.
- Consider whether teachers can take meal orders in classrooms and send orders to the kitchen via email, Google Docs, SharePoint, etc.
- Consider student meal pickup at building entrances or security checkpoints.
- Coordinate with school personnel in order to meet the feeding safety needs of students with disabilities.
- When students eat in classrooms:
  - train teachers and lunch monitors on food allergies, including symptoms of allergic reactions to food.

- Parent/guardian meal pickup
- Meal pattern flexibility
- “Offer versus serve” flexibility for the senior high schools
Reopening Plan • July 2020

• train all non-food service staff on any meal service-related activities they will be responsible for.
• obtain or develop posters or other aids to assist non-food service staff to implement meal service.

Meals Consumed Off-site (with election of waivers)
✓ Assess service methods (grab-and-go, curbside pickup, etc.).
✓ Determine if there are students who are unable to access school meal distribution sites and identify ways to address these gaps.
✓ Bulk meals packaged in boxes or containers for multiple days of meals picked up/delivered at one time.
✓ In hybrid situations, where students are attending in person and remotely, create an area with cones or signs where students will be entering.
✓ Place meals for curbside pickup on a table or place in the trunk of the vehicle.

Child Nutrition - School Lunch
Overview
Ensuring that all of our students’ needs will be met while at the same time following all new safety procedures and guidelines is our top priority. The District has carefully considered many factors pertaining to safety, sanitation and meal service in developing the reopening plan for child nutrition, including but not limited to:

✓ Install barriers at the point of sale/point of pickup at secondary level.
✓ Have adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas (see the Health and Safety section).
✓ Routinely clean and disinfect high-touch surfaces including tables, chairs, insulated transporter bags, carts used in transportation and point-of-service touch pads.
✓ Wear single-use gloves when handling or delivering all foods.
✓ Wear a disposable apron when handling or delivering foods.
✓ Strongly encourage the use of the online school payment system.
✓ Discourage food sharing between students.
✓ Clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students.
✓ Provide physical distancing guides in food service areas such as:
  o tape on floors.
  o signage.
  o increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables.
  o At all times, the District will require students to socially distance (6’ separation) while consuming meals in school unless a physical barrier is utilized.
✓ Use pre-portioned condiments.

Meal Service Highlights for 2020-2021 School Year
• Only lunch will be served at the elementary and secondary level.
• Students are encouraged to bring lunch with them each day.

• Drop-off of lunch, by parents or other third parties, or delivery of meals will not be permitted.

• High School students will not be permitted to leave campus during the school day during lunch period.

• Lunch will be served to all elementary students in their classrooms at their desks and in the cafeteria as well as other common areas at the secondary level. Elementary student desks and room setup must meet social distancing guidelines.

• A new online menu and ordering system (Meals Plus/Linq Solutions) will be implemented to eliminate manual ordering forms, provide more nutritional information for each menu item in multiple languages and include information regarding allergies to help protect students with food allergies.

• Meal selections will be due online by 10 p.m. the day before.

• All payments will be collected via the online payment portal, MySchoolBucks, which parents can access from the new online ordering system. The two systems are linked. Due to COVID-19 and to encourage use of online payments, the District has worked with MySchoolBucks to waive the online user fee for September and October 2020.

• Simple, uncomplicated meals will be offered. There will be one hot meal option, one deli sandwich and a sunbutter and jelly option daily. See below for sample menu.

• A la carte would be offered at secondary level, not elementary.

• All condiments will be pre-packaged except for salad dressing, which will be in an enclosed cup on the side.

• Handwashing will be performed prior to the start of the lunch period.

• Food sharing between students will be discouraged.

• The classroom desks will be cleaned and garbage disposed after meal times.

• In the spirit of both health and safety, visitors during the school day will be restricted to those requiring admittance for health, safety and instructional purposes.

Necessary signage will be posted regarding safety protocols and procedures, i.e., how students will perform hand hygiene before and after eating, social distancing in line, etc.
The District will update families using a variety of communication methods (e.g., website, social media, emails, robocalls, newsletters). Necessary communications will be translated into the languages spoken by families in the District in a clear, easily accessible and user-friendly format.

Please contact the Food Service Director with any questions, comments or concerns you may have. Alternatively, you can contact your child’s principal or the Assistant Superintendent for Business.

**Online Systems – Menu, Ordering, Payment**
A new online ordering system, Meals Plus/Linq Solutions, will be available to the parents, teachers, and staff. The digital menu will allow parents to not only view the monthly menu, but also check all nutritional values and allergens in multiple languages. Parents will be encouraged to place lunch orders online by 10 p.m. the day before service. Lunch orders can be placed by parents, teachers and staff the day before and up to a week in advance online. In the event a student does not have an order placed and has not brought lunch to school, pre-order rosters will be available to teachers in the morning to place last-minute orders.

**Lunch in the Elementary Classroom Procedures**
The daily meal service will be as follows:
1. Parents will be encouraged to place lunch orders online by 10 p.m. the day before service. Lunch orders can be placed by parents, teachers and staff the day before and up to a week in advance online.
2. In the morning teachers, will be able to log into Meals Plus/Linq Solutions to ensure orders have been placed for students that need a lunch. Last-minute orders can be placed at that time.
3. Lunches will be placed in closed, disposable boxes with each student’s name and placed in an insulated bag for transport to each classroom.
4. Lunch and class roster will be picked up by each lunch monitor assigned to a class before the scheduled lunch period in an insulated bag.
   - Ex.: Searingtown has 3 kindergarten and 4 1st grade sections (classrooms).
   - K and 1st grades lunch period is 11:20 a.m.
   - 7 labeled insulated bags will be ready for monitors to pick up in the cafeteria at 11:15 a.m.
5. The class monitor will hand out meals ordered and check off each student on the roster who receives a meal. The roster should be placed in the bag for the kitchen manager.
6. Students are not to leave their desks. Lunch monitors are to distribute the meal directly to the students.
7. After lunch is served and while students are at recess, facilities will dispose of garbage, clean and sanitize each classroom.
8. All insulated bags are to be placed outside of each classroom door for the food service staff
to pick up.

**Menu**
There will be one hot meal option, one deli sandwich and a sunbutter and jelly option daily. All meals will be unitized with milk and fruit options in compliance with the Child Nutrition Program requirements, and will be simple uncomplicated foods to eat. Please see below for a sample 3-week cycle menu.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Sliders</td>
<td>Macaroni and Cheese</td>
<td>Mozzarella Sticks</td>
<td>Chicken Strips</td>
<td>Pizza Bagels</td>
</tr>
<tr>
<td>Sweet Potato Fries</td>
<td>Three Bean Salad</td>
<td>Marinara Sauce Roasted Corn</td>
<td>French Fries Roasted Broccoli</td>
<td>Carrot Sticks</td>
</tr>
<tr>
<td>Green Beans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken Nuggets</td>
<td>Taco Tuesday Baked Scoops</td>
<td>French Toast Turkey Sausage</td>
<td>Popcorn Chicken</td>
<td>Pizza Square</td>
</tr>
<tr>
<td>Bread Stick</td>
<td>Black Beans</td>
<td>Patties Hash Browns Roasted Corn</td>
<td>Sweet Potato Fries Roasted Broccoli</td>
<td>Carrot Sticks</td>
</tr>
<tr>
<td>Green Beans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crispy Chicken Sandwich on a</td>
<td>Hamburger French Fries</td>
<td>Pizza Crunchers</td>
<td>Oven Fried Chicken</td>
<td>Pizza Bagels</td>
</tr>
<tr>
<td>WW Bun</td>
<td>French Fries Chickpea Salad</td>
<td>Marinara Sauce Roasted Corn</td>
<td>French Fries Roasted Broccoli</td>
<td>Carrot Sticks</td>
</tr>
<tr>
<td>Sweet Potato Fries</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fries</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Green Beans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Free & Reduced Eligibility**
More families may now qualify for benefits than prior to the public health emergency due to changes in the economy. Additionally, during the public health emergency, meal benefits were available to many students who may not usually have access to free meals. As school returns, all meals may not be available at no cost to all children. Families can submit a new application for free or reduced-price meals right now and at any time during the school year. Applications will be available online and at the front office of each school site. Phone and in-person support can be provided for families in applying upon request.

**Meals Consumed Off-site (with election of waivers)**
In hybrid situations such as at the secondary level, where students are attending in person and remotely, to-go meals will be available for pickup every day at the High School at the back of the delivery/loading dock for curbside pickup. Students are encouraged to pre-order. Alternatively, free and reduced eligible students can pre-order two days of meals on any day they attend school in session.
TRANSPORTATION

For pandemic school reopening planning purposes, the school bus is considered an extension of the classroom. Therefore, many of the recommendations that apply to school buildings, such as social distancing and frequent cleaning, will be applied to the school bus, as well the classroom. However, pupil transportation presents certain unique challenges, especially with regard to the transportation of homeless students, students in foster care, students in nonpublic and charter schools, and students with disabilities.

The District is expected to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend nonpublic schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. As such, the District is required to plan accordingly.

A. Reopening Mandatory Requirements

The School Bus

- Students who are able will be required to wear masks and where possible, social distancing will be encouraged.
- All buses that are used every day by districts and contract carriers must be cleaned and 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.
- School buses cannot 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.
- Wheelchair school buses must configure wheelchair placement 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.
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment, the signs and symptoms of COVID-19, and proper use of social distancing.
- 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.
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.
Students on Transportation
- As was outlined in the Health and Safety section of this guidance, all parents and 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.
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering.
- Students who do not have a mask can NOT be denied transportation.
- Students who do not have a mask must be provided one by the District.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or be denied transportation.

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-person sessions when/ if the District is not.
- All students are entitled to transportation by the District to the extent required by law.

The following best practices were considered in developing the District’s plan as a means to reduce the transmission of infection:

The School Bus
- When temperatures are above 45 degrees, school buses should transport passengers with roof hatches or windows slightly opened to provide air flow.

School Bus Staff
- The driver, monitor and attendant may wear gloves if they choose to do so, but are not required unless they must be in physical contact with students.
- Transportation staff may be encouraged to wash their hands with soap and water before and after AM and PM runs to keep healthy and prevent the spread of infections from one person to the next. Germs can spread from other people or surfaces when you:
  - touch your eyes, nose and mouth with unwashed hands.
  - touch a contaminated surface or objects.
  - blow your nose, cough or sneeze into hands and then touch other people’s hands or common objects.

Students on Transportation
- Siblings or children who reside in the same household will be encouraged to sit together.
- A student without a mask may be provided a mask by the driver/monitor/attendant. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering. In such a situation, the seating will have to be rearranged so the student without a mask is socially distanced from other students.
- Students will be reminded of the bus rules, such as to not eat or drink on the school bus, which
would require them to remove their mask.

- When students embark and disembark the bus, they should follow social distancing protocols. This will increase the time required to load and unload buses at stops. The following are suggested protocols once students disembark from transportation:
  - Stagger arrival and departure times to ensure social distancing.
  - Reconfigure the loading and unloading locations for students who are transported by bus, car or are pedestrians.
  - Encourage use of hand sanitizer when students enter the building or classroom since hand sanitizer is not permitted on school buses.

**Pupil Transportation Routing**

- Use add and delete clauses with contract transportation to configure their routing needs depending upon school scheduling, staggering start times and virtual learning days. Districts should submit addendums to the Pupil Transportation Unit when the increased routing requires an increased cost in a pupil transportation contract.
- School districts should pursue every avenue to provide transportation for their student populations using creative means of district routing, municipal contracts, piggybacking contracts or public transportation.

**BUDGET AND FISCAL MATTERS**

**A. Economic Overview**

Both the national economy and New York State’s economy have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts that have been undertaken since March 2020. What is still unknown is the extent to which the impact will improve or worsen, how long it will last, and which sectors of the state economy will be most severely impacted.

It is important to understand the fundamentals of education finance policy in New York State to develop the most responsible and flexible budget plans for reopening schools. The economic demographics of school districts across the state vary widely, from some of the wealthiest districts in the country to some of the poorest. The various state aid formulas work to complement that reality, with the wealthiest district receiving less state aid and the districts with less local fiscal capacity receiving more.

New York State government operations are funded through a blend of many revenue sources, including the personal income tax, sales tax, corporate taxes, user fees, and federal grants and entitlements. Each of these sources is impacted in different ways by the changes in economic activity in the state due to COVID-19.

**B. School District Fiscal Preparedness**

Another major factor in the fiscal outlook for school districts is the availability of undesignated reserve funds, which districts set aside for times of fiscal hardship. Individual district circumstances can vary widely. Relaxing rules around withdrawals from certain purpose-driven reserves would provide districts additional flexibility in budgeting for the upcoming years with a diminished prospect of increases in state aid, but such changes would require enactment of legislation. When districts consider how much of those reserve funds should be tapped into during
any single school year or crisis, they should remember that this situation has the potential to be long-lasting.

C. 2020-21 Enacted State Budget
Governor Cuomo’s Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of $825 million, or 3%. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency federal funds.

D. Pandemic Adjustment and CARES Act Funds
State Aid was reduced in the 2020-21 school year by a total of $1.13 billion through a “Pandemic Adjustment,” which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to nonpublic schools.

E. Potential Further Aid Reductions
The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was $13.3 billion for the 2020-21 state fiscal year. The actions noted above reduced this gap by nearly $1.2 billion. Combined with other budget actions, the remaining gap was projected to be $8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services and transportation might be necessary to eliminate that projected budget gap.

F. 180 Day Calendar and Attendance Reporting for State Aid Purposes
School districts report certain enrollment, attendance and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements.

The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue the same information, based on the schedule provided for the average student, rather than reporting for each individual student. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the district is unable to meet such requirement as a result of an
Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.

G. Impact of Low Attendance on State Aid
School districts have expressed concerns about the impact that students choosing to stay home during the pandemic will have on their state aid calculations. State Aid formulas use multiple attendance counts in the calculation of aid apportionments for school districts. Statewide, over 70%, largely in Foundation Aid, is based on Average Daily Membership or District enrollment, which is a measure of student registration in the District and does not take attendance into account. These aid formulas should not be impacted by attendance rates. Some formulas use Average Daily Attendance in the calculation of reimbursement rates, and Education Law §3602(1)(d)(2) provides for the commissioner to exclude from that calculation “days on which school attendance was adversely affected because of an epidemic....” NYSED plans to advance a proposed COVID-specific change to such regulations in September for consideration by the Board of Regents.

H. Flexibility in Non-NYSED-Governed Activities
While budget and fiscal matters have implications in nearly all operational and instructional program areas, the laws, regulations and business rules are largely outside of the discretion of the State Education Department. Below are a few areas where recommendations have been made to NYSED staff that deserve further consideration by state policymakers:

- Reserve funds: Consideration for providing temporary flexibility in the immediate use of designated or restricted reserve funds, and requirements to repay funds over a set period of time.
- Transportation issue: As mentioned in the Transportation section of this guidance, providing flexibility on the adoption of contracts with providers and pursuing a streamlined bus driver licensing process with the Department of Motor Vehicles to ease the burden of hiring new bus drivers.
- Personal Protective Equipment (PPE) and technology purchases: Provide more avenues for shared service agreements and ease burdens on BOCES to expanding service in this area.

I. Flexibility for Budgetary Transfers
It is anticipated that there may be costs in 2020-21 that districts did not budget for in necessarily the correct account codes. In particular, the need for additional equipment has been noted above. Flexibility for budget transfers in the 2020-21 school year only for additional equipment needed (associated with reopening and the maintaining of buildings, primarily) would help school districts in that position. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is considered a noncontingent expense (generally), and transfers into noncontingent line items are prohibited. In addition, school districts are encouraged to maximize their state-aided hardware in order to ensure that all necessary equipment is being purchased.
J. Tax Collection
School districts that rely on banks or other outside entities, such as a town, to collect school taxes could face an issue of capacity for in-person collection. Districts have been advised to review their tax collection process to try and anticipate any issues or problems that they may face based on the ability of residents to pay taxes in person and without penalty.

K. Other Considerations
All existing state aid reporting requirements and deadlines must be maintained; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation or executive order.

Additional costs for PPE, transportation, food service and other mitigation needs will likely be necessary. Districts have been advised not to assume additional state or federal support will be available beyond what has already been budgeted for the 2020-21 school year and should plan those needs accordingly.

L. Charter Schools
District schools should continue to process charter school per pupil invoices as required by Education Law §2856 and Commissioner’s Regulation §119.1.