

Reapertura de las escuelas de North Shore

*Un plan integral para descubrir sueños y comenzar a aprender
de una manera segura y saludable*



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1.0 plan de Manejo

1.01 Información general e introducción

Estimado Norte comunitarios Shore,

el propósito de esta planificación La guía es proporcionar un marco para la implementación y los elementos de acción relacionados con la reapertura física del Distrito Escolar Central de North Shore. Si bien el Distrito nunca “cerró”, nuestra instrucción en línea se implementó en marzo. Desde ese momento, nuestro objetivo ha sido trabajar hacia la reapertura física segura guiada por la ciencia, los datos y dirigida a la salud y el bienestar de nuestros estudiantes, profesores, personal y comunidad. Nuestros dos Grupos de Trabajo de Reapertura estaban compuestos por todas las partes interesadas y miembros de la comunidad esenciales. Miembros de la Junta de Educación, administradores, facultad, personal, estudiantes, padres, enfermeras, personal administrativo, trabajadores de servicios de alimentos, asistentes de enseñanza, paraprofesionales y conserjes. Nuestro médico de la escuela, arquitectos, consultores de seguridad y consulta de aprendizaje en línea proporcionaron consultas continuas a los grupos de trabajo, el Centro de Educación Profesional de Docentes de la Universidad de Columbia.¹ El Grupo de Trabajo está especialmente agradecido con Altaris Consulting Group que proporcionó la orientación y las plantillas necesarias para implementar este plan. Esta plantilla fue creada con las suposiciones e información más actualizadas a la fecha de esta publicación. La mayoría de las recomendaciones se basan en la orientación de los Centros para el Control de Enfermedades (CDC). El CDC advirtió que sus recomendaciones deben aplicarse de una manera que sea “factible, práctica, aceptable y adaptada a las necesidades de cada comunidad”. Además, el Distrito consideró las recomendaciones de los CDC junto con la orientación y las regulaciones de las autoridades de salud estatales y locales, como el Departamento de Salud (DOH) y el Departamento de Educación del Estado de Nueva York (NYSED) La gravedad de la propagación de la infección en Long Island La región jugó un papel destacado en nuestra planificación y toma de decisiones.

¹ SED and DOH page 17: Districts/schools must engage with school stakeholders and community members (eg, administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing health and safety reopening plans. District/school plan should identify the groups of people involved and engaged throughout the planning process.

El distrito ha afirmado a través del portal NYSED que ha revisado y comprende las pautas de la industria emitidas por el estado y debe presentar planes de reapertura, como se describe anteriormente y se indica a continuación, antes de la reapertura.²

Nuestro plan de reapertura se mantendrá como un documento de trabajo y se realizarán revisiones periódicamente. Anticipamos información adicional durante las próximas semanas y meses basada en nuevas investigaciones, que serán cuidadosamente conciliadas y posteriormente actualizadas.

El marco de planificación se basó en los siguientes objetivos:

- Mantener la continuidad de la instrucción
- Mantener a los estudiantes y al personal seguros y saludables
- Garantizar el acceso y la equidad para todos los estudiantes
- Comunicarse con las partes interesadas, como el personal, las familias, las unidades de negociación y los padres
- Mantenerse a la vanguardia de la cadena de suministro al asociarse con muchos proveedores para obtener PPE, bienes y servicios necesarios

Recuerde, cómo Churchill le recordó a una nación ansiosa durante la Segunda Guerra Mundial que "las cometas se elevan más alto contra el viento, no con él". Por favor, continúe estando sano, sano y seguro. Siga los principios simples de higiene de manos, distanciamiento social, use una cubierta facial. Disfrute estar al aire libre, leer excelentes libros, darse cuenta de lo bueno que lo rodea y saber lo emocionado que estoy de tener un plan para dar la bienvenida a nuestros estudiantes y personal a nuestras escuelas. Estamos planeando un año emocionante de enseñanza y aprendizaje en nombre de los niños que compartimos.

Atentamente,

Dr. Peter Giarrizzo
Superintendente de escuelas

² DOH, pg 17 & 22-Responsible Parties must affirm that they have reviewed and understand the State-issued industry guidelines and must submit reopening plans, as outlined above and instructed below, prior to reopening.

La pandemia de salud mundial COVID-19 es la crisis de salud más importante que nuestra comunidad ha enfrentado en mucho tiempo. Debido a la naturaleza urgente de las escuelas que cierran en marzo y las preocupaciones actuales sobre la reapertura de una manera saludable y segura, North Shore debe estar preparado para navegar con destreza entre diferentes modelos de aprendizaje diseñados para adaptarse a cada escenario cuando sea necesario. Con ese fin, se ha desarrollado un plan para tres escenarios de reapertura (total en persona, mixto y virtual) utilizando sólidas recomendaciones basadas en investigaciones. Este plan integral fue creado con los siguientes principios rectores.

Las escuelas de North Shore deben:

- ❖ Actuar con fidelidad como individuos comprometidos por el bienestar de nuestra comunidad; acorde con nuestros Resultados de Valor Compartido.
- ❖ Priorice la salud, la seguridad y el bienestar por encima de todos los demás principios.
- ❖ Asegúrese de que las políticas y prácticas implementadas estén basadas en la investigación, se comuniquen claramente, se implementen de manera efectiva y se cumplan concienzudamente.
- ❖ Promover prácticas y políticas recomendadas por los CDC, DOH, NYSED y otras agencias gubernamentales para reducir el riesgo de transmisión de virus y respaldar nuestra capacidad de ser receptivos y ágiles al enfrentar cambios en las circunstancias.

Cronograma de aportes de la labor



comunidad

Desde el inicio del proceso de reapertura de escuelas, la comunicación con todas las partes interesadas de la comunidad de las escuelas de North Shore fue esencial para desarrollar recomendaciones y planes finales. Los miembros de cada subcomité incluyen miembros de la Junta de Educación, administradores, profesores y personal. El Grupo de Trabajo de Implementación también incluirá a estudiantes representativos de las escuelas primarias, intermedias y secundarias. Finalmente, a través de encuestas a profesores, estudiantes y padres, además de las charlas virtuales de café, el comité pudo tomar decisiones informadas manteniendo las preocupaciones de nuestros constituyentes a la vanguardia.

Mientras trabajamos para implementar este plan integral, North Shore Schools extiende su más sincero agradecimiento a sus estudiantes por su resistencia y espíritu vikingo; su comunidad por su apoyo y colaboración; ya su cuerpo docente y personal por su profesionalismo y dedicación.

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Jeanette Wojcik, directora de la escuela Sea Cliff, copresidente
Peter Rufa, director de Glen Head School, copresidente
Richard Galati, Fideicomisario de la Junta de Educación
Julie Ritter, Directora de ELA de secundaria
Don Lang, Directora de Atletismo

Kerri Titone, Maestra líder de AP / IB
Jean Betzios, Enfermera escolar
Lisa Ledden, Enfermera escolar
Deirdre Leder, Enfermera escolar
Mike Gonzalez, Entrenadora atlética
Lisa Coppola, ayuda para maestros,

miembros del comité de aprendizaje social y emocional, salud mental y bienestar

Dan Doherty, director de consejería, presidenta
Lisa Vizza, fideicomisaria de la junta de educación
Bridget Finder, directora de Glenwood Landing School
Brendan Nelson, subdirectora de NSMS
Amelia Hecker, maestra
Carolyn DiPreta, Consejera de la escuela
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Simone Kuranishi, Maestra
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Julia Lyons, Maestra
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Finning, consejera escolar
Stephen Carr, maestra
Joanne Fawcett, Consejera escolar

Danielle Melchione, conductista
Sarah Stevens, maestra
Toni Papetti, asistente social
Bill Kitay, psicóloga escolar
Michele Keohan, maestra
Christine Kingsley, maestra
Christine Volk, trabajadora social
Reisa Berg, trabajadora social,
Rachel McAree, Trabajadora social
Trabajadora social de
Marc Fernandez, Family First ENL
Julie Glickman, Trabajadora social
Karen Finn, Trabajadora social
Denise Gentile, Consejera escolar

Miembros del Comité de Operaciones / Planta Física

John Hall, Director de Instalaciones y Operaciones, copresidenta
Olivia Buatsi, Asistente del Superintendente de Negocios, co-presidente
Sara Jones, Fideicomisario de la Junta de Educación
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John Ahern, Coordinador de Seguridad
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Mojdeh Hassani, Teacher
 Maria Carson, Aide
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 Nicole Larkin, maestra
 Nathalie Woods, asistente de docencia
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 Jodi Cirella,
 asistente Jerry Boertzel, conserje principal
 NSHSconserje
 Bob Kemp, jefe Glen Head School

Reapertura del equipo de North Shore Equipo de implementación

trabajo de Task Force Co- -Presidente	Dr. Peter Giarrizzo			
	Sr. Gregory Perles			
	Plan de estudios e instrucción	Necesidades médicas, de salud y seguridad	Planta física	SEL, salud mental y bienestar
Subcomité de Copresidenta	Sra. Diana Ajello	Dr. Maram Mabrouk	Sr. John Hall / Sra. Olivia Buatsi	Sr. Daniel Doherty
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administrador	Dr. Peter Rufa	Sr. Christopher Marino	Sr. Elliot Kaye	Sra. Jen Imperiale
administrador	Dr. Carol Smyth	Sra. Julie Ritter	Sra. Devra Pequeño	Dalia Rodríguez
administrativo		Sra. Shari Rosenthal	Sr. Americo Mendes	
Custodio		Sr. Bob Kemp	Sr. Jerry Boertzel	
Servicio de alimentos	Sra. Grace Morrocu	Sra. Lisa Papalia	Sra. Mary Uryan	
Enfermera	Sra. Deirdre Leder	Sra. Lisa Ledden	Sra. Jean Buckel-Betzios	Sra. Lilah Dima

Maestra	Sra. Deb Novik	Sra. Julie Uanino	Sra. Allison Loring	Sr. Neal Levy
Maestra	Sra. Joanne Rossiter	Sra. Darlene Skaee	Sra. Sara Massone	Sra. Deb Henneberger
Maestra	Sra. Carolyn Chimeri	Sra. Caitlin Mallon	Sr. Brian Lang	Reisa Berg / Rachel McAree
Para Profesional / Asistente		Sra. Maria Varrichio	Sra. Marie DiVincenz o	
Madre	Sra. Alison Trotta-GH	Sra. Lorraine O'Sullivan- HS	Sra. Cindy Ayers-MS	Sra. Natasha Fried Gordon-SC
Madre	Sra. Lisa Scarola -GWL			Sra. Mandee Zapken-SEPTA
Estudiante-Elem	Sra. Josie Hecker	Sr. Angelo Scarola	Sr. Jake Svendsen	Sra. Ellamarie Mitchell
Estudiante-MS	Sr. Patrick Ciampa	Sra. Laura Rodríguez	Sr. Ryan Lau	Sra. Ava Varasano
Estudiante-HS	Sr. Matthew Grinberg	Sr. Brandan Miller	Sra. Alianna McCoy	Sra. Kate Salerno
Transporte	Sra. Gracia DeCurtis	Sra. Michele Salón	Clifford Sinenberg	
Según sea necesario Consulta	Columbia University-CPET	Médico Escuela	Memasi diseño	médico de la escuela
		Altaris Seguridad	Altaris Seguridad	

North Shore CDS - marco inicial para la reapertura Diseño

Reimagining reapertura de las escuelas North Shore

	virtual Vuelva a abrir <i>CDC: menor riesgo</i>	Reapertura combinada <i>CDC: más riesgo</i>	Reapertura completa <i>CDC: mayor riesgo</i>
Comité de desarrollo curricular	<ul style="list-style-type: none"> 1: 1 Chromebook para K-4 y facultad / personal Cohesión de programación K-12 Equilibrio entre instrucción sincrónica y asincrónica Evaluación y monitoreo de progreso toring Cambios curriculares para abordar brechas Brindar servicios para SWD Reconsideración y rediseño de funciones escolares informativas (orientación estudiantil, eventos) Conozca a los maestros, conferencias) Unified Viking Nation - Supt. Conf. Día, Orientación para maestros nuevos, Desarrollo profesional Repensar las plataformas de comunicación: mensajes de video, redes sociales 	<ul style="list-style-type: none"> 1: 1 Chromebook para K-4 y profesores / personal Días alternos versus medios días versus llegada / salida escalonada Equilibrio entre el aprendizaje en el hogar y en la escuela Turnos curriculares para abordar las deficiencias Implicaciones de personal Implicaciones de servicios de apoyo (sin agrupaciones mixtas) Compartir materiales / libros / suministros Brindar servicios para SWD Reconsideración y rediseño de las funciones escolares informativas (orientación, BTSN, Meet the Teacher, Conferencias) 	<ul style="list-style-type: none"> Turnos curriculares para abordar las deficiencias Mantenimiento del aprendizaje en línea Plataformas Servicios compensatorios para SWD

Comité de salud mental	<ul style="list-style-type: none"> • Apoyar a las familias enfermas • Brindar terapia / asesoramiento conductual • Manejo de las emociones • Talleres para padres • Monitoreo / apoyo de la participación de los estudiantes • Mayor demanda de servicios de apoyo 	<ul style="list-style-type: none"> • Apoyar a las familias enfermas • Brindar terapia / asesoramiento conductual • Manejar las emociones • Talleres para padres • Capacitación de maestros para el trauma -informe escuelas / aulas • Incr Reducción de la demanda de servicios de apoyo 	<ul style="list-style-type: none"> • Apoyar a las familias enfermas • Proporcionar terapia / asesoramiento conductual • Manejo de las emociones • Talleres para padres • Capacitación de maestros para escuelas / aulas informadas sobre traumas • Aumento de la demanda de servicios de apoyo
Comité de necesidades médicas	<ul style="list-style-type: none"> • Proporcionar comidas 	<ul style="list-style-type: none"> • Proporcionar comidas en los días de aprendizaje en el hogar • Control de temperatura potencial • Protocolos de prevención de higiene • Posibles problemas de cuidado infantil • EPP: mascarillas, guantes, protectores de escritorio, desinfectante • Protocolo para estudiantes / personal inmunodeprimido • Protocolos de aislamiento para enfermedades escolares • Mayor demanda de enfermeras 	<ul style="list-style-type: none"> • Control de temperatura potencial • Protocolos de prevención de higiene • EPP: mascarillas, guantes, protectores de escritorio, desinfectante • Protocolo para estudiantes inmunodeprimidos / Personal • Requisitos de vacunas • Protocolos de aislamiento para enfermedades escolares • Mayor demanda de enfermeras
Comité de operaciones / planta física Operación	<ul style="list-style-type: none"> • esquelética para mantener las instalaciones • Transporte para entregar comidas / otros artículos • Asuntos de oficina de negocios 	<ul style="list-style-type: none"> • Protocolos de control de infecciones • Reestructurar las habitaciones / quitar artículos tapizados • Desarrollo de un distanciamiento social adecuado • Enjuague automático / manos libres, toallas, lavabos, fuentes • Uso de instalaciones para programas externos • Protocolos de servicio de alimentos • Alimentos de alergia a los alimentos si se come en el aula • Consideraciones de ventilación / HVAC • Políticas de visitantes 	<ul style="list-style-type: none"> • Protocolos de control de infecciones • Protocolos de limpieza regulares y mejorados • Gestión de la comunidad ubicaciones (cafetería, gimnasio, auditorio, pasillos, patios de recreo) • Salones de clase social-distantes • Descarga automática / manos libres, toallas, lavabos, fuentes • Uso de instalaciones para programas externos • Protocolos de servicio de alimentos • Consideraciones de ventilación / HVAC • Políticas de visitantes

1.02 Fases ("Pasos") de Mitigación

Las siguientes fases para la reapertura están contenidas en la Guía para escuelas de los CDC. Cada fase se ha planificado de antemano, ya que puede ser necesario pasar de una fase a otra en función de las condiciones de salud actuales.

Los objetivos centrales de esta guía de los CDC incluyen:

- Acciones de seguridad para implementar intervenciones no farmacéuticas (NPI)
 - Promover prácticas de higiene saludables
 - Intensificar la limpieza, desinfección y ventilación

- Asegurar el distanciamiento físico
- Limitar el intercambio
- Capacitar a todo el personal, estudiantes y padres sobre NPI y procedimientos operativos modificados
- Monitoreo y detección de la salud
 - Verificar signos y síntomas
 - Planificar cuando un personal, niño o visitante se enferma
 - Mantener operaciones saludables para monitorear las estrategias de reducción de riesgos están en uso

Paso 1 - Propagación sustancial: Escuelas cerradas (instrucción remota)

En este escenario, las escuelas que están actualmente cerradas permanecerán cerradas. Se proporcionarán oportunidades de aprendizaje electrónico o aprendizaje a distancia para todos los estudiantes. El distrito apoyará la prestación de servicios a los estudiantes, tales como programas de alimentación escolar y daycare se puede proporcionar a los niños de los trabajadores esenciales que viven solo en el área geográfica local.³

En el Paso 1, el distrito:

- Implementará el aprendizaje a distancia / remoto y brindará servicios de comidas esenciales (consulte [Servicio de alimentos](#))
- Restringirá solo al personal esencial reportarse en persona para llevar a cabo funciones que el Superintendente considere esenciales
- Aprovechar las herramientas y plataformas virtuales donde sea posible realizar funciones comerciales esenciales y mantener la presentación de informes en persona al mínimo absoluto
- Coordinar con los funcionarios locales y estatales del Departamento de Salud
- Participar en los esfuerzos de rastreo de contactos y los esfuerzos de recolección de muestras según lo indiquen los funcionarios de salud locales (en la medida de lo posible)
- Cerrar las áreas afectadas del edificio escolar y, cuando sea posible, espere 24 horas antes de limpiar y desinfectar

Paso 2 - Escuelas abiertas: Difusión mínima / moderada (distanciamiento mejorado)

En el Paso 2, el distrito:

- Permanecerá abierto con medidas mejoradas de distanciamiento social
- Reducirá la densidad del edificio para permitir distanciamiento social adecuado
- Utilizar un modelo de instrucción híbrido

³ SED, pg 19 District/school has written a plan for district/school run before and aftercare programs.

- Cancelar la mayoría de las actividades extracurriculares (p. ej. *asambleas, bailes, etc.*)
- Establecer y mantener comunicación con los funcionarios de salud locales y estatales
- Participar en los esfuerzos de rastreo de contactos en la medida de lo posible según lo indiquen los funcionarios de salud locales (Ver rastreo de contactos)
- Aislar y desinfectar las aulas y espacios impactados (Ver Limpieza y desinfección)

Paso 3 - Escuelas abiertas: baja / sin propagación (grupos de cohortes)

En el paso 3, el distrito:

- Utilizará tamaños de clases normales pero limitará la interacción de las clases con otros grupos (cohortes)
- Limitará las reuniones en turnos: *recreo, cafetería y pasillo Aprobar*
- Evaluar reuniones y eventos grupales de forma continua para considerar si algún evento podría poner a los estudiantes, el personal o sus familias cerca de otros y debería cancelarse. El distrito consultará con los funcionarios de salud locales para ayudar a determinar el mejor
- enfoque. Establecer y mantener la comunicación con los funcionarios de salud locales y estatales. Participar
- en los esfuerzos de rastreo de contactos en la medida de lo posible, según lo indiquen los funcionarios de salud locales (consulte Rastreo de contactos)⁴

1.03 Pautas de los CDC Seguimiento del

distrito utiliza un sistema de seguimiento integral que incluye todas las pautas de los CDC y su relación con cada área funcional con las operaciones del Distrito.

⁴ DOH-Responsible Parties are recommended to cohort students to the extent practicable to limit potential exposure. Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

1.04 Monitores de seguridad del sitio

El distrito establecerá un Gerente de seguridad para todo el distrito⁵ que supervisará el cumplimiento continuo de todos los aspectos de este plan. Cada edificio del distrito designará un

⁵ SED, pg 19 - District/school must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

supervisor de seguridad del sitio que garantizará el cumplimiento de este plan en sus edificios respectivos y reportará directamente al gerente de seguridad del distrito.⁶

Nombre de la escuela	Nombre del supervisor del sitio	Teléfono	Correo electrónico
Gerente del distrito	Dr. Peter Giarrizzo	516-277-7801	giarrizzop@northshoreschools.org
Gerente de distrito	Sr. John Hall	516-277-7835	hallj3@norshoreschools.org
Escuela Glen Head	Dr. Peter Rufa	516-277- 7700	rufa@northshoreschools.org
Escuela Glenwood	Sra. Bridget Finder	516-277-7600	finderb@northshoreschools.org
Escuela Sea Cliff	Sra. Jeanette Wojcik	516-277-7500	wojcikj@norshoreschools.org
Escuela secundaria NS	Sr. Robert Dennis	516-277- 7300	dennisr@norshoreschools.orgSr.Eric
Escuela secundaria NS	Contreras	516-277-7000	contrerases@northshoreschools.org
Transporte	Sra. Michelle Hall	516-277-7930	hallm@norshoreschools.org

⁶ DOH-Responsible Parties must designate a COVID-19 safety coordinator whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

1.05 Modificaciones de políticas y procedimientos La

implementación de las acciones de seguridad recomendadas requerirá modificación o adición de políticas del distrito. También se anticipan alivio regulatorio adicional de entidades estatales y federales para abordar mandatos y asuntos sindicales.

El distrito ha realizado una revisión de las políticas y procedimientos del distrito para identificar aquellos que requieren revisión o adición. Se pueden encontrar referencias adicionales a las políticas del distrito a lo largo de este plan.

1.06 Recursos humanos



- Desarrollar un plan para la población vulnerable identificada
-

El distrito implementará las siguientes acciones:

- La información de licencia federal COVID-19 se publicará en todos los edificios.
 - (Ver el [póster de Derechos de los Empleados del Departamento de Trabajo de EE. UU.](#))
- Ver también [Personas en Alto Riesgo](#) para conocer el procedimiento para identificar a esta población

2.0 Salud y Seguridad

2.01 Personas en Alto Riesgo



- Identificar al personal y estudiantes que pueden estar en mayor riesgo de contraer enfermedades graves

Actualmente, información indica que los adultos mayores y las personas de cualquier edad que tengan afecciones médicas subyacentes graves podrían tener un mayor riesgo de contraer una enfermedad grave por COVID-19. Las personas con alto riesgo de enfermedad grave por COVID-19 son las personas de 65 años o más y las personas que viven en un hogar de ancianos o en un centro de atención a largo plazo. Aquellos en alto riesgo incluyen personas de todas las edades con condiciones médicas subyacentes, particularmente si no están bien controladas, que incluyen:

- Personas con enfermedad pulmonar crónica o asma moderada a grave
- Personas que tienen afecciones cardíacas graves
- Personas inmunodeprimidas - Muchas afecciones pueden causar que una persona Estar inmunodeprimido, incluido el tratamiento del cáncer, el tabaquismo, el trasplante de médula ósea o de órganos, las deficiencias inmunitarias, el VIH o el sida mal controlados y el uso prolongado de corticosteroides y otros medicamentos que debilitan el sistema inmunológico
- Personas con obesidad grave (índice de masa corporal [IMC] de 40 o más)
- Personas con diabetes
- Personas con enfermedad renal crónica que se someten a diálisis
- Personas con enfermedad hepática

El distrito identificará a las personas en alto riesgo mediante el siguiente procedimiento:

- El distrito se comunicará con el personal para determinar las que tienen mayor riesgo de complicaciones.
- El distrito siempre que sea posible acomodará al personal y los estudiantes tanto como sea posible para limitar cualquier grupo de alto riesgo de exposición. Esto puede incluir

adaptaciones para la instrucción en línea, concesión de licencias médicas según la documentación de la ADA, etc.

- Se informará a los estudiantes y al personal de los grupos de alto riesgo designados por las pautas de los CDC.

2.02 Revisión y monitoreo



- Si es posible, realice controles de salud diarios del personal y los estudiantes de manera segura, respetuosa, así como de acuerdo con las leyes o regulaciones de privacidad aplicables.

Evaluación

Evaluación

En un esfuerzo por evaluar a los ocupantes del edificio antes de su llegada a la escuela, el distrito implementará los siguientes procedimientos de evaluación:

- Se alentará al personal a quedarse en casa si están enfermos y a los padres a mantener a los niños enfermos en casa.⁷
- Todos los empleados, padres y contratistas habituales deberán completar una evaluación de detección de salud obligatoria en el hogar, incluida una revisión de la temperatura, que se enviará por correo electrónico a los empleados y a los padres diariamente antes del comienzo de cada día escolar. Se requerirá que los empleados y padres certifiquen "No" a todo lo siguiente para que se les permita el acceso a los edificios escolares:⁸⁹
 - Si una persona presenta una temperatura superior a 100.0 ° F, se le debe negar la entrada a la instalación, o enviado directamente a un área dedicada antes de ser recogido o enviado a casa¹⁰.
 - Si ha tenido algún síntoma de COVID-19 en los últimos 14 días
 - Si ha tenido una prueba de COVID-19 positiva en los últimos 14 días
 - Si ha tenido contacto cercano con un caso confirmado o sospechado de COVID-19 en los últimos 14 días
 - Si ha viajó fuera del estado o en un lugar con propagación conocida en la comunidad

⁷ SED, pg 18 District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

⁸ SED, pg 18; DOH, pg 19 District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

⁹ SED, pg 61 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;

¹⁰ DOH-Temperature checks should be conducted per US Equal Employment Opportunity Commission or DOH guidelines. Specifically, all individuals must have their temperature checked each day – ideally, at home, prior to departing to school – before entering any school facility. If an individual presents a temperature of greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home.

- El distrito utilizará software de automatización de correo electrónico para administrar las evaluaciones de la siguiente manera:
 - Los empleados, estudiantes, padres y contratistas habituales se ingresarán como contactos en la plataforma de automatización de correo electrónico
 - Todos los contactos recibirán lo anterior correo electrónico cada día escolar a las 4:00 AM. Los
 - Envíe uncontactos deberán certificar "No" a todas las preguntas anteriores con un solo clic.
 - Al hacer clic en la certificación "No", el contacto volverá a la cola para el día siguiente.
 - Se notificará a la oficina de la enfermera por correo electrónico de todos los contactos que no respondan antes del comienzo de clases para hacer un seguimiento del contacto. La línea de asunto del correo electrónico incluirá el nombre del contacto y "No hay respuesta a la evaluación". El contacto también se volverá a poner en cola para el día siguiente. Los
 - contactos que respondan "Sí" recibirán de inmediato un aviso para que se queden en casa y se le enviarán por correo electrónico instrucciones detalladas sobre la salud.
 - Se notificará a la enfermería por correo electrónico con una línea de asunto que incluirá el nombre del contacto y "Respuesta Sí a la evaluación". El contacto también se volverá a poner en cola para el día siguiente.
 - La enfermera hará un seguimiento con el contacto y se tomarán las medidas apropiadas. Ver también:
 - [Seguimiento de contactos](#)
 - [Regreso a la escuela](#)¹¹

¹¹ DOH, pg. 20-Responsible Parties must immediately notify the state and local health department about the case if diagnostic test results are positive for COVID-19.

2.03 Autoinforme de exposiciones e infecciones



- Crear un sistema de comunicación para el personal y las familias para autoinforme de síntomas y notificación de exposiciones y cierres
- Informar a quienes han tenido contacto cercano con una persona diagnosticada con COVID-19 quedarse en casa y autocontrolarse para detectar síntomas y seguir las instrucciones de los CDC si se presentan síntomas. Si una persona no tiene síntomas, siga las instrucciones apropiadas de los CDC para el aislamiento en el hogar.

Antes de la apertura de las escuelas, los empleados y las familias serán informados sobre el requisito de que las personas a las que se les advierte que han tenido contacto cercano o cercano con una persona con COVID-19 o que han sido alertados mediante rastreo, rastreo u otro mecanismo, sean Se requiere que se autoinforme al distrito en el momento de la alerta y no se le permitirá permanecer o regresar al edificio hasta que hayan completado la cuarentena

En caso de que un estudiante o empleado del distrito reporte un resultado positivo para COVID-19 o esté expuesto a una persona que da positivo en la prueba de COVID-19:

- El estudiante o empleado del distrito debe notificar de inmediato al distrito comunicándose con:
 - La oficina de la enfermera de la escuela a la que asisten o trabajan
 - Si no está asignado a ningún edificio escolar, el empleado debe comunicarse con el Dr. Peter Giarrizzo, Superintendente de Escuelas al 516-277-7801.
- Si un estudiante o personal da positivo por COVID-19, el distrito notificará inmediatamente a los departamentos de salud estatales y locales y cooperará con [los rastreo de contactos](#) esfuerzos de, incluida la notificación de contactos potenciales, como trabajadores o visitantes que tuvieron contacto cercano con la persona, mientras se mantiene confidencialidad requerida por las leyes y regulaciones estatales y federales.
- El distrito determinará, en conjunto con el DOH, cómo proceder con la escuela (re: cambio a aprendizaje remoto, cronograma de limpieza y desinfección, etc.)

2.04 Manejo de personas enfermas



- En caso de que se determine que una persona diagnosticada con COVID-19 han estado en el edificio y representan un riesgo para la comunidad, los programas pueden considerar cerrar por un período corto (1-2 días) para limpieza y desinfección.
 - La enfermera de la escuela evaluará a los estudiantes y al personal enfermos y decidirá si tienen síntomas y deben ser enviados a casa
 - Si muestran síntomas, los padres deben recoger a los estudiantes de inmediato Los
 - miembros del personal que muestren síntomas deben irse de inmediato
- Trabajar con los administradores escolares, enfermeras y otros proveedores de atención médica para identificar una sala o un área de aislamiento para separar a cualquier persona que presente síntomas similares al COVID. Las enfermeras escolares y otros proveedores de atención médica deben usar precauciones estándar y basadas en la transmisión cuando atiendan a personas enfermas.
 - Creación de salas de aislamiento designadas para aquellos que muestran síntomas de COVID-19 TBD por equipos basados en edificios, siguiendo los requisitos del DOH
https://drive.google.com/file/d/1Q-62LXEAAr_5hDMJru06yqc5mam8eGXx/view?usp=sharing Consulte la página 37
 - Debe contar con personal para la supervisión de una enfermera o una persona capacitada para seguir los protocolos de aislamiento adecuados Las
 - salas de aislamiento deben limpiarse y desinfectarse inmediatamente después de la salida del personal o del estudiante
- Establecer procedimientos para transportar de manera segura a cualquier persona enferma a su hogar o centro de atención médica
- Notificar a la salud local funcionarios, personal y familias inmediatamente de un posible caso mientras se mantiene la confidencialidad de acuerdo con la Ley de Estadounidenses con Discapacidades (ADA) y otras leyes de privacidad federales y estatales aplicables

En caso de que una persona **se enferme con síntomas similares al COVID mientras está en la escuela**, lo siguiente Se seguirá el procedimiento:¹²

- Capacitación del personal sobre cómo identificar signos de enfermedad en estudiantes y personal y el procedimiento para enviar a la persona sintomática a la enfermera de la escuela u otro personal designado en cada edificio.¹³
- La persona será trasladada a una sala o área de aislamiento predeterminada para separar a cualquier persona que presente síntomas similares a COVID.¹⁴
- La persona será evaluada por una enfermera titulada en la escuela.¹⁵
- Se harán arreglos de transporte para transportar a la persona enferma a su casa o al centro de atención médica.¹⁶
- Las áreas utilizadas por una persona enferma se cerrarán y no se utilizarán antes de la limpieza y desinfección.
- Cuando sea posible, el personal de conserjería esperará 24 horas (o tanto tiempo como sea posible) antes de [limpiar y desinfectar el área](#) de acuerdo con los procedimientos contenidos en este plan. Si no es posible esperar 24 horas, espere el mayor tiempo posible. Consulte también la [Limpieza y desinfección](#) sección.
- A las personas que tuvieron contacto cercano con una persona diagnosticada con COVID-19 se les recomendará que se queden en casa y se autocontrolen para detectar síntomas y que sigan las [instrucciones de los CDC](#) si se presentan síntomas. Si una persona no tiene síntomas, se le indicará que siga las pautas apropiadas de los CDC para el aislamiento en el hogar.
- Se advertirá a los miembros del personal y los niños enfermos que no regresen hasta que hayan cumplido con los CDC [criterios de los para interrumpir el aislamiento en el hogar](#).
- El distrito consultará con el departamento de salud local con respecto a la actual [capacidad del hospital local](#) al tomar decisiones sobre el cierre de escuelas.¹⁷

En el caso de que se notifique a la escuela que un empleado o estudiante **ha estado expuesto al COVID-19 y está en cuarentena, o si un miembro de la familia ha sido diagnosticado o se presume que tiene COVID-19 y / o está siendo aislado**, el siguiente procedimiento El

¹² SED, pg 19; DOH, pg 20 District/school plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

¹³ SED, pg 18 <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

¹⁴ SED, pg 18, DOH, pg 20 District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

¹⁵ SED, pg 18 District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

¹⁶ SED, pg 18; DOH pg 20 District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

¹⁷ SED, pg 17 Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction:

- personal y los estudiantes con exposición conocida a alguien con COVID-19 diagnosticado o presunto recibirán instrucciones de ponerse en cuarentena en casa durante 14 días
- Si un estudiante es excluido de la escuela debido a síntomas de COVID-19 o ha tenido un COVID positivo -19, sus hermanos u otros estudiantes que vivan en el mismo hogar serán interrogados, y si presentan síntomas, también serán excluidos de la escuela. Si no presentan síntomas, es posible que se les excluya de la escuela y se les pida que se pongan en cuarentena.
- Se informará al personal de conserjería para que todos los escritorios, casilleros y espacios de trabajo de la persona estén completamente desinfectados. Si la escuela no está abierta cuando ocurre la notificación, el personal de conserjería esperará 24 horas o el mayor tiempo posible antes de desinfectar y en su lugar bloqueará el área para que otros no tengan contacto. Sin embargo, si eso no es posible o si la escuela está en sesión, la limpieza se realizará de inmediato.

School Districts must develop protocols for asthma-related acute respiratory treatment care using up to date standard of care: ¹⁸

- Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures requiring a N-95 mask fitted to the healthcare worker;
- Consult with students' healthcare providers for alternate asthma medication delivery systems; and
- Consult with school maintenance and facilities department for environmental controls.

¹⁸ DOH, pg 21 - Responsible Parties must develop protocols for asthma-related acute respiratory treatment care using up to date standard of care:

2.05 Contact Tracing

Contact Tracing Assessing and informing those with potential exposure is a fundamental control strategy for minimizing spread within a group or camp population. CDC defines close contact as interactions within 6 feet for more than 15 minutes.

In an effort to determine the potential or confirmed case's contacts with other students or staff members over the previous two or more days, the district will assist the local Department of Health including notification of potential contacts, such as students, staff or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

- School health staff will utilize general principles of contact tracing to begin closely monitoring other potentially exposed individuals.
- Health staff will receive awareness contact tracing training

School Districts will identify clearly defined measures that will serve as warning signs that the level of COVID-19 transmission may be increasing in the school setting beyond an acceptable level, as defined by state and local health departments.¹⁹

- Responsible Parties must include a process in their plan if/when COVID-19 cases are discovered at school, including closing areas or classes where individuals were infected or more broadly the entire school in consultation with the local health department.
- Responsible Parties may choose to modify operations prior to instituting school-wide closures to help mitigate a rise in cases.

¹⁹ DOH, pg 21 - School Districts will identify clearly defined measures that will serve as warning signs that the level of COVID-19 transmission may be increasing in the school setting beyond an acceptable level, as defined by state and local health departments.

2.06 Returning to School



- Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.

The following procedure will be followed for allowing persons to return to school following illness or diagnosis of a confirmed case of COVID-19 or following quarantine:²⁰

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC and their return is coordinated with the local health department. Currently, those guidelines are:

1. **Untested:** Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following three conditions are met:
 - a. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
 - b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 - c. At least ten (10) calendar days have passed since your symptoms first appeared.
2. **Tested:** Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following three conditions are met:
 - a. They no longer have a fever (without the use of medicine that reduces fevers); and
 - b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 - c. They have received two negative tests in a row, at least 24 hours apart.
3. **Tested with no symptoms:** Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten (10) calendar days without symptoms and have been released by a healthcare provider.

Students may also return if they are approved to do so in writing by the student's health care provider.

²⁰ SED, pg 19 District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of a 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.

2.07 Healthy Hygiene Practices



- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The following healthy hygiene practices will be in place at all district buildings:²¹

- Handwashing is considered the best defense against the spread of viruses. Steps should be taken to encourage and allow handwashing whenever possible. See handwashing policy #5410.
- The district is considering the installation of additional sinks in hallways where code will permit it.
- Portable Sink units are a possible option if permanent sinks are not available. The use of these sinks in hallways are also governed by NYSED codes.
- Alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Signage will be installed near hand sanitizer stations indicating that “visibly soiled hands should be washed with soap and water” as hand sanitizer is not effective on visibly soiled hands.
- Employees, students, and visitors will be required to perform hand hygiene as follows:
 - Arrival at the building
 - Departure from the building (visitors will be encouraged)
 - Before and after eating or handling food
 - Before and after administering medication
 - After using the toilet or helping a child use the bathroom
 - After coming in contact with bodily fluid
 - After playing outdoors or in sand
 - After handling garbage
- Posters describing handwashing steps will be installed near sinks
- Additional receptacles will be placed around the facility for the disposal of soiled items including PPE
- Additional practices are listed in each applicable section in the [Operations](#) section of this plan

²¹ SED, pg 18 District/school plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

- The district will remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds²².

2.08 Face Coverings



- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The following procedures regarding face coverings will be in place at all district buildings:

- All individuals are required to wear face coverings at all times. Face mask breaks will be provided.
- Any individual who cannot wear a face coverings needs approval from the Superintendent.
- Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings²³.
- Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (eg, homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.²⁴
- Cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines²⁵.
- The district will provide employees and students cloth face masks at no cost if needed.²⁶
- The district will obtain and maintain adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.²⁷

²² DOH-Responsible Parties should remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.

²³ DOH-Any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.

²⁴ DOH-Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (eg, homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.

²⁵ DOH-However, cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines.

²⁶ DOH-Responsible Parties must allow students, faculty, and staff to use their own acceptable face coverings, but cannot require faculty and staff to supply their own face coverings. Further, this guidance shall not prevent employees from wearing their personally owned protective coverings (eg, surgical masks, N-95 respirators, face shields), as long as they adhere to the minimum standards of protection for the specific activity.

²⁷ SED, pg 18 District/school has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.

- Face masks will be required by age-appropriate students at arrival and dismissal, during hallway transitions and other building movements, on school buses, and where distancing is not possible.²⁸
- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- Face shields and smocks will be utilized by staff when required to be in close contact with students and when there is a high risk of transmission of bodily fluids
- Each school in the district will instruct staff to provide mask breaks as needed.²⁹
- The district will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will be extended to contractors and vendors, if the district will be supplying the contractors and vendors with PPE.³⁰ See the [Training Section](#).

²⁸ DOH-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; and for this reason, individuals – including students – must wear face coverings in common areas, such as entrances/exits, lobbies, and when traveling around the school.

²⁹ SED, pg 18 District/school plan has written protocol regarding students taking mask breaks.

³⁰ DOH-Responsible Parties must train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training should be extended to contractors and vendors, if the Responsible Parties will be supplying the contractors and vendors with PPE.

2.09 Stop the Spread of COVID-19 Signage



- Install signage on how to Stop the Spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

The district will install CDC-provided signage at multiple locations around each school building to:

- Instruct building occupants on the proper way to wash hands
- How to use an acceptable face covering when unable to maintain social distancing
- How to put on, take off and properly wear, discard and store PPE
- How to engage in good daily hygiene measure
- To stay home if they feel sick.
- How to report symptoms of exposure to COVID-19

Task Force Actions

Team Leader:

Assigned:

Due Date:

2.10 Social Distancing



- Promote social distancing throughout school operations.

All building occupants will be required to maintain social distancing of at least 6' from one another. In those instances where social distancing is not possible, face masks will be worn. Additionally, Personal Protective Equipment may also be necessary.³¹³²

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In order to determine how many students can fit in instructional spaces, the district will utilize the following method³⁴:

1. Measure and record the room dimensions (width x depth)
2. Subtract any square footage taken up by furnishings
3. Divide the available space by **44 square feet per person** to allow for students to have 3 feet of personal space and 6-foot perimeter of socially distanced space
4. Reserve one of the available spaces for a teacher and another for an instructional aide if necessary

In order to accommodate social distancing in each school building, the district will take the following General actions, which are detailed throughout the [Operations](#) section of this plan:

- Some large common areas such as auditoriums and gymnasiums may be repurposed as instructional spaces to accommodate a larger number of students in the same class
- Furnishings may be removed from rooms to maximize capacity
- Outdoor or off-site spaces may be utilized as appropriate new line-specific isolation rooms will be designated in each school building for health screenings (see [Health and Safety Section](#))
- The district will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (eg, singing), playing

³¹ SED- Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: Ability to maintain appropriate social distance, PPE and cloth face mask availability

³² SED, pg 18 District/school plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

³³ DOH- Responsible Parties must ensure that appropriate social distancing is maintained between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless safety or the core activity (eg, instruction, moving equipment, using an elevator, traveling in common areas) requires a shorter distance or individuals are of the same household.

³⁴ Council on School Facilities and Cooperative Strategies

- a wind instrument, or aerobic activity resulting in heavy breathing (eg, participating in gym classes)³⁵.
- The district will consider floor markings to indicate hallway directions and limit contact of students when moving from one room to another.
 - Stagger arrival and/or dismissal times to allow increased social distancing on buses as well as in classrooms. Consider dividing up student entry points rather than funneling all students through the same entry space, to limit the amount of close contact between students in high-traffic situations and times.
 - 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.
 - The district will limit gathering in small spaces (eg, elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy will not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.³⁶
 - Whenever possible the furniture set-up in a room will be relocated to achieve the proper social distancing.
 - In offices, transaction spaces and meeting rooms where social distancing is not an option, the district will consider the installation of polycarbonate plastic shields.

Medical Needs - Key Considerations

The Medical Needs Subcommittee developed recommendations based upon guidance released from the Centers for Disease Control and Prevention (CDC), the Department of Health (DOH), the American Academy of Pediatrics (AAP), and many other peer reviewed research reports regarding health and safety related to COVID-19. The recommendations made addresses needs for a Full In-Person or Blended reopen and focuses on the following guiding principles:

1. Creation of healthy policies
2. Facilitation of healthy buildings
3. Implementation for healthy classrooms
4. Development of healthy schedules
5. Management of healthy activities

It is noted that while the following medical needs are limited during a virtual reopen, the Medical Needs Subcommittee strongly believes that proper protocols and policies be developed to support the emotional needs of our community. See SEL/Wellness subcommittee plan

³⁵ DOH-Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (eg, singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (eg, participating in gym classes).

³⁶ DOH-Responsible Parties should limit gathering in small spaces (eg, elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy should not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.

Full In-Person Learning and Blended/Hybrid Learning:

1. Creation of Healthy Policies:

- Provide training to teachers, staff, students, and parents/guardians prior to school opening (including how to triage visits to the nurse, when to keep students home sick and return to school).
- Develop and enforce protocols by putting accountability measures in place for all stakeholders.
- Ensure staff have access to PPE and provide training for staff and students on wearing, putting on, removing PPE and disposing of PPE.
- Develop and provide training for faculty/staff on how to address close contact interactions with students as part of everyday job tasks.
- Form a COVID-19 response team and plan in preparation for suspected or confirmed cases (pending NYS guidance).
- Prioritize staying home when sick for all stakeholders.
- Establish plans for when there is a case-triaging and isolation of the nurse office.
- De-densify school buildings.
- Develop and enforce protocols/guidelines for illness.
- Determine need for temperature screening and daily health checks.

2. Facilitation of Healthy Buildings:

- Increase outdoor air ventilation.
- Filter indoor air.
- Supplement with portable air cleaners.
- Verify ventilation and filtration performance.
- Consider advanced air quality techniques.
- Use plexiglass (or like material eg polycarbonate sheeting) as a physical barrier.
- Install no-contact infrastructure (hands-free sinks, soap, hand towels).
- Focus on bathroom hygiene.
- Keep surfaces clean.
- Explore options for common use areas, including outdoor classrooms.
- Clearly separate entry and exit.

3. Implementation for Healthy Classrooms:

- Develop policy for wearing masks (dependent on guidance).
- Implement protocols for hand washing and sanitizing.
- Maximize physical distancing to protect individuals.
- Determine whether to disinfect objects between users or eliminate sharing.
- Maximize group distancing to slow transmission chains.
- Minimize movement to slow transmission chains.

4. Development of Healthy Schedules:

- Manage transition times and locations for social distancing.
- Modify attendance where necessary.
- Make lunchtime safer (ie: eat in the classroom, stagger lunchtimes).
- Rethink transportation.

5. Management of Healthy Activities:

- Provide physical activity.
- Modify physical education.
- Reimagine music and theater classes.
- Continue sports with enhanced controls (pending state regs.).
- Add structure to free time.

3.0 Operations

3.01 Transportation



- Create social distance between children on school buses where possible
- Clean and disinfect frequently touched surfaces within the school and on school buses at least daily

In order to maintain social distancing, district buses will need to operate at reduced capacity and students and the driver will need to utilize Personal Protective Equipment. The following are other safety actions that will be taken:

- Students should social distance (six feet separation) on the bus whenever possible.³⁷
- Students, school bus drivers, monitors, attendants and mechanics will be required to wear face masks/coverings prior to boarding the bus unless they have been provided a medical exemption^{38 39}
- Students will be encouraged to find alternative modes of transportation if possible (eg, walking or parent drop off) to reduce bus occupancy
- Weather permitting, drivers will increase bus ventilation by opening the top hatches of buses or opening windows
- Additional bus monitors will be utilized to enforce social distancing on buses as deemed appropriate by district administration
- School buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses⁴⁰
- Boarding children will occupy seats from back to front, where feasible
- Students will sit one student per seat, alternating left and right positions
- Wheelchair school buses will be configured to ensure social distancing of 6 feet.⁴¹
- Siblings may sit together to increase capacity on the bus
- Seats will be marked with tape to show students where they may sit

³⁷ SED, pg 62 Students must social distance (six feet separation) on the bus;

³⁸ SED, pg 60 Students who are able will be required to wear masks and social distance on the bus;

³⁹ SED, pg 61 School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;

⁴⁰ SED, pg 60 School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses;

⁴¹ SED, pg 60 Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

- Field trips and other extracurricular activities requiring bus use will be suspended
- Bus drivers will be required to conduct pre and post-trip inspections to include the cleaning of high use areas of the bus, (eg, steering wheel, handles, seatbacks, etc.)⁴²
- Drivers will be required to complete a checklist after each cleaning, which should be forwarded to the district's Director of Transportation
- Drivers will maintain a passenger log for each run to assist with contact tracing when needed
- Whenever possible, a single driver will be assigned to the same bus and same routes to minimize mixing
- The district will communicate with parents and students regarding the need to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.
- The district will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools.⁴³
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be provided initial training and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;⁴⁴
- Transportation departments will be provided 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.⁴⁵
- Drivers, monitors and attendants who must have direct physical contact with a child will wear gloves.⁴⁶
- Students who do not have a mask will not be denied transportation and will be provided a mask.⁴⁷
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.⁴⁸

⁴² SED, pg. 60 All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/ disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);

⁴³ SED, pg. 59-60 School districts and other applicable schools are 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 non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly.

⁴⁴ SED, pg 61 Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;

⁴⁵ SED, pg 61 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.

⁴⁶ SED, pg 61 Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

⁴⁷ SED, pg 61 Students who do not have a mask can NOT be denied transportation;

⁴⁸ SED, pg 61 Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

3.02 Arrival and Dismissal



- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible

To reduce close contact of persons entering and exiting the building, the district will:

- Stagger arrival times of both buses and parent transportation to reduce density
- Establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.^{49 50}
- Utilize multiple supervised points of entry into each school building to reduce bottlenecks, close contact and hallway travel to classrooms
- Require face masks to be worn by students, staff, and parents during the arrival and dismissal process.
- Implement a detailed traffic management plan to include:
 - Separate parent drop off/pick up locations
 - Consideration for multiple, supervised building points of entry. Schools should be prepared for an increased number of parents transporting their own children to and from school due to health concerns. The school should conduct several surveys leading up to the school reopening to gauge parents' transportation plans.
- Install hand sanitizer dispensers at all entrances to the facility and require students, employees, and visitors to clean their hands upon entry. Frequent handwashing is more effective than the use of hand sanitizers
 - Children under age nine should only use hand sanitizer when supervised by an adult. Call Poison Control if consumed: 1-800-222-1222.

3.03 Visitor Management



- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible

⁴⁹ DOH-Responsible Parties should establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.

⁵⁰ DOH-Responsible Parties should consider staggered arrival and pick-up times to facilitate proper social distancing, and assign lockers or other student storage areas by cohort or eliminate their use. However, students should not carry an unreasonable number of books or materials throughout the day.

A modified visitor management process will be utilized at all school buildings as follows:

- Only essential visitors, including parents, will be permitted into the school buildings
- Essential visits consist of:
 - Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually via Google Meet or Zoom including parent/teacher conferences, which should be limited to virtual meetings
 - Picking up of sick persons
 - Other visits deemed essential by the school administration
- All visitors will undergo screening and monitoring and be advised that they will be required to wear face masks prior to being permitted entry into the building as well as undergo hand cleaning steps
- All persons entering the building will be required to wear face masks prior to being permitted entry into the building. Disposable masks will be provided to visitors for exigent circumstances (see [Screening and Monitoring](#))
- Visitors will be required to clean their hands with sanitizer prior to the check-in process
- Touchless sanitizer dispensers will be installed at building entrances, check-in locations and any delivery locations such as loading docks
- “Stand Here” signage and floor markers will be installed to designate places where visitors should wait to be checked in
- Appropriate shields or other barriers will be installed at check-in locations where it is necessary to physically separate building service staff from visitors during the check-in process
- Visitors will be required to answer mandatory screening questions, and access will be declined when indicated. This will also assist [contact tracing](#) when needed (see [Screening and Monitoring](#))
 - Mandatory screening questions will be added to the visitor management system sign-in process
- Visitors will display their license to school personnel who will verify the name with the appointment log and ask the visitor to affix the disposable visitor badge to their outermost garment
 - Badges will be printed prior to the visitors' arrival
 - Lanyards will not be used
 - Stickers should be discarded by visitor upon exiting
- Only disposable sticker badges will be used and lanyards will not be used
- Visitors will be required to clean their hands with hand sanitizer upon completion of the check in process
- Contractors shall be required to wear PPE when moving through the building and where 6' distancing is not possible

- Drop off procedures will be modified as follows:
 - Most drop-offs will be prohibited unless prior approval is obtained from building administrator
 - Drop off bins will be eliminated
 - Medication drop-offs should be coordinated with the school health office
 - Forgotten lunch drop-offs will be prohibited with the exception of students who may have a food allergy and cannot safely be provided a school lunch
- A designated drop off area will be established for all deliveries (eg, FedEx, UPS) to prevent delivery persons from entering the building

3.04 Room Letter Designation

Room letter designations will be used to stagger building movement for several functions including:

- Dismissal
- Class changes
- Lunch
- Recess
- Other functions as deemed necessary

The following procedure will be followed:

- Classrooms will be designated using letters (eg, A, B, C...)
- Prominent signage will be installed in each classroom with the letter designation
- Classroom designations will be utilized for:
 - Staggered Class transitions (hallway movement)
 - Staggered Grab and Go lunch pickups from the cafeteria
 - Staggered dismissal
 - Staggered outdoor activities as appropriate

Specific use of room letter designations is described in the various functional sections below.

3.05 Classrooms



- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.
- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- Restrict mixing between groups.
- Space seating/desks to at least six feet apart.
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (art supplies, equipment, etc. assigned to a single student) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between us.

The district will take the following safety actions (see also [Instruction](#)):

All Students

- Desks will be spaced to allow for 6' distancing of students (see [Social Distancing](#))
- Students will not share supplies
- Handwashing will be required at regular intervals. See [Healthy Hygiene Practices](#)
- Use of shared equipment will be limited and when necessary, cleaned between each use
- Electronic equipment wipes specifically for keyboards and other technology will be provided in each classroom. The use of aerosol cleaning sprays or wipes that contain bleach should not be utilized. Manufacturer's instructions should be followed for all cleaning and disinfection of products.
- Specialist teachers will rotate through individual classrooms using a modified curriculum based on a lack of resources (eg, sporting equipment, art supplies, etc.)
- Physical education will utilize a curriculum that allows for social distancing and students will be encouraged to spread out
- Teachers will utilize outdoor spaces for instruction whenever possible, however, this will likely be limited in scope
- Boxed/bag lunches will be available and delivered to each classroom daily (see also [Food Service](#))

- The school district will assign lockers or other student storage areas by cohort or eliminate their use. However, students should not carry an unreasonable number of books or materials throughout the day.⁵¹

Grade K-6 Students

- Classes will remain in their assigned rooms for the majority of the school day
- Class groups will not be allowed to mix with other class groups
- Toys will not be shared between groups of children unless they have been washed and disinfected
- Set aside toys that need to be disinfected; washing with soapy water is the ideal method of cleaning. Toys that cannot be cleaned or disinfected should not be used. Rotate toys/ games throughout the day for disinfecting.
- Children will be restricted from bringing toys from home
- Children's books and other paper-based materials are not considered high risk for transmission and do not need additional cleaning or disinfection
- Each school will consider virtual formats for guest speakers and reading programs

Grade 7-12 Students

- Schools may utilize larger spaces (eg, theater, band, MPR) for instruction to allow for larger class sizes while still providing adequate distancing. The use of a theater with a large screen and adequate audio may also be considered. This will require the use of staff for supervision and facilitation of Q & A.

General

- The district is considering alternate sites for teaching. Alternate sites include but are not limited to:
 - Alternate school building sites.
 - Outdoor classroom spaces under tents utilizing blacktop and field space.⁵²

⁵¹ DOH-Responsible Parties should consider staggered arrival and pick-up times to facilitate proper social distancing, and assign lockers or other student storage areas by cohort or eliminate their use. However, students should not carry an unreasonable number of books or materials throughout the day.

⁵² DOH-Responsible Parties are strongly encouraged to (1) modify or reconfigure spaces and areas, and/or (2) restrict the use of classrooms and other places where students, faculty, and staff gather (eg, lockers, cubbies, entryways, hallways), so that individuals can be socially distanced (eg, side-to-side and when facing one another), and are not sharing workstations, desks, tables, or other shared surfaces without cleaning and disinfection between use. 11 o If Responsible Parties are using a cohort model, cleaning and disinfection may be performed in between each group's use instead of individual's use.

3.06 Hallways and Stairways

Strategic movement and a reduction density in hallways and stairways (to the degree possible) will allow for appropriate distancing. The district will take the following safety actions

- Face masks will be worn when students and staff are moving throughout the building
- Announcements will be made to release classes in a staggered manner based on [Room Letter Designations](#) (eg, all A and B classrooms, followed by C and D classrooms, etc. to reduce density in hallways during class changes. The additional time needed to stagger transitions should be factored into the school day.
- Floor and wall signage will be utilized to prompt distancing where appropriate including outside classrooms where students will be required to stage during class transitions
- Hallway movement will be evaluated in each building, and a modified traffic pattern will be utilized to:
 - Create one-way corridors where appropriate
 - Create one-way stairways where appropriate
 - Use of center hallway prompts (eg, cones, floor tape, or [retractable belt stanchions](#) to promote distancing of 2-way traffic⁵³
- Common Areas
 - The School District will take additional measures to prevent congregation in elevator waiting areas by perhaps enabling the use of stairs.⁵⁴
 - Consider locker usage at secondary schools and how it impacts social distancing and the potential new flow patterns in the hallways.

⁵³ DOH-Where feasible, Responsible Parties should put in place measures to reduce bi-directional foot traffic using tape or signs with arrows in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (eg, outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

⁵⁴ Common Areas • Responsible Parties should take additional measures to prevent congregation in elevator waiting areas and limit density in elevators, by, for instance, enabling the use of stairs. • Responsible Parties may choose to encourage social distancing by reducing access to, or closing, non-essential amenities and communal areas that do not allow for adequate social distancing protocols to be followed. If open, Responsible Parties should make hand sanitizer or disinfecting wipes available near such amenities or areas (eg, vending machines, communal coffee stations). o However, Responsible Parties should not provide cleaning and disinfecting supplies to students, particularly younger students, nor should students be present when disinfectants are in use. • Responsible Parties should put in place practices for adequate social distancing in small areas, such as restrooms and breakrooms, and should develop signage and systems (eg, flagging when occupied) to restrict occupancy when social distancing cannot be maintained in such areas. • To the extent practical, Responsible Parties may consider staggering schedules for faculty and staff to reduce density and promote social distancing in enclosed areas (eg, coffee breaks, meals, and shift starts/stops).

3.07 Restrooms



- Implement and maintain a [Stop the Spread](#) campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.
-

The district will take the following safety actions to conform with the above CDC guideline:

- The number of people permitted in bathrooms at one time will be restricted utilizing the use of signage indicating when a restroom is “in use”
- Each school may consider the use of scheduled restroom usage to maintain separate classrooms or student groups
- Some toilets/sinks may be taped off to promote distancing during bathroom use
- Signage indicating that toilet lids (if present) should be closed before flushing will be installed
- Signs asking employees to wash hands before and after using the restroom will be installed
- Devices will be installed on multi-stall restrooms doors as well as entry-exit doors that will allow them to be opened and closed without touching handles when possible
- No-touch trash cans will be placed by restroom doors
- Paper towels will be made available and any hand air dryers disconnected or taped-off
- The number of students in a restroom at any given time will be limited
- Frequent cleaning of restrooms will be required

3.08 Cafeteria



- Close communal use spaces such as dining halls and playgrounds if possible; otherwise, stagger use and disinfect in between use.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.

Cafeterias will generally be closed in all buildings and food services available as a grab and go only. The district will take the following safety actions:

- Grab and Go lunches will either be delivered to classrooms or each classroom will be called to the cafeteria in a staggered manner based on [Room Letter Designation](#)
- Should cafeterias be deemed safe to open with restrictions, the following safety actions will be implemented:
 - Distancing
 - Cafeterias will have reduced capacity based to allow for distancing and limiting the number of people who can sit together.
 - Seating capacity will be reduced to ensure distancing between tables
 - Chairs that compromise social distancing or maximum density for space will be removed
 - Physical distancing will be required while on service lines, and floor signage and floor prompts installed
 - Consideration will be given to implementing physical barriers in between seating
 - Eliminate touching keypads.
 - Congregating in kitchen areas will be prohibited
 - Limit Sharing
 - Self-serve food items will be removed
 - Hot and cold food bars with open food items and communal serving stations will be eliminated
 - Dinnerware/drinkware will be removed from communal spaces and only issue as needed
 - Communal condiments will be replaced with single serving, individually wrapped items⁵⁵

⁵⁵ DOH-Responsible Parties must ensure social distancing between individuals while eating in school cafeteria. If not feasible, meals may be served in alternate areas (eg, classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students. o Responsible Parties must prohibit sharing of food and beverages (eg, buffet style meals, snacks), unless individuals are members of the same household. Adequate space should be reserved for students, faculty, and staff to observe social distancing while eating meals.

Cleaning and Disinfection

- At a minimum, kitchen areas should be cleaned and disinfected on a daily basis.
- Kitchen equipment should also be cleaned on a routine basis:
 - Coffee machines, refrigerator handles, and the ice machine handles should be disinfected at least three times per day.
 - The outside of dishwashers should be cleaned at the beginning and end of each shift.
 - All silverware and dinnerware should be cleaned in the dishwasher. This helps ensure thorough cleaning and disinfection.
 - Silverware should be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece.
 - Ice machines that require a handheld scoop should not be used, as it is difficult to control potential contamination in this case.
 - Water/beverage faucets that require workers to operate them with their hands should also be disinfected three times per day.
 - If silverware and dishes cannot be kept clean and covered, disposable options are recommended.
 - See also [Cleaning and Disinfecting](#)

3.09 Faculty Break Rooms

Generally, the use of faculty rooms will be restricted with the exception of microwave and refrigerator use.

- Employees will be required to wash their hands before and after touching break room appliances.
- Break rooms will not be utilized for eating
- Only disposable hand towels will be utilized

3.10 Office Spaces



- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible
- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The district will take the following safety actions to conform with the above CDC guideline:

- Discourage workers from using other workers' phones, desks, offices, or other work tools and equipment, when possible.
- Install hand sanitizer dispensers and make disinfecting wipes available near shared equipment
- Install no-touch trash cans
- Move parent-teacher conferences, 504, and individualized education program (IEP) meetings to phone conferences or a virtual format.
- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, meetings will be held in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

- Conference rooms that are used should be disinfected on a daily basis at a minimum⁵⁶.
 - Disinfectant wipes or spray should be left in each conference room, and employees should be encouraged to wipe down all surfaces and equipment (eg, mouse, keyboard, phone) touched during conference room meetings.

3.11 Food Service



- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- Use disposable food service items (eg, utensils, dishes). Si los artículos desechables no son factibles o deseables, asegúrese de que todos los artículos de servicio de alimentos no desechables se manipulen con guantes y se laven con jabón para platos y agua caliente o en un lavavajillas. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- Require gloves for all back of house (BOH) staff and ensure the gloves are changed per current industry standards.
- ⁵⁷ Although not necessary, if hand-washing protocols are rigorously followed, consider providing gloves to servers.
 - If they are worn, they must be changed regularly and are not a substitution for handwashing.
- Require face coverings for BOH staff – type depends on local requirements and availability.
- Provide or encourage all other employees to wear face coverings and gloves, and to use hand sanitizer. (NOTE: Homemade face coverings primarily protect others, not yourself).
- transportation methods (eg, carts) for meals and snacks of food served in classrooms
- Consider the safety concerns related to collecting money and using POS pin pads to keep track of meals that are served to students

⁵⁶

https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings_GuidanceDocument.pdf

⁵⁷

https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings_GuidanceDocument.pdf

- Alternative points of service may need to be set up in different areas on campus to allow students to pick up meals and eat in designated areas

-
- District provides all students enrolled in the SFA with access to school meals each school day. Includes:⁵⁸
 - students in attendance at school; and
 - students learning remotely.
 - In a hybrid model a list will be created of students that will need lunch on remote learning days.
 - In a hybrid or in person model there may be families that elect to pursue the virtual learning option. They must be included for food delivery as well.
 - In a virtual model, food will be provided to families in need.
 - Include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
 - Include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
 - Hand hygiene signage will be hung throughout the building and specifically in areas where food is consumed.
 - Time will be allotted for hand hygiene before and after eating.
 - Include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
 - Time will be allotted for cleaning.
 - Ensure compliance with Child Nutrition Program requirements.
 - Include protocols that describe communication with families through multiple means in the languages spoken by families.
 - The district contracts with an outside agency to assist with communication in addition to utilizing technology and Propio services.
 - Develop specific procedures that comply with the CDC guidelines above and collaborate with food service experts.
 - Asegurar that students will have social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.
 - Spaces will be modified and/or added as necessary to meet social distancing guidelines at the secondary level.
 - See also [Operations: Classrooms](#)

⁵⁸ SED, pg 55 <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

3.12 Cleaning and Disinfecting



- See CDC [Cleaning and Disinfecting Your Facility](#)

The district will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health (DOH) in addition to the following:⁵⁹

- Consideration of leaving doors open to interior spaces to reduce the number of people contacting the surfaces. This will have to be weighed against the impact this has on possible spread of contamination. How it impacts the operation of HVAC systems.
- Classroom and office spaces will be provided with appropriate cleaning /disinfection supplies for self-cleaning of shared and frequently touched surfaces
- The custodial staff of each building will perform frequent cleaning of high touch surfaces throughout the school day, including:
 - door handles
 - rails
 - counters
 - tabletops
 - bathroom fixtures
 - trash cans
 - phones
 - cash register counters
 - credit card machines
- Daily cleaning log checklists will be completed for each area of the building
- Registered disinfectants identified by the [Environmental Protection Agency \(EPA\) as effective against COVID 19](#) will be utilized.
- Logs will contain the following at a minimum:
 - Date of cleaning
 - Time of cleaning
 - Scope of cleaning (checkboxes)
- The head custodian of each building will be responsible for maintaining all completed cleaning logs, which will be forwarded to the Director of Facilities on a weekly basis
- Staff will be required to use applicable personal protective equipment to perform cleaning and disinfecting

⁵⁹ SED, pg 19 District/school plan has written protocol to clean and disinfect schools following CDC guidance.

- If buildings are closed for seven days or more, normal routine cleaning will be performed. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time.
- Cleaning and Disinfecting training will be provided to all employees (see [Training](#) section) including:
 - Hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard
 - Cleaning and disinfection protocol for suspected and positive cases
 - Personal Protective Equipment (PPE)
 - When to use PPE
 - What PPE is necessary
 - How to properly don (put on), use, and doff (take off) PPE
 - How to properly dispose of PPE

The terms *cleaning*, *sanitizing*, and *disinfecting* are sometimes used interchangeably, which can lead to confusion and result in cleaning procedures that are not effective⁶⁰.

For example, if there is visible soil on a surface, *clean* it with detergent and water before spraying the surface with a sanitizer or disinfectant. Using a sanitizer or disinfectant as this "first step" is not effective because the purpose of the solution is to either *sanitize* or *disinfect*. Each term has a specific purpose, and there are many methods that may be used to achieve such purpose.

Task	Purpose
Clean	To remove dirt and debris by scrubbing and washing with a detergent solution and rinsing with water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.
Sanitize	To reduce germs on inanimate surfaces to levels considered safe by public health codes or regulations.
Disinfect	To destroy or inactivate most germs on any inanimate object, but not bacterial spores.

⁶⁰ US Centers for Disease Control and Prevention. 2014. How to clean and disinfect schools to help slow the spread of flu. <http://www.cdc.gov/flu/school/cleaning.htm> Microbiology Procedure. Sporulation in bacteria <http://www.microbiologyprocedure.com/microorganisms/sporulation-in-bacteria.htm>.

Note: The term “germs” refers to bacteria, viruses, fungi, and molds that may cause infectious disease. Bacterial spores are dormant bacteria that have formed a protective shell, enabling them to survive extreme conditions for years. The spores reactivate after entry into a host (such as a person), where conditions are favorable for them to live and reproduce.⁶¹

Only the US Environmental Protection Agency (EPA)-registered products that have an EPA registration number on the label can make public health claims that can be relied on for reducing or destroying germs. The EPA registration label will also describe the product as a *cleaner*, *sanitizer*, or *disinfectant*. In addition, some manufacturers of *cleaning* products have developed “green cleaning products”. As new environmentally-friendly cleaning products appear in the market, check to see if they are 3rd party certified by Green Seal: <http://www.greenseal.org>, UL/EcoLogic: <http://www.ecologo.org>, and/or EPA's Safer Choice: <http://www.epa.gov/saferchoice>. Use fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution (6). If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA-registered (7). All products must be used according to the manufacturer's instructions. The following resource may be useful: [Green Cleaning, Sanitizing, and Disinfecting: A Toolkit for Early Care and Education](#).

Employers should provide staff with hazard information, including access to and review of the Safety Data Sheets (SDS) as required by the Occupational Safety and Health Administration (OSHA), about the presence of toxic substances such as cleaning, sanitizing and disinfecting supplies in use in the facility. The SDS explains the risk of exposure to products so that appropriate precautions may be taken.

⁶¹ Children's Environmental Health Network Fragrances. Retrieved from:
<http://www.cehn.org/our-work/eco-healthy-child-care/ehcc-faqs/fragrances/>.

3.13 Building Systems and Maintenance



- Before resuming business operations, check the building to see if it's ready for occupancy
- Review the filtration media for each unit. Coordinate with the district engineers on filter specifications and install the best protection for the students.
- Consider using portable high-efficiency particulate air (HEPA) fan/filtration systems to help [enhance air cleaning](#) (especially in higher risk areas).
- Ensure exhaust fans in restroom facilities are functional and operating at full capacity when the building is occupied. For the systems currently on the BMS system: Start and Stop times for fans will be adjusted to ensure adequate air flow prior to the start of school and at the end of the day.
- Consider using [ultraviolet germicidal irradiation \(UVGI\)](#) as a supplement to help inactivate the virus.
- Take steps to improve ventilation in the building⁶²

The district has taken a series of steps to ensure the operations of mechanical systems, water systems, elevators, and HVAC systems.

Heating and Cooling

- The percentage of outdoor air will be increased where possible (eg, using economizer modes of HVAC operations) potentially as high as 100% (first verify compatibility with HVAC system capabilities for both temperature and humidity control as well as compatibility with outdoor/indoor air quality considerations).
- Total airflow supply to occupied spaces will be increased, where possible.
- Demand-control ventilation (DCV) controls that reduce air supply based on temperature or occupancy will be disabled.
- Natural ventilation will be increased by opening windows if possible and safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow
- Building ventilation systems will be run during unoccupied times to maximize dilution ventilation.

⁶² DOH-Responsible Parties should increase ventilation with outdoor air to the greatest extent possible (eg, opening windows and doors) while maintaining health and safety protocols.

- The district maintains adequate, code required ventilation (natural or mechanical) as designed.⁶³
- For systems not on the BMS System we have a couple of options (Pneumatic Controls)
 - Verify existing pneumatic Control systems are operating as designed
 - For systems not operating as designed - Option #1: Refurbish Pneumatic Controls. Option #2 Convert the system to DDC control and add it to the BMS system.
- For rooms without ventilation: Spaces will have to be identified. Our engineering firm would have to assess what system would have to be installed. We would then have to fund the project, submit to NYSED for approval and award the work.

Fire Protection Systems

- The fire protection system will be tested to ensure all devices are working.
- Fire inspection records will be verified they are up to date

Plumbing

The district will follow steps recommended in the CDC's "[Guidance for Building Water Systems](#)" including:

- Inspect flushing of hot water at plumbing fixtures.
- Raise hot water temperature to at least 120 degrees if possible.
- Flush hot water at all sinks (run for 5-15 minutes)
- Check water for pH and disinfectant levels.

⁶³ SED, pg. 53 Maintain adequate, code required ventilation (natural or mechanical) as designed.

3.14 Emergency Drills

NYSED Safety Drill Requirements ⁶⁴

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using protocols that are different than they are used to.

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

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

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and
- If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person. Modifications to Lockdown Drills may include, but are not limited to⁶⁵:
 - Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
 - Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and

⁶⁴ [SED, pg 45-46](#)

⁶⁵ SED, pg 19 District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.

- Conduct lockdown drills in the classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

Operations - Key Considerations

The Physical Plant/Operations Committee has identified several factors to guide the work of a physical and/or blended reopen of the North Shore Schools. Among those factors are the following:

- Maintaining continuity of instruction.
- Keeping students and staff safe and healthy.
- Ensuring access and equity for all students.
- Communicating with stakeholders, such as staff, families, bargaining units and partners.
- Staying ahead of the supply chain, by partnering with many suppliers to obtain PPE, goods and services needed to operate.

The plans for a physical and/or blended reopen take into consideration the following elements of the Physical Plant and Operations of our schools:

- Policies & Procedures
- Review of BOE policies
- Human Resources
- Options for staffing needs
- Operations
- Transportation
- Arrival & Dismissal Procedures
- Visitor Management
- Large Spaces
- Restrooms
- Cafeterias
- Office Spaces
- Food Services
- Physical Plant
- Cleaning and Disinfecting
- Building Systems and Maintenance
- Fire Protection Systems
- Communication

4.0 Instruction

4.01 Learning Models

Teaching and Learning, SED: ⁶⁶

- Each school will have a continuity of learning plan for the 2020-2021 school year. This plan includes preparations for in-person, remote, and hybrid models of instruction.
- Instruction is aligned with the outcomes in the [New York State Learning Standards](#).
- Equity is at the heart of all school instructional decisions. All instruction is 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 are aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction is aligned to the academic program which includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (eg, in person, remote or hybrid).
- Schools have a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information is accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (eg, email, online platform, and/or by phone). -

In order to maintain high-quality continuity of learning for all students, the district will use one of the approaches based on the current pandemic phase as indicated by the Governor and/or State Education Department, including:

⁶⁶ SED, pg 89 <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

• The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

In-Person

• Half the students at a school will attend in-person classes on campus for two full days per week while the others take online classes from home. Then the students will alternate. One day a week, all students will participate in synchronous distance learning with their teacher.

Hybrid

• Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore, cannot meet in a traditional physical classroom setting.

Remote

North Shore CSD Specific Scheduling for In-Person, Hybrid and Remote Learning Models

Building/Grade Level	In-Person	Hybrid	Remote
Elementary Schools Grades K-5	Full day, in-person, schedule every day for all students in small consistent cohorts.	Full day schedule every day Students placed into A or B groups and groups alternate in-person and online days	Full day schedule every day with online learning following best practices in virtual pedagogy
Middle School Grades 6-8	Full day, in-person, schedule every day for all students in small cohorts	Full day schedule every day Students placed into A or B groups and groups alternate in-person and online days	Full day schedule every day with online learning following best practices in virtual pedagogy
High School Grades 9-12	Full day schedule every day. Students placed into A or B groups and groups alternate in-person and online days. One day per week will be dedicated to full online instruction for all students together	Full day schedule every day. Students placed into A or B groups and groups alternate in-person and online days. One day per week will be dedicated to full online instruction for all students together	Full day schedule every day with online learning following best practices in virtual pedagogy

Detailed Information for Each Learning Model

In-Person Learning Model

If face to face instruction is permitted, all students K-8 will attend school daily and will be grouped in small cohorts to allow for social distancing. Students at the high school level will be broken into two groups (A/B groups) based to ensure consistency with families. In order to adhere to state social distancing requirements, students will need to alternate in-person days. A group students and B group students will alternate in-person attendance and online attendance. Regardless, contact with teachers will be daily and both A and B groups will have synchronous online instruction together on one day of the week.

Teachers will utilize outdoor spaces for instruction whenever possible, however, this will likely be limited in scope.

Physical education will utilize a curriculum that allows for social distancing and students will be required to spread out.

Parents who wish for their students to receive remote learning only will receive online instruction provided by specially designated teachers.

Hybrid Learning Model

Students would be split into 2 cohorts, A and B. The factors that will be considered in developing the cohorts will include families with multiple children, students with special circumstances and mandated services.

Half the students at a school will attend in-person classes on campus while the other half will attend virtually in classes and engage in virtual classwork.

Each group will receive 3 full days of online instruction or 2 full days of in person instruction.

Students with disabilities, English-language learners, and students who don't have reliable access to online learning may be provided the option to be in schools every day

- Students who are identified as high-risk (see [Persons at High Risk](#)) may, upon approval of the school principal, be permitted to attend all classes virtually
- All students will be expected to:
 - Attend each class in its entirety and utilize their camera for the class duration or they may be marked absent by the teacher
 - Participate in all classroom discussions and be ready to answer teacher questions

Remote Learning Model

Students will follow an online schedule similar to their regular in person schedule with times for movement breaks, lunch and additional support from teachers.

Research and Recommendations for Each Learning Model

Research and experience with distance learning over the past five months has proven that small group work is essential for academic growth. Live online instruction will consist of whole group lessons, small group work and student interaction.

An EdWeek Research Center⁶⁷ survey asked teachers and district leaders to identify the tools they say are very effective at teaching three different subjects (math, English/language arts, and most recently, science) during the coronavirus closures. For all three subjects, respondents reported live, synchronous video conferencing platforms such as Zoom and Google Meet were very effective tools.

- 62% percent say this is a very effective way to teach science
- 63% say it's a very effective way to teach English/language arts
- 57% say it's a very effective way to teach math
- 58% say for experiments students can do with materials they have at home are a close second for science
- Shared documents, such as Google Docs or Word Online, is cited as the second most effective virtual teaching method for English/language arts
- Pre-recorded videos on specific concepts produced by the teacher are number two for math

Recognizing the need for an enhanced remote instructional program, the district will survey families to determine access to equipment such as laptops. Equipment will be provided accordingly.

⁶⁷

<https://www.edweek.org/ew/articles/2020/06/03/most-educators-want-schools-to-stay-closed.html?cmp=eml-enl-eu-news2&M=59588589&U=6UUJD=2363a154613653580a760f303fce5624&print=1>

Instruction - General Recommendations

The Curriculum Subcommittee developed their recommendations using the guiding principles developed in North Shore Schools' Strategic Plan, which focus on equity, social-emotional learning, and innovating teaching and learning. Three plans were constructed; *Plan A: Full Return to In-Person Learning*, *Plan B: Hybrid Model of In-Person and Virtual Learning* and *Plan C: Completely Virtual Learning*. The design of these three plans of schooling follow these guiding principles:

- Faculty, staff, students, and families understand the different models of schooling with clarity and can transition easily from one plan to the next.
- Faculty, staff, students, and families feel little or no guess-work in processes within and between plans.
- Students and Faculty feel safe in the learning environment.
- Protocols and procedures are clear and understood so that there is minimal interference in the learning process because of COVID-19 related precautions.

The three plans follow the same components for consideration, which comprises the many multifaceted aspects of education:

1. A culture of shared responsibility for a healthy, collaborative, and safe learning environment
2. Development of scheduling options
3. Delineating instructional best practices
4. Assessment considerations
5. Support with instructional technology
6. Curricular considerations
7. Grading, Attendance and Accountability Considerations
8. Coaching, Supervision and Evaluation

In addition, the plan includes important aspects required by the New York State Department of Education:

- The educational program will continue to be aligned to the New York State Standards. Students will experience a flexible curriculum that meets new content demands but also addresses specific and individual learning needs resulting from the closure.
- Instructional experiences will be constructivist, rooted in inquiry and real-world problem solving, and prioritize choice and student voice.
- Instructional experiences will include opportunities to dive deeply into areas of passion, capitalizing on the expertise of individuals from across the globe.
- Instruction will prioritize equity leveraging small group work, feedback and models such as UDL.
- Faculty and administration utilize innovations and revelations from spring 2020 to personalize learning and make learning increasingly engaging, tailored to the SVOs, transferrable to the real world.
- Professional development will be offered to parents, teachers and administrators in conjunction with in-person, hybrid and online plans and needed resources and skills to succeed in these plans.

- Faculty and Administrators will be given whole days (as conference days) at the beginning of the school year to plan with colleagues and to receive training.
- Students' varied skill needs will be diagnosed and addressed through personalization and differentiation so that students approximate grade level benchmarks by the end of the school year. We will utilize Renaissance STAR and other pre-assessments to shape instruction. However, this will happen after a period of transition, socialization and creating a climate of safety, comfort, and routine.
- Teachers will utilize mental health first aid and trauma sensitive education training.
- Students will have academic intervention assistance and small group differentiation as they need in fluid and dynamic ways.
- In order to ensure continuity of learning, all constituents will be informed of in-person, remote, and hybrid models of instruction such that any necessary transition between models can be accomplished efficiently.
- In all models of instruction, there will be regular substantive interaction between teachers and students.

Communication Plan

- All schools will develop a communication plan to describe how students and their families/caregivers can contact the school and teachers with questions about instruction and technology.
- These plans will involve translated and multilingual:
 - Parent-Presentations
 - Parent Forums
 - Contact Lists that Match Specific School Personnel Who Answer Specific Questions
 - Printed Materials
 - Emails

Substitute Teachers

- Training for substitute teachers to bridge online and in-person formats if teachers are not able to engage in teaching.
- Build relationships with substitute teachers to ensure that we are adequately staffed.

Below are the highlights of suggested actions from each plan to guide decision making of curricular aspects. Plan B encompasses elements of Plans A and C, and therefore has limited additional information.

In Person Learning Model - Recommendations

1. A culture of shared responsibility for a healthy, collaborative, and safe learning environment:
 - Adopt protocols and procedures with the focus on understanding the “why”.
 - Integrate age-appropriate instruction on new health-related policies and protocols (screening requirements, bussing, wearing and caring for mandatory masks and other PPE, attendance procedures, hand-washing/sanitizing, social distancing and

other protocols listed in Medical Needs Committee Recommendations for Healthy Classrooms and Healthy Schedules).

- Provide orientation workshops and ongoing professional development for families, students and faculty/staff to educate and provide an opportunity for discussion and clarification.
- Ensure that messaging remains a priority and is consistent across all personnel in all buildings, departments, offices, and capacities. Create a sense of accountability.
- Prioritize staying home when sick. Require Families and staff to use symptom check-list when deciding to stay home (allow for optional virtual instruction, if possible).

2. Development of scheduling options:

- Provide a teach-in for parents, students and teachers about the process for moving between plans A, B and C to prepare for flexibility of potential plan shifts.
- Select a schedule to implement.
- Focus on de-densifying buildings.
- Create custom hybrid schedules for our Districts' needs

3. Delineating instructional best practices:

- Implement Universal Design for Learning (UDL) when lesson planning.
- Focus on Project Based Learning (eg PADI) as an important learning vehicle. Leverage real-world relevance, problem solving, in-depth cognitive engagement and an authentic audience.
- Establish meaningful feedback loops by clarifying Learning Outcomes, explicitly describing Success Criteria, providing leveled samples and exemplars, and providing opportunities for self/peer/teacher feedback (Assessment Capable Learners).
- Differentiate instruction based on need and secure instructional materials with multiple modalities.
- Each teacher maintains an online presence through Google Classroom and Seesaw for homework and other online learning activities to ensure a smooth transition to possible online learning and also to accommodate students who elect to stay home.

4. Assessment considerations:

- Administer diagnostics assessments to inform student placement and to identify gaps and regressions due to prolonged school closure.
- Design assessments so that students can demonstrate their ability to transfer knowledge and skills to different contexts and situations.

5. Support with instructional technology:

- Determine the most effective platforms and software.
- Consider uniforming moving to Zoom and implementing uniform use including setting up regular meetings, breakout rooms, code of conduct for students, guidelines, etc. Train teachers in a mandatory SCD session.
- Sync/unify codes, usernames, and passwords for different platforms and sites.

- Balance screen-time and movement. Incorporate physical, “hard” and manipulative materials and activities as much as possible.
6. Curricular considerations:
- Use diagnostic assessment data to make curricular adjustments to recover learning loss.
 - Embed health, wellness and COVID-19 related issues and procedures into the intentional curriculum.
 - Embrace depth over breadth.
 - Respond to current historical movements by imbedding curriculum with positive examples and historical perspectives of underrepresented races, genders, classes and identities.
7. Grading, Attendance and Accountability Considerations
- Develop protocols that provide balance accountability and engagement while also empathizing with students.
 - Hold students accountable, but make exceptions for cases of distress and trauma.
 - Dedicate instructional and E3/Commons time to discussing expectations.
 - Limit the “No Harm” policy to only those students in need.
 - Conduct small group meetings (E3 Squad Style) to begin every day.
8. Coaching, Supervision and Evaluation:
- Provide assistance with COVID-19 related processes and protocols.
 - Work with educators to incorporate new instructional goals to address diverse learning needs.
 - Offer small group teacher coaching with Roberta Kang on Blended Learning, organized by building about a common theme.

Hybrid Model - Recommendations

**suggested actions include those recommended in Plan A: Full In-Person and Plan C: Completely Virtual return, as well as new ones added below.*

- Promote the continuation of safety measures in non-school settings.
- Substitute Teachers must be trained to work in person and online and to be on call in a structured way for both situations.
- Determine if schools offer full online instruction for students/families that aren't able/comfortable to return.
- Determine if a hybrid model includes videos/asynchronous learning.

Remote Learning Model - Recommendations

1. A culture of shared responsibility for a healthy, collaborative, and safe learning environment:
 - Focus on how to serve the whole-child needs of students and build collegial relationships online.

-
- Begin each day with small group meetings with a mentor teacher; assign each teacher a mentor group of 8 students.
2. Development of scheduling options:
 - Essential need to build class communities. Kindergarten is a special situation and a live, safely distanced meet-and-greet for small groups of students and the teacher should be attempted if at all possible.
 - Determine procedures for faculty whose home districts' plans differ from North Shore.
 3. Delineating instructional best practices:
 - Use small collaborative group structures live and in Google Meets or Zoom breakout room sessions.
 - Consider using asynchronous videos for whole-class learning and meet in small groups virtually for more interactive discussions and tailored needs-based instruction.
 4. Assessment considerations:
 - Develop protocol to monitor assessments that are given online in a way that ensures students independence and reliability.
 5. Support with instructional technology:
 - Unify Google Classroom text features (eg Assignments, Stream, Due Dates, Topics, etc.). A standardized approach makes student access/engagement easier.
 - Sync/unify codes, usernames, and passwords for different platforms and sites.
 - Balance screen-time and movement. Incorporate physical, "hard" and manipulative materials and activities as much as possible.
 - Determine the most effective platforms and software.
 - Consider uniforming moving to Zoom and implementing uniform use including setting up regular meetings, breakout rooms, code of conduct for students, guidelines, etc. Train teachers in a mandatory SCD session.
 - Sync/unify codes, usernames, and passwords for different platforms and sites.
 6. Curricular considerations:
 - Use diagnostic assessment data to make curricular adjustments to recover learning loss.
 - Embed health, wellness and COVID-19 related issues and procedures into the intentional curriculum.
 - Embrace depth over breadth.
 - Respond to current historical movements by imbedding curriculum with positive examples and historical perspectives of underrepresented races, genders, classes and identities.
 7. Grading, Attendance and Accountability Considerations
 - Hold students accountable, but make exceptions for cases of distress and trauma.
-

- Limit the “No Harm” policy to only those students in need of it.
- Require attendance at Google Meets and Zoom.
- Require proper comportment, including dress and location.
- Require video be turned on.
- Establish and uphold a hybrid or virtual attendance policy.
- Provide more structure for students regarding due dates, pacing guides, daily schedule, and rigorous academic and effort-based expectations.

8. Coaching, Supervision and Evaluation:

- Offer small group teacher coaching with Roberta Kang on Blended Learning, organized by building about a common theme.

4.02 Identification of Instructional Gaps

The district recognizes that instructional gaps may have developed as a result of the prolonged school closure. The following methods will be utilized in identifying those gaps:

The North Shore CSD will use the Renaissance STAR assessment system as well as other subject specific diagnostic assessments as well as the robust learning loss analyses from last school year to determine gaps in reading and math learning for grades K-8 and in skills and pre-requisite content knowledge in all subject areas and grade levels. Faculty will be given time to plan small groups, personalized instruction and curriculum design in order to maximize student growth.

4.03 Technology

Overall Considerations:

- All students and teachers will have a district provided Chromebook by the first day of school.
- For any teachers and students who have not previously used the Chromebook, training and support will be provided.
- The North Shore CSD will ensure that all students and teachers have access to internet service by providing mobile hotspots to those individuals who do not have internet service in their places of residence.
- While an overarching goal is to ensure that teaching and learning are inquiry-based and constructivist whether we are in in-person, hybrid, or online model of instruction, each course will maintain an online presence in order to ensure that all teachers and students are comfortable with the use of instructional technology and able to transition efficiently between models of instruction in order to support continuity of learning.
- Faculty and students will have a balanced small menu of Ed Tech tools and platforms to promote depth of understanding so as not to be confused by too many platforms.
- Considering the SAMR Framework, teachers and students use technology in a transformational

way that amplifies learning goals.

- Approaches will ensure that students at all age levels can easily hand in work and receive feedback.

The issuance of school property will be as follows:

- A survey will be conducted in advance to determine current access to equipment such as laptops, and equipment will be provided accordingly.⁶⁸
- The district provides 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.⁶⁹
- School personnel will bag and label all student technology in advance, then stage them alphabetically in the gym or other large space.
- Information on cleaning and disinfection of equipment will be provided with all equipment, including the use of electronic equipment. The use of aerosol cleaning sprays or wipes that contain bleach should not be utilized. Manufacturer's instructions should be followed for all cleaning and disinfection of products.
- Students and parents will be emailed to complete a property issuance form online
- Staggered parent drop off times will be scheduled to limit the number of parents arriving at the school at any one time for pickup of their child's technology.
- Parents arrive and provide their last name to School Member 1, who is stationed at the parking lot entrance, using Personal Protective Equipment (PPE) and equipped with a portable radio. This school member relays the last name to a runner in the gym via radio.
- Schools may wish to require the display of identification through a partially closed car window or the use of pre-registration (eg, Google Form).
- Parents remain in their vehicles while the gym runner retrieves and places the student's belongings in the parent's trunk without having contact with the runner.
- Promote building ventilation during the process (weather permitting) by opening windows.

The return of school technology equipment will be as follows:

- A survey will be conducted in advance to determine the amount of property to be returned and grade level totals. This will assist in the scheduling process.
- Students and parents will be emailed to complete a property return form in advance. This form should be included with the return of any technology and provide both personal information of the returning student as well as a detailed list of property being returned.

⁶⁸ SED, pg. 86 Have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence; 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

⁶⁹ SED, pg. 86 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.

- Staggered parent drop off times will be scheduled to limit the number of parents arriving at the school at any one time for pickup of their child's belongings. This process may be integrated into the retrieval process for other property (eg textbooks, etc.).
- Parents will be staged outside of the return area to promote social distancing. Schools may opt to conduct this process outside, weather permitting.
- When instructed to do so, parents will enter the drop-off area and place the returned property in a bin on the return table. They will then be directed to a waiting location (consider floor signage or cones), at least 6' from the return table to ensure social distancing.
- The school member, wearing appropriate PPE, will review the return form and reconcile with the property being returned.
- The school member will place the form and property into a bag and place it into the nearby property staging area for eventual transport and storage as determined.
- Returned property will be disinfected following CDC guidelines before being placed back into inventory or serviced. Schools may wish to consider a waiting period to reduce the likelihood of contaminated surfaces. Bags should be discarded.

5.0 Communications

5.01 Overview

Dramatic changes to normal school operations will require the district to effectively communicate with stakeholders to:

- Identify pain points that will need to be addressed.
- Gauge anticipated attendance for a potential Fall reopening based on:
 - Unwillingness to return
 - High-risk group
- Gauge transportation needs - (see also [Arrival and Dismissal](#))
- Communicate what is being done to mitigate the spread of COVID-19 (eg, disinfection routine, health policies for staff, and health & safety measures in place).
- Establish formal and informal routes of communication for stakeholders to express concerns, questions, comments, and feedback as it relates to IEQ.

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.⁷⁰

5.02 Calendar of Communications

The district recognizes the need to communicate with each of the various stakeholder groups. The district will communicate with stakeholders BEFORE, DURING, and in the event of a CLOSURE utilizing multiple channels of communication, including:⁷¹

- School Mass Communication System - email and robocalls
- Website - dedicated COVID section

⁷⁰ DOH-Responsible Parties must develop 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.

⁷¹ District/school includes a communications plan for students, parents/guardians, staff, and visitors that includes applicable instruction, training, signage, and a consistent means to provide individuals with information.

- Social Media - Facebook, Twitter

Prior to Opening Schools

For **Employees**, the district will:

- Communicate what is being done to mitigate the spread of COVID-19 (eg, disinfection and health & safety measures in place).
- Provide information and training on how to assess the mental health of students
- Provide an optional survey to staff in order to assess for trauma, grief, loss and mental health support
- Provide information and training on new workplace policies and changes
- Communicate new or modified working schedules for staff, including:
 - how they can stay up to date on new scheduling requirements,
 - how to make requests for schedule changes if a need arises.
- Notify staff of required employee training programs to be completed prior to schools opening (see [Training Section](#))
- Provide information on how to self-report exposures and infections ([See Health and Safety Section](#))
 - ⁷²Employer HR Policies, HIPAA guidelines, and other laws should be followed at all times.
- Provide information on the requirements for the use of face-covering and how to make them at home
- Provide a list of CDC Frequently Asked Questions that reflect the unique operating conditions of the district
- Offer virtual employee support groups via online platforms (eg, coffee/tea with parents)

For **Students & Families**, the district will:

- Conduct regular virtual stakeholder meetings and town hall sessions regarding all reopening procedures
- Communicate what is being done to mitigate the spread of COVID-19 (eg, disinfection and health & safety measures in place).
- Provide an optional survey to families in order to assess for trauma, grief, loss and mental health support
- Contact parent/caregiver and social worker to touch base, offer support and link to resources
- Conduct a check-in meeting with student to assess for basic needs, eg, food, housing, transportation, emotional well being)

⁷² CDC: Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.

- Communicate with parents and students to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.
- Instruct parents on the requirement and procedure for labeling of personal property and preventing it from mixing with other students property
- Provide information on how to self-report exposures and infections ([See Health and Safety Section](#))
- Provide information on the requirements for the use of face-covering and how to make them at home
- Discourage students from congregating in large groups before and after school.
- Provide a list of CDC Frequently Asked Questions that reflect the unique operating conditions of the district
- Provide a Virtual Orientation event for students including the use of building walkthroughs in a manner that does not impact building security
- Provide educational materials on loss and grief and ways to cope with stress
- Share information on the district website containing crisis hotlines, and county mental health resources
- Offer virtual parent support groups via online platforms (eg, coffee/tea with parents)

While Schools are Open, the district will:

- Communicate what is being done to mitigate the spread of COVID-19 (eg, disinfection and health & safety measures in place).
- Provide staff with an optional survey to staff in order to assess for trauma, grief, loss and mental health support
- Conduct a virtual Back to School Night for parents
- Provide students on-going, easy to implement tips and tools for behavior support (eg, time management in a distance learning environment)
- Provide staff professional development on engagement strategies for online learning
- Provide frequent and ongoing communication for families regarding school updates and access to resources
- Offer virtual parent support groups via online platforms (eg, coffee/tea with parents)
- Share information on the district website containing crisis hotlines, and county mental health resources

When Schools are Closed the district will:

- Provide information on Continuity of Instruction Procedures
- Communicate what is being done to mitigate the spread of COVID-19 (eg, disinfection and health & safety measures in place).
- Provide staff and families information regarding telehealth services

- Share information on the district website containing crisis hotlines, and county mental health resources

5.03 Communication with Vendors



- If contractors are employed in the workplace, develop plans to communicate with the contracting company regarding modifications to work processes and requirements for the contractors to prevent transmission of COVID-19.

In order to safeguard building occupants, the district will implement restrictions as follows:

- Notify vendors that access to the facilities will be restricted
- Request that vendors reduce the frequency of deliveries while simultaneously meeting the demand of ordered goods
- Request that vendors use the same delivery driver for all deliveries for the duration of school
- Request vendors to suspend deliveries and/or adjust maintenance schedules for services in the event school is closed for health reasons.
- Notify vendors that, during deliveries, they are required to take precautions including:
 - Maintain physical distancing between themselves and building occupants
 - Wear appropriate PPE (a face mask and gloves)
 - Do not make deliveries if they have symptoms associated with COVID-19

6.0 Extracurricular Activities



- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas
- Cancel all field trips, inter-group events, and extracurricular activities (Step-1)

Generally, most Extracurricular Activities will be on pause during Phases 1-2. The district will continue to evaluate opportunities to make these activities available based on State guidance. The use of school facilities by outside groups will be limited to only those deemed essential by the district. Should the district make a determination to provide some Extracurricular Activities, they will generally focus on those with little or no physical contact. Facilities usage will be determined and authorized by the guidance of the State of New York.

6.01 Athletics

The district will follow the guidance of NYSED, Section VIII Athletics, and the New York State Public High School Athletic Association. Research is also informed by the National Federation of State High School Associations⁷³, which writes the rules of competition for most high school athletics. Some sports may be added that involve less physical and do not involve shared equipment. Sports will be made available as conditions permit and based on their respective risk levels and as directed by the New York State Public High School Athletic Association and Section VIII Athletics.

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https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf

7.0 Training



- Train all teachers and staff in the above safety actions. Consider conducting the training virtually, or, if in-person, ensure that social distancing is maintained.
- Teach and reinforce washing hands and covering coughs and sneezes among children and staff.
- Teach and reinforce the use of face coverings among all staff. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.

The district will provide training programs related to safety actions contained in this plan. The following table indicates training that will be necessary for each employee role within the district. Training will be provided virtually using a platform that will track employee compliance.

The district will ensure all students are trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.⁷⁴

The district will provide role-specific training programs related to this plan for all employees. The following table indicates topics for each role. Programs will be delivered using the districts online learning management tool and may be supplemented by live training sessions when safe to do so. All new employees, including temporary employees will be required to complete training prior to working in school buildings.

⁷⁴ DOH-Responsible Parties must ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene

8.0 Mental Health

Social/Emotional Well Being, SED ⁷⁵

- A district-wide and building-level comprehensive developmental school counseling program plan has been established and, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.
 - The Counseling Department is updating the comprehensive plan to include COVID 19 related services.
- An advisory council has been established, with 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.
 - North Shore CSD has a district wide Social Emotional Learning Committee and Wellness Committee that includes all stakeholders.
- The North Shore CSD provides resources and referrals to address mental health, behavioral, and emotional support services and programs.
 - A mental health resources folder is available on the website and updated regularly.
 - A tiered referral process has been implemented.
 - The mental health staff is exploring screening options to gauge student and staff wellness as we return to school.
- The district addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.
 - North Shore CSD is offering numerous teacher professional development in the areas of SEL engagement, mental health first aid and trauma informed classrooms. This PD will be ongoing throughout the year as needs emerge.

Social - Emotional Wellbeing - Key Considerations

The Social-Emotional Learning (SEL) & Mental Wellness Committee rooted their work and research in the recommendations offered by the National Association of School Psychologists (NASP) and the Collaborative for Academic, Social, and Emotional Learning (CASEL). At the core of this

⁷⁵ SED, pg 65-66 <http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

committee's work is the idea that focusing on relationships between and among students, teachers, parents, administrators, and staff members is of paramount importance as we transition and prepare for teaching and learning in the 2020-2021 school year. Considerable attention in the form of workshops, professional development, webinars, and grade-level and building-wide faculty meetings is given to developing within educators a capacity for responding to trauma and educating students in a trauma-informed classroom.

The recommendations made respond to the following essential questions related to SEL and mental and emotional wellness:

- How do we best support the social and emotional needs of our students and families?
- How do we ease parent, student and staff anxiety towards returning to school whether we are in person or online?
- How do we ensure equity for all students?
- How will we manage an increase in mental health referrals?
- How can teachers best support students' social and emotional needs?
- How can we ensure continuity of service for all students?

The following recommendations will support the mental, emotional, and social health of the students and staff of the North Shore Schools.

Full Reopen/In-Person Model

- Provide staff with SEL professional development opportunities.
- There will be a need to assist teachers with how to identify and refer students that may need support.
- A tiered referral process should be used.
- Communicate with and educate parents regarding daily building protocols to help ease anxiety.
- Realistic academic expectations should be set from principals early on.
- Students should not be inundated with pandemic conversations throughout the day.
- Time should be set aside for staff and students to adjust to being back in the building.
- Time should be set aside for staff to connect with students. This could be accomplished through:
 - Restorative circles
 - Morning Meetings
 - MS - E3 Squad
 - HS - Commons
 - Mental health team lessons
- Establish back-to-school social events to allow peers and staff to re-connect.
- Provide additional accommodations for students transitioning to a new school.
- Provide students and families with ways to manage stress and anxiety.

- There should be considerations and opportunities for staff self-care and mental health.
- Curriculum should take into consideration mental health concerns.
- It will be important to educate students and parents about the why behind mask wearing and social distancing.
- Protocols will need to be in place for students presenting with school refusal.
- Hygiene, mask wearing and social distancing rules will need to be clearly defined for students and families.
- Importance of parent education for drop off procedures.
- Transparent masks should be considered for students with hearing issues.
- There may be more school avoidance issues due to parent concerns and transition issues.
- Breaks should be built in throughout the school day.

Resources/Personnel to consider for full reopen/in-person model

- Building and grounds - can outdoor spaces be created for mental health providers that would potentially include:
 - Benches
 - Tents
 - Socially distanced chairs
- Can outdoor spaces at each school be opened up as a space for students? (court yard, garden, etc.)
- Transparent masks should be purchased for students with hearing impairments and also for students that may need to see visual cues.
- Consider a socially distant area where students can take breaks from wearing their masks under supervision.
- There may be a need for more mental health and medical staff due to increased demands.

Hybrid Reopen

- Realistic academic expectations should be set from principals early on. Connection and SEL should be a focus as we return to school.
- SEL Virtual Professional Development - emphasis on connection and how to best engage students.
- Establish back-to-school social events to allow peers and staff to re-connect. The first week of school may need to look different to allow for adjustment.
- Provide additional accommodations for students transitioning to a new school. This may include opportunities to meet mental health staff, teachers and administrators. In a blended model there could be a virtual approach to this as well.
- Considerations for child care for staff and working families.
- Teacher communication and grading should be consistent.
- A blended model may be difficult for special education students.
- There are models where certain vulnerable populations attend school every day due to concerns.

- Can counseling or special education services be provided on the day or time that the student is not attending classes?
- Clear expectations should be set for what should be accomplished on the day students are not in school.
- Time should be built in for teachers to connect with students on a non-academic level.
- Time should be built in for extracurricular activities and other areas that would foster connection.
- Parent training in the communication piece.
- Imbed SEL lessons into the online component of blended learning.

Remote Reopen

- SEL Virtual Professional Development - emphasis on connection and how to best engage students.
- Establish back-to-school social events to allow peers and staff to re-connect. The first week of school may need to look different to allow for adjustment.
- Realistic academic expectations should be set from Principals early on.
- Provide additional accommodations for students transitioning to a new school. This should include opportunities to meet mental health staff, teachers and administrators. This could be accomplished virtually.
- Time should be time allotted for students to connect with each other.
- Time for teachers to reach out to students and families should be built into the teacher work day.
- Teacher communication and grading should be consistent.
- Staff should use phone calls as much as possible instead of emails to foster connection.
- Considerations for keeping students on a schedule as much as possible. Students and families struggled with the lack of structure.
- There will be concerns about social regression. Can teachers encourage students to work together as much as possible to foster communication skills?
- Parent training in the communication piece.

9.0 Appendix

Public Use of School District Property

The District will determine which facilities, grounds, or portions thereof (eg, libraries, recreational facilities) will be closed to the public (ie, not students, faculty, or staff) or offer limited, specific hours to members of the general public. Any use of a school facility or grounds by the general public must be subject to the same guidelines required during all other school operations.⁷⁶

⁷⁶ DOH-Responsible Parties should determine which facilities, grounds, or portions thereof (eg, libraries, recreational facilities) will be closed to the public (ie, not students, faculty, or staff) or offer limited, specific hours to members of the general public. Any use of a school facility or grounds by the general public must be subject to the same guidelines required during all other school operations.

10.0 Additional Mandatory NYSED Requirements

This section contains additional requirements that may or may not apply to your district. This section should be carefully reviewed and plan language added to your plan for any applicable items.

General Health and Safety Assurances, pg. 47

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

Fire Code Compliance, pg. 47

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

Doorways, pg. 47

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

Inspections, pg. 47

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.

Lead Testing due in 2020, pg. 48

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

Alcohol-based Hand Rub Dispensers, pg 48

Districts or other applicable schools should assess each building's capacity to provide adequate hand washing facilities and determine if the use of alcohol-based hand rub dispensers is required. Alcohol-based Hand-Rub Dispensers are permitted to be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705.

Plastic Separators, pg. 48

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.

Changes to Space Utilization and/or Alterations, pg. 49-50

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

- Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change must be submitted to OFP, the local municipality and/or code enforcement officials for review.
- Means of egress, fire alarm system, ventilation, and lighting may be affected and must be indicated on all submitted plans.
- Consult your architect and submit floor plans to OFP for approval.
- COVID-19 Projects shall be indicated as “COVID-19 Reopening” when submitted to the OFP. This will allow NYSED to expedite those reviews.
- The 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 Gymnasiums: A floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

Space Expansion, pg. 50-51

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

- Code Review: Per statute, NYSED's Office of Facilities Planning must review and approve the above types of projects to ensure that the proposed spaces meet the fire code.
- 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 (eg office or B-occupancy to E-occupancy) code requirements such as rescue windows; accessibility; fire protection systems such as sprinkler or emergency voice alarm communication systems; ventilation – may make it infeasible.
- Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 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.

Please consult with your architect/engineer of record.

Districts or other applicable schools should identify COVID-19 Projects as “COVID-19 Reopening” when required materials are submitted to OFP for review.

Tents for Additional Space, pg. 51-52

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

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

- Temporary structures and tents are those erected for 180 days or less. The Building Code Section 3103.1 indicates, "tents and membrane structures erected for a period of less than 180 days shall comply with the Fire Code of NYS".
- The Fire Code (FC) Chapter 31 contains extensive requirements for Tents and Other Membrane Structures. FC Section 3103.2 indicates that a permit and approval of temporary tents is required. FC Section 3103 contains requirements for temporary tents and Section 3104 has requirements for permanent tents. They include requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction, use.
- Permanent tents are considered a membrane structure and are regulated by Building Code Section 3102 and other applicable sections.
- Districts or other applicable schools 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, consult with local municipalities and/or code enforcers to provide code-compliant design for mechanical heat and ventilation; lighting; emergency lighting; power; fire alarm; plumbing; etc. as required.
- Districts or other applicable schools must consult their architect and submit to OFP for approval. The district, or other applicable school, must provide an architectural quality floor plan, which clearly indicates existing and proposed use of space showing the furniture layout with egress aisles. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

Plumbing Facilities and Fixtures, pg. 52

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

Drinking Water Facilities, pg. 53

Districts or other applicable schools *may wish* to reduce the number of drinking fountains available, in order to facilitate frequent cleaning. ***However, drinking fountains are a code required plumbing fixture.*** One fountain is required for each one hundred occupants. In the event drinking fountains need to be taken out of service, the following should 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.

The district or other applicable school may provide students with personal containers to fill at home.

Pupil Transportation Routing, 63

- If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/ if the district is not;
- All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Attendance, pg 82

- Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.
 - Students are expected to engage with their teachers on a daily basis whether in person or remote and attendance will be tracked in PowerSchool.
- Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required;
- Attendance must be reported by any reporting entity that is required to take attendance;
- Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no

- longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;
- Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.
 - North Shore CSD has a protocol for students that present with chronic absenteeism.
 - If a student presents with chronic absenteeism a meeting will be scheduled with the student and parent and necessary school personnel to discuss the issue and a plan will be implemented.

Early Learning (pre-K), 91

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

Special Education, pg. 113

- 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. *NYSED has issued guidance stating school districts are afforded continued flexibility with respect to IEP implementation until such a time the district resumes "normal operating conditions". This flexibility applies to special education programs and services that are implemented in a variety of models including in-person, remote, and hybrid. Moreover, this is specific to the mode/manner, group size, frequency, duration and location of the recommended programs and services.*
- The school reopening plan must address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. *The CSE and CPSE are still obligated to identify, locate and evaluate students who may require special education programs and services. The Committee on Special Education will continue to adhere to the procedures set forth in Part 200 of Commissioner's Regulations for Students with Disabilities as it relates to*

referrals initiated by parents and school staff. In determining the need for a referral to special education, the district and parents should consider the impact extended school closures might have on individual student performance or what is perceived as underperformance. The district will make every effort to conduct both initial and reevaluations in-person based on the mandated health and safety protocols. If necessary, the CSE will determine which evaluations can be conducted remotely without compromising the validity of the assessment results and administration protocols. As per the OSE's April 27, 2020 guidance, the determination as to whether a specific evaluation may be conducted remotely for a particular student must be made on a case-by-case basis. Therefore, if an evaluation, including a bilingual evaluation, requires a face-to-face in-person assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face in-person assessments or observations may take place while schools are closed, so long as a student's parent consents.

In order to proceed with remote evaluations, the certified or licensed professionals who will be conducting an evaluation must determine whether they are able to perform their component of the evaluation remotely, including via telepractice, in accordance with the applicable professional practice guidance and consistent with privacy requirements. Additionally, assessment administration guides should be consulted by the certified or licensed professional to determine if administration of the assessment remotely allows for valid results. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (eg, the method of test administration) must be included in the evaluation report.

- 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. *Teachers and related service providers will be required to collect on-going data to determine progress towards annual IEP goals and to assess the effectiveness of the mode in which programs and services are being delivered (eg in-person, remote, hybrid). The district will continue to complete formal IEP progress reports to be submitted at a time that coincides with the distribution of the regular report card. This will occur three times per year for students in grades K-5 in the months of December, March and June. Secondary students in grades 6-12 will be provided with IEP progress reports four times a year and disseminated in November, February, April, and June. Teachers and related service providers will be expected to review progress-monitoring data every 4-6 weeks. Determining student progress will be necessary*

for understanding the student's present levels of academic performance and to what extent the closure may have disrupted the student's learning. The CSE and CPSE will continue to monitor student progress to determine the potential loss of skills during the period in which the district is operating in a modified capacity. In making an individualized determination for compensatory services, the CSE/CPSE will closely review all pertinent progress monitoring data, results of formative assessments, reevaluation testing, teacher/related service provider progress reports, and parental feedback. The Committee on Special Education will convene to evaluate the need for compensatory services and if deemed appropriate, the manner and extent to which such programs and services are to be provided will be clearly communicated to the family.

- *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. Students will be provided with accommodations and modifications to the extent it is safe and reasonable to do so. The implementation of an individual's recommended program modifications may be contingent on the delivery model for instruction (in-person, remote, or a hybrid). In the development of classes for the purposes of in-person instruction, the schools will take into account those individuals who require the support of a paraprofessional (eg 1:1 aide, teaching assistant) when determining the size of a particular student cohort. Testing accommodations will be administered in accordance with the student's IEP to the degree possible. A remote learning or hybrid model will employ the appropriate assistive technology to ensure students will have the opportunity to access their recommended testing accommodations. Students will also have access to individual Chromebooks, books or texts in audio format and speech to text software.*
- *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 Special Education Department will disseminate a plan to the families regarding how programs and related services will be implemented district-wide during the period of a modified reopening. Teachers and service providers may utilize various methods for collecting data. However, they will be accessing a web-based program for the purposes of maintaining and analyzing that data to inform progress towards annual goals. The provision of special education services and documentation related to student progress will be shared with the CSE and communicated to parents in their preferred language or mode of communication. This information will be made available for the student's annual review or at such a time, the parent or Committee on Special Education initiates the request for a program review. Furthermore, the department will maintain consistent communication and collaboration with parents to ensure their child is receiving educational benefit from the current instructional model and to consider modifications or adjustments as necessary. In the event that in-person instruction is approved, CSE and CPSE meetings will continue to be conducted virtually (via*

video and teleconference) to minimize the number of individuals in a particular school building while adhering to the required social distancing protocols. Families will be given access to required technology as necessary and interpreting services will be provided to those in their native language or preferred mode of communication. The District will continue to provide procedural safeguards notice, prior written notice forms, meeting invitations, and Individualized Education Plans in a reasonable time. If the district is operating remotely, all correspondence and documents will be sent electronically via email or through the IEP Direct collaboration portal. Prior written notice is not required if programs or services continue to be provided remotely or through a hybrid model since these are considered alternative forms of instruction. If changes or revisions to programs and services are being recommended, a CSE meeting will be scheduled with the family. However, parents may opt to make changes through the IEP amendment process as opposed to scheduling a formal meeting provided an annual review was held prior to the conclusion of the previous school year. All documentation will be disseminated to parents in their preferred language or mode of communication.

Bilingual Education and World Languages, pg . 122-123

- 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 20day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.
- 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.
- 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 develop and implement a plan for timely ELL identification which meets State requirements. Informal questionnaires will be given virtually this summer to assist in making placements. Students will be given the NYSITELL upon physical reentry to school.

The English to Speakers of Other Languages(ESOL) certified teachers and the Director of World Languages and ENL will continue to review all HLQs (K-12) of new registrants, including those that occurred during the COVID-19 school closure, as well as for any students who enroll during the summer of 2020. As per NYSED

regulations, any student with an HLQ that indicates that their home or primary language is other than English will be scheduled for an individual interview.

Incoming Kindergarten: Certified ESOL teachers will participate in the identification process and complete an individual interview if necessary. The individual interview scheduled by a trained ENL provider will take place via Google Meet when in-person screening is not available.

Grades 1-12: Certified ESOL teachers will arrange for appointments (in-person or via Google meet) of possible ELLs where students will meet with an ENL provider in order to execute the individual interview.

If the results of the individual interview confirm that a student's home or primary language is other than English, they will be scheduled for the NYSITELL. The NYSITELL exams will be scheduled during a two day window prior to the opening of school (if possible) or during the first week of school.

The 2019 NYSESLAT levels will be used to ensure that all ELLs are provided with the required instructional units of study. For any ELL who entered the district after the administration of the 2019 NYSESLAT, we will use their NYSITELL proficiency level to provide students with the appropriate services and classes.

The district will continue to utilize interpreters, Propio, and translation services to ensure that communication is available to all families in their preferred language. The district will continue to share communication regarding the reopening process via e-mail and postings on the district website. We will also continue to collaborate with the school support personnel and bilingual counselors in order to address the multiple SEL needs of families of ELLs/MLLs enrolled in our district.

The district will continue to offer professional development workshops for teachers and administrators that are related to the use of technology and remote learning strategies connected to ELLs. Professional development opportunities are available throughout the year through various webinars and in-house presentations by our certified ESOL teachers.

In addition to the professional development workshops offered to faculty throughout the summer, we have facilitated purposeful learning opportunities and planning time for ENL and mainstream teachers to collaborate and design remote instruction and develop rigorous lessons that are scaffolded and modified to meet the needs of the ELLs.

The district utilizes ELlevation management platform to track and monitor student growth and identify gaps in English language proficiency and content area proficiency. ENL teachers input information that is accessible to all teachers of ELLs. The faculty and staff working with ELLs will meet to discuss student progress, review student work, and examine the progress monitoring data. Instruction will be modified to meet student needs based on the data gathered. We will also use rubrics that provide feedback on language development and develop additional rubrics to provide feedback on content knowledge.

The ENL teachers will continue to work closely with counselors and the special educators to address the specific needs of our SIFE students and our ELLs with IEPs. Teachers, support providers, and administrators will meet regularly to review classroom data and student work in an effort to ensure students have all the necessary supports in place.

If we move to a hybrid teaching environment, that ELLs attend school every day. On "A" days the ELLs would attend all mainstream classes and the ENL staff would continue to integrate those classes and on "B" days all ELLs would receive additional stand-alone ENL classes where they will work on meeting their specific English language needs, build academic language skills, and receive content area support to help fill the gaps that may exist from the COVID -19 closure.

The Technology Department and Counseling Department have worked closely during the last few months, and will continue to do so in fall of 2020 to ensure that all families have access to working Chromebooks and to wi-fi in order to complete their work remotely. The Administrator for Technology has provided hot spots to those students in need. The ENL teachers have worked with families to help them access the internet and use the technology that the district has provided.

In order to assist the ELLs that have additional needs, we have established additional classes and supports designed to help the students who may need extra time to develop their language proficiency, content knowledge, and skill set. These classes and supports include ENL specific supports in literacy and additional integrated classes in math, science, and social studies (6-12).

The district will continue to utilize interpreters, Propio, and translation services to ensure that communication is available to all families in their preferred language. The district will continue to share communication regarding the reopening process via e-mail and postings on the district website. We will also continue to collaborate with the school support personnel and bilingual counselors in order to address the multiple SEL needs of families of ELLs/MLLs enrolled in our district.

We will continue to apply the principles of the CR-S Framework in planning for the reopening of schools in 2020-21. Teachers design and implement lessons that create a student-centered learning environment that affirms racial and cultural identities and fosters positive academic outcomes, develops students' abilities to connect across cultures, and contributes to an individual's engagement, learning, growth, and achievement through the cultivation of critical thinking.

Our district does not currently have a bilingual education program; however, possible ELLs are provisionally scheduled in our integrated ENL classes while awaiting NYSITELL results.

The 2019 NYSESLAT levels will be used to ensure that all ELLs are provided with the required instructional units of study. For any ELL who entered the district after the administration of the 2019 NYSESLAT, we will use their NYSITELL proficiency level to provide students with the appropriate services and classes.

Former ELLs at the Commanding level within two years of exiting are given one unit of study and serviced on a daily basis in an integrated ENL/ELA class or a Stand Alone. This summer we will review data and student work for all former ELLs entering their third year as a former ELL in order to determine the level of services they will receive. We will continue to monitor all former ELLs in this category throughout the year in order to ensure they have the tools they need to succeed.

The district utilizes interpreters, Propio, bilingual counselors, and in-house bilingual faculty to ensure that communication is available in the families' preferred language. The district will continue to send home regular communication regarding the reopening process via e-mail and the district website.

The district will continue to offer professional development workshops for teachers and administrators that are related to the specific needs of ELLs. Workshops have been offered each year that focus on ENL specific differentiation, building academic vocabulary of ELLs, and meeting the SEL needs of ELLs. Resources available from NYSED website:

<http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/resource-collection-for-ells-2020-05-24.pdf>

The ENL department will spend time developing progress monitoring tools that will help us analyze student work to inform instructional decisions, develop goals for English language development, and designing lessons that accelerate learning. We will continue to use the resources we have to address the needs of ELLs and monitor their progress and we will look at the resources provided by NYSED to guide the selection

and/or development of any new progress monitoring tools to measure our students' progress. We will continue to utilize the ENL Progress Reports we have developed using ELLevation and can share them more than twice a year if needed to ensure that parents are aware of their child's progress with the English language. As required under CR. Part 154, we will continue to hold parent meetings during the academic year. Suggested progress monitoring tools we are in the process of reviewing and developing:

Elementary (K-5) the following assessments can be used to help us evaluate proficiency and literacy levels of ELLs:

- RAZ Kids - reading level progress can be tracked
- We can replicate NYSESLAT type writing and speaking prompts and administer in September and then again in December and use NYSESLAT rubrics to evaluate them as a department.
- We can use the reports generated by ELLevation to report to parents their child's progress
- We can modify and use the progress reports created by ES BOCES to report to parents their child's progress (<https://docushare.esboces.org/dsweb/View/Collection-960>)

Grades 6-8

- We can replicate NYSESLAT type writing and speaking prompts and administer in September and then again in December and use NYSESLAT rubrics to evaluate them as a department.
- We can use the reports generated by ELLevation to report to parents their child's progress
- We can modify and use the progress reports created by ES BOCES to report to parents their child's progress (<https://docushare.esboces.org/dsweb/View/Collection-960>)

Grades 9-12

- Use and evaluate sample work from core classes to assess and monitor progress
- We can replicate NYSESLAT type writing and speaking prompts and administer in September and then again in December and use NYSESLAT rubrics to evaluate them as a department.
- We can use the reports generated by ELLevation to report to parents their child's progress
- We can modify and use the progress reports created by ES B

Teacher and Principal Evaluation System, pg. 131

- Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year⁷⁷.

The North Shore CSD will follow our existing MOA on APPR for an in-person or hybrid model of instruction. If there is a transition to a full online model, the district will work with the local teacher association and local administrator unit to collaboratively assess the extent to which impact bargaining would be necessary to adapt the existing APPR plan to an online model.

⁷⁷ Governor Andrew Cuomo's Executive Order (202.39) related to APPR only suspended the requirement to complete APPRs for the 2019-20 school year.

Certification, Incidental Teaching, and Substitute Teaching, pg. 133

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

The North Shore CSD will ensure that all teachers hold valid and appropriate certificates for their teaching assignments and will audit all existing teacher certifications.