

**Seaford UFSD
Seaford High School
Reopening Plan
July 31, 2020**



**Seaford UFSD – Seaford High School
School Reopening Plan**

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Introduction and Background

On May 27, 2020, the Seaford School District Board of Education approved the formation of the ***Seaford UFSD Reopening of Schools Task Force***. This ad hoc committee was charged with the task for developing building plans for reopening schools that ensures: 1) a safe learning environment for all students and employees 2) meaningful and continuous instruction for all students in an equitable manner and 3) the ability to toggle back and forth between in-person and remote instruction.

The committee is comprised of various community stakeholders including Board of Education trustees, central office administrators, building administrators, teachers, parents, the Supervising Security Aide and the District Nurse Coordinator. Participation was open to all parents and faculty. Selection of members was done through an application process. The goal was to include individuals with diverse backgrounds and interests. In order to explore various components of the reopening process, the following subcommittees were established:

1. Instructional Organization/Teaching and Learning
2. Busing and Transportation
3. Physical and Mental Health/Safety
4. Remote Learning and Instructional Technology Training
5. Facilities
6. Non-Instructional School Operations

The Task Force met weekly and the subcommittees met more often to construct recommendations for the Seaford Reopening of Schools Plans. The attached document represents the collective efforts of stakeholders throughout our school community. A sincere thank you is extended to the task force members who selflessly devoted countless hours to researching best practices for reopening schools in this pandemic environment and to writing components of our building plans. In addition, all building administrators worked arduously on refining the building specific plans.

The Seaford UFSD High School Reopening Plan is a compilation of the recommendations submitted by the Seaford UFSD Reopening of Schools Task Force. Once the plan is approved by the New York State Education Department, the Task Force will remain in place throughout the year to adjust the plans as deem necessary and assist with the implementation of the plans.

Seaford UFSD Reopening of School Task Force Members

2020-21

<u>Name</u>	<u>Community Member</u>
Andrea Parisi	Board of Education Trustee
Natalie Pedisich	Board of Education Trustee
Adele Pecora	Superintendent of Schools
John Striffolino	Assistant Superintendent for Curriculum, and Personnel
Rhonda Meserole	Assistant Superintendent for Business and Operations
Thomas Lynch	Executive Director for Instructional Technology and STEM
Charles Leone	Executive Director for Humanities
Mary Catherine Culella-Sun	SASA – Director of Pupil Personnel Services
Scott Bersin	SASA – High School Principal
Daniel Smith	SASA -Middle School Principal
Debra Emmerich	SASA – Seaford Manor Principal
Thomas Burke	SASA – Seaford Harbor Principal
Russell Costa	SASA - Director of Facilities
Kevin Witt	SASA – Athletics
Lorraine Burke	Nurse Coordinator
Margaret Cervini	Transportation Director
Donald Barto	Security Manager
Daniel Krueger	Manor Teacher
Christine Donnelly	Harbor Teacher
Michael Burns	Middle School Teacher
Tania Cintorino	High School Teacher
Stacey Ranzie	Middle School Guidance Counselor
Anthony Romeo	K-12 Lead Teacher for Music
Curtis Tripoli	K-12 Lead Teacher for Art
Margaret Glancy	Elementary Special Education Teacher
Cristina Capasso	Secondary Special Education Teacher
Matt Adler	High School Teacher
Kerry Hansen	Harbor Teacher
Maureen Erickson	Manor Parent
Amanda Sagnelli	Manor Parent
Linda Rogdakis	Harbor Parent
Teresa Tannazzo	Harbor Parent
Michael Spinella	Middle School Parent
Sarina Sarter	Middle School Parent
Sergio Weber	High School Parent
Hank Saulpaugh	High School Parent
David Saleta	Manor School Parent

Communication/Family and Community Engagement

Developing the Reopening of Schools Plans

- The plans for opening schools in September 2020 were developed by the Seaford UFSD Reopening of Schools Task Force which is comprised of various community stakeholders including Board of Education trustees, central office administrators, building administrators, teachers, parents, the Supervising Security Aide and the Nurse Coordinator.

Communication to Provide Stakeholders with Information

- The school/District will disseminate information pertaining to instructional materials, training resources, and other essential letters and documents to students, parents/guardians, personnel, and visitors through the text notification system via our district email distribution lists from our data management platform *Infinite Campus*. Additionally, the need for duplicative messaging and/or emphatic messaging that may become necessary at times can be distributed via District and/or school websites, video links, as well as other social media platforms. Outside vendors and unanticipated visitors will be able to refer to websites and signage on site for our protocols regarding campus and/or building access where permitted.

Student Training for COVID-19 Protocols

- During the first week of school, members of the school leadership teams, teachers and Pupil Personnel Support (PPS) staff, in consultation with the school nurse and District Nurse Coordinator, will instruct students about COVID-19 protocols and best practices. These trainings will take place during orientations. The following training materials will be incorporated:
- 6-12:
 - When and How to Wash Your Hands
 - Key Times to Wash Your Hands
 - Stop the Spread
 - Protect Yourself
 - Slow the Spread for Adolescents
 - Protect Yourself and Others
 - Symptoms of COVID-19
 - Keeping Athletes Safe

Encourage Use of CDC and DOH Protocols and Best Practices

- A combination of the following recommended informational resources will be used to encourage the adherence of CDC and DOH guidance for social distancing and wearing an acceptable face covering:

- 6-12:
 - [How to Wear a Face Mask](#)
 - [Stop the Spread Video](#)
 - [Key Times to Social Distance](#)
 - [Let's Social Distance \(Spanish\)](#)
 - [Social Distancing](#)
 - [Cloth Face Covering Use](#)

- Staff, and Essential Visitors:
 - [Stop the Spread Video](#)
 - [Face Covering Dos and Don'ts](#)
 - [Donning and Doffing PPE](#)
 - [Let's Social Distance \(Spanish\)](#)
 - [Social Distancing, Face Mask Dos and Don'ts for Health Professionals](#)
 - [Face Mask Dos and Don'ts for Health Professionals](#)
 - [Cloth Face Covering Use](#)
 - [Face Covering Dos and Don'ts](#)
 - [Donning and Doffing PPE](#)
 - [Let's Social Distance \(Spanish\)](#)
 - [Social Distancing, Face Mask Dos and Don'ts for Health Professionals](#)
 - [Face Mask Dos and Don'ts for Health Professionals](#)
 - [Cloth Face Covering Use](#)

Communication: Languages Spoken at Home and Accessibility for Individuals with Impairments

For individuals who are visually impaired, effective communication should include: electronic for use with a computer screen-reading program; or an audio recording of printed information. A suggested program is Microsoft's/Google's *Immersive Reader* which is imbedded in the Edge web browser. In addition, the following accommodations will be made as necessary:

- Font size:
 - Headings 32 points or larger; subheadings 30 points or larger; text 28 points or larger; and bold text is more visible than standard text
 - Appropriate fonts: Arial, Verdana, Tahoma, or Antique Olive
 - Avoid italics – use underlining, quotations or bolding
 - Left Alignment only; use reduced graphics; limit to two or three text colors; avoid grey background or grey text; avoid shadowed text; avoid blue backgrounds – use light backgrounds
 - Limit animations and/or graphics
 - Simple slide layout – less than 6 lines per block; reduce the use of columns; no more than 6 bullets

- For individuals who are hearing impaired, effective communication should include: visual or video; include real-time captioning; written materials; and/or a printed script of an announcement or message.
- For parents and students for whom English is their second language, the District will use Microsoft Translate or Google Translate to convert webpages, and other information that the District sends electronically, into their home language.
- School communication (flyers, letters, e-communications, etc.) for our ENL households will be in their preferred language and mode of communication to the greatest extent possible and—and assuredly in the second language most commonly spoken in the district (Spanish). Interpretation and translations will be executed by our staff and/or BOCES interpreters/translators in students’ home language wherever possible and at a minimum in those language spoken by the largest percentage of ELLs within the district. A concerted effort will be made to reach out to the families of ELLs using various translation platforms and/or Nassau BOCES translation services. In addition, teaching staff certified in a student’s home language can be accessed to perform translation services whenever possible. Direct translation requests may have several days of delay as a part of each request, therefore whenever possible, the communications needed to be sent to our ENL households should be requested in advance to allow time for translations/interpretations to be completed or executed.

Health and Safety

Health and safety assurances will be consistent across all buildings in the District during in-person, hybrid, or remote learning models.

Number of Students Returning to School

- In-person - High School: 720
- Hybrid - High School: 360
- Remote - 0

Reopening of Schools Plan

Health and safety protocols are included in all plans for the opening of schools. They were developed by the Seaford UFSD Reopening of Schools Task Force which is comprised of various community stakeholders including Board of Education trustees, central office administrators, building administrators, teachers, parents, the Supervising Security Aide and the Nurse Coordinator and posted on the District and each school’s website.

Communication Plan for Students, Parents/Guardians, Staff, and Essential Visitors

- Communication with students, parents/guardians, staff, and essential visitors will take place via the following methods: signage that is posted throughout each

building, email, text, website postings, written communication, audio communication, virtual and/or in-person presentations where practicable.

Written Protocol for Observing Signs for Illness and Referrals to Nurse

- All personnel will be provided training regarding the observation and identification of COVID-19 symptoms and/or signs of illness prior to the first day of school. The following resource(s) will be utilized:
 - Symptoms of COVID-19
- Any child who presents ill or becomes ill in transit will be referred to the school nurse. The protocol is to have the bus driver dispatch to the school nurse so that the student may obtain the proper medical attention.
- Changes to the health status of personnel or student(s) during the school day (change in temperature and/or presentation of COVID-19 related symptoms) requires notification to the building administrator and school nurse immediately. The school nurse will contact the COVID-19 Resource Officer, Ms. Lorraine Burke, immediately.
- PRIOR to sending a personnel member or student to the health office or isolation office the nurse must be consulted.
- Students/personnel demonstrating a fever of 100.0°F or higher and/or other COVID-19 related symptoms that are not explained by another non-public health threat will be sent home under Education Law 906.

Written Protocol for Daily Screenings for Students, Staff and Essential Visitors

Procedure for Students:

9-12 Students

All students in grades 9-12 are required to take a daily temperature AND complete an electronic, daily health screening questionnaire before coming to school.

- The electronic questionnaire (accessed by using the QR code posted outside of each building entrance or the downloaded app) is required to be completed. Once completed, it will indicate whether the student is clear to enter the building.
 - Approved for Entry Pass – students are cleared to enter the building
 - Not-approved for entry – student presenting with COVID-19 related symptoms and/or a temperature of 100.0°F or greater is expected to stay home and notify the school nurse.
- Students will display the Approved Pass to enter the building.
- Students unable to display an Approved Pass will be directed to the school nurse.
- Students and parents/guardians not approved for entry will be provided with information and resources for ways to monitor symptoms and following up with health care professionals regarding care, testing, and treatment.

Procedure for Personnel

- All personnel are required to take their daily temperature and complete an electronic, daily health screening questionnaire before reporting to work and in conjunction with reporting an absence on AESOP.
- The electronic questionnaire (accessed by using the QR code posted outside of each building entrance or the downloaded app) is required to be completed. Once completed, it will indicate whether you are clear to enter the building.
 - Approved for Entry Pass – personnel are cleared to enter the building
 - Not-approved for entry – personnel presenting with COVID-19 related symptoms and/or a temperature of 100.0°F or greater is expected to stay home and notify their direct building administrator and the school nurse.
- The school nurse will inform the District COVID-19 Resource Personnel
- Personnel will be provided with information and resources for ways to monitor symptoms and following up with health care professionals regarding care, testing, and treatment.

Procedure for Essential Visitors

- Visitation will be limited across the District. All approved essential visitors will be required to comply with District health screening and temperature check protocols.
- An electronic questionnaire (accessed by using the QR code posted outside of each building) is required to be completed. An approved for entry pass will need to be presented to District personnel prior to entry.
- All individuals are required to participate in a temperature check. An individual with a temperature reading of 100.0°F or greater will not be granted entry to the building.
- A visitor must clear both the electronic health questionnaire and the temperature check to gain access to the building.
- All visitors are expected to wear a face covering when in the building and/or grounds.

Written Protocol for Health Assessment of Ill Person(s)

- Students/personnel assessed by the nurse and demonstrating a fever of 100.0°F or higher and/or other COVID-19 related symptoms that are not explained by another non-public health threat will be sent home.
- Students will be escorted to an isolation area to mitigate the risk of exposure to others and be monitored while awaiting transportation home.
- Parents of students will be contacted to pick their child up as soon as possible to ensure that they seek the appropriate follow-up care.

- CDC and Department of Health resources will be provided to the parent/guardian regarding the monitoring of symptoms, testing, and following up with a health care provider.

Written Protocol for Isolation of Ill Person(s)

Students/or staff member presenting with COVID-19 related symptoms and/or a temperature of 100.0°F or greater requires separation from others to reduce the risk of exposure and be monitored.

- Each building will have two (2) rooms designated for health services:
 - one (1) for healthy individuals and routine nursing care and at least one (1) for isolation of individuals with possible community spread disease symptoms.
- More than one person can be in the isolation area if occupants are socially distanced by 6 or more feet.
- A supervising adult must be present wearing appropriate PPE.
- Building locations are as follows:
 - Seaford High School: Health Office and the training room, referral room, guidance space
- Students and/or personnel will be supervised and monitored until transportation home or to a healthcare provider, depending on the severity of symptoms, can be arranged.
- Students will be escorted to the parent/guardian.
- Appropriate transportation will be secured for personnel, if needed, due to health status.
- An ambulance will be called for individuals requiring emergency care. It is necessary to inform the emergency transport that the individual demonstrating symptoms of potential COVID-19 so that the appropriate protections are in place to maintain the health and safety of all involved.
- Students, parents/guardians, and personnel can view these resources here:
 - [Caring for a Sick Individual](#)
 - [CDC Guidance on Isolation Procedures](#)
 - [Criteria to Discontinue Home Isolation.](#)

Written Protocol for Health Assessment of Essential Visitors, Guests, Contractors, and Vendors

- Only essential visitors, guests, contractors and/or vendors will be allowed into the building.
- Expected/pre-arranged visitors/contractors/vendors will be required to wear a mask, respond to essential screening questions, and undergo a temperature check prior to entry.

- All individuals are required to complete a health screening questionnaire and undergo a temperature check. The District will use the following resource for screening: <https://entry.neric.org/seafordufsd>
- Individuals that do not clear the screening or demonstrating a fever of 100.0°F or higher and/or other COVID-19 related symptoms will not be permitted into the building and told follow-up with a medical practitioner for further guidance.

Written Protocol for Observing the Signs of Illness and Staying Home from School

- Personnel and students/guardians will be provided with information and resources for identifying the signs of COVID-19 and staying home from work or school. The following resources are available:
 - [What to Do if You Have or Might Have COVID-19](#)
 - [What You Need to Know About COVID-19](#)
 - [Symptoms of COVID-19](#)
 - Pediatric Inflammatory Syndrome may occur days to weeks after acute COVID-19 illness. Early recognition is critical and appropriate health and medical care and treatment is essential.
 - It is important for all parents/guardians and personnel to monitor children for these symptoms:
 - Prolonged fever (more than five days)
 - Difficulty feeding (infants) or is too sick to drink fluids
 - Severe abdominal pain, diarrhea or vomiting
 - Change in skin color - becoming pale, patchy and/or blue
 - Trouble breathing or is breathing very quickly
 - Racing heart or chest pain
 - Decreased amount of frequency in urine
 - Lethargy, irritability or confusion
 - Additional information from the Department of Health can be found here:
[NYS Guidance on Pediatric Inflammatory Syndrome](#)
- It is very important that students and personnel who are not feeling well and present with any COVID-19 related symptoms remain home and immediately notify the school nurse, building administrator, and/or healthcare provider.

Written Protocol for Proper Hand and Respiratory Hygiene

Hand Hygiene

- Hand hygiene includes the preferred method of washing hands with soap and water for a minimum of 20 seconds, use of alcohol-based hand sanitizer (60% alcohol or greater) when soap and water are not available, and when hands are not visibly dirty.

- Access to soap, water and sanitizer will be provided throughout the buildings for both students and personnel.
- Hand-washing routines will be incorporated into the school day:
 - Grades K-5:
 - Upon arrival into the classroom in the morning
 - Prior to and after snack
 - Prior to and after lunch
 - After using the restroom
 - After coughing or sneezing
 - After physical education
 - After related services
 - Before and after removing PPE
 - Grades 6-12
 - Prior to and after eating
 - After using the restroom
 - After coughing or sneezing
 - After physical education
 - After related services
 - Before donning and after removing PPE

Respiratory Hygiene

COVID-19 virus spreads from person to person in droplets and aerosols produced by coughs, sneezes, and sometimes when people are speaking. Students and personnel should cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. If a tissue is unavailable, use the inside of your elbow to cover your mouth and/or nose.

- Instruction for proper hand-washing and respiratory hygiene will be provided to students and personnel. Refreshers will be provided periodically.
- Signage for hand and respiratory hygiene will be posted throughout the District to remind individuals about staying home when feeling sick, using face coverings, social distancing, reporting symptoms of, or exposure to, COVID-19, cough and sneezing etiquette.
- Signs will be posted in the following areas:
 - Entrances
 - Restrooms
 - Cafeterias
 - Classrooms
 - Administrative offices
 - Health offices
 - Hallways
- Signage will include the following:
 - Protect Yourself,

- Stop the Spread
- Wash Your Hands!
- Germs All Around You
- Handwashing is Your Superpower
- Cover Coughs and Sneezes

Written Protocol for Social Distancing

- Social distancing is defined as keeping a physical distance of 6-feet between yourself and others when practicable.
 - When the activity or service requires direct contact with a child, the child will wear a face covering, if tolerable, and the personnel will wear appropriate PPE for the activity or service delivery model.
- Meetings for personnel and/or parents/guardians are encouraged to be conducted remotely or via telephone.
- Every effort will be made to socially distance during building operations such as arrival, dismissal, movement throughout the building, and arranging instructional space. On occasion,
- The District will ensure that student groups are as static as possible by having students with the same groupings and/or cohort of students staying together.
- Lockers will not be utilized at this time.
- District will develop, implement and enforce social distancing in all school facilities and on school grounds, when possible.
- District will ensure ventilation systems operate properly and increase natural ventilation and circulation of outdoor air as much as possible by opening windows and doors, when possible.
 - As an exception, windows and doors will not be opened if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students, faculty, or personnel using the facility.

Written Protocol for Accommodating High-Risk Students and Personnel

- According to the Center of Disease Control (CDC), the following individuals are considered high risk and should consult with their healthcare provider regarding prevention and safe practices regarding COVID-19:
 - Individuals 65 and older;
 - Pregnant individuals;
 - Individuals with significant underlying health conditions including, but not limited to: chronic lung disease, moderate to severe asthma, serious heart conditions, immunocompromised, severe obesity, diabetes, chronic kidney disease, liver disease, sickle cell anemia, and individuals that are medically complex.

- Students, parents/guardians, and personnel will be provided with information regarding individuals who are at a high risk or living with an individual at a high risk. Resources will include:

What You Can Do if You are High Risk

What You Need to Know About COVID-19

- Parents/guardians of students who are high-risk should contact their building administrator when providing documentation substantiating high risk and/or addressing any questions or concerns.
 - Parents/guardians of students with special needs or students who are medically fragile should work closely with their medical healthcare provider to discuss options for protecting your child’s health and safety.
 - The District will consult with school health personnel, parents/guardians, special education personnel, pupil personnel services, as well as building and District administration to transition students with special needs and medical fragility back to school as needed.
- Personnel who are high-risk should contact their direct supervisor in the building and one of the following individuals when providing documentation substantiating high risk and/or addressing any questions or concerns:
 - Instructional Staff: Mr. John A. Strifolino, Assistant Superintendent of Curriculum, Instruction and Personnel
 - Non-Instructional Staff: Ms. Rhonda Meserole, Assistant Superintendent for Business and Operations

Written Protocol for Wearing Face Coverings

- Cloth face masks and/or approved face coverings are required at all times, including on transportation to and from school, unless otherwise inadvisable as indicated in the examples below:
 - Face covering exceptions include:
 - children under 2 years old;
 - in severe cases, those documenting where it would impair physical or mental health, or presents significant challenge or obstruction to delivery of educational services;
 - anyone demonstrating difficulty breathing; or
 - an individual unable to remove the face covering without assistance.
- All students and personnel must wear face coverings, including hallways, restrooms, classrooms, and other shared spaces such as buses.

- The District will provide approved face coverings for personnel. Personnel will receive three (3) cloth face coverings. Personnel, students, and/or visitors in need of face coverings for the day, or a replacement, will be provided with an approved face covering. Location for face coverings:
 - Seaford High School: Security Kiosk
- Students will have an opportunity throughout the day for mask breaks with social distancing.
- Training opportunities for the appropriate use of face coverings will take place: putting on and taking-off face coverings, and the cleaning and disposal of face coverings, not sharing face coverings, and hand hygiene when using face coverings will be provided to all students, parent(s)/guardian(s) and personnel.
 - Refreshers will take place throughout the year.
- All school health personnel will wear appropriate PPE when assessing ill persons or conducting certain respiratory treatments. The following resources are provided as guidance: [Universal Precautions](#), [OSHA COVID-19](#)
- [School Healthcare Professional COVID-19 Resource](#)
- [Face Mask Dos and Don'ts for Health Professionals](#)
 - Supplies will be disposable whenever possible.
- PPE will be provided to custodial staff and those responsible for cleaning when needed.
- When performing aerosolizing treatments or caring for a person suspected of COVID-19, N95 mask is required with a fit test. In lieu of a N95 mask, a face shield must be used with a face mask for optimal protection.
 - District physician will draft a letter indicating the CDC's recommendation for alternate treatments during the school day, including metered dosing where appropriate and indicated. Only children that are unable to have metered dose treatments should have aerosolized treatments in school. All aerosolized treatments will take place in a separate location, when possible. Depending on the age of student, the nurse can step out of room while the treatment is being administered.

Plan for Obtaining and Maintaining PPE

- The District has contracted with multiple vendors that supply PPE. In an emergency, if such vendors cannot fill our needs, we will also purchase online.
- Daily checklist will be used for school personnel to ensure enough PPE (facilities, building administrators)

Written Protocol for Confirmed Case of COVID-19 in School

- Planning for the potential of COVID-19 cases in school(s) within the community is essential to the reopening of schools for in-person instruction. Coordination and planning with local public officials about the status of COVID-19 in our

community is key, along with practice to reduce the speed of COVID-19 such as wearing a face covering, practicing social distancing when possible, and the careful monitoring of one's health.

- If someone within the school community (e.g., student, teacher, staff) tests positive for COVID-19, assessing the level of risk is important to determine next steps. Levels to consider, in consultation with the information from the local Department of Health include:
 - Level of community transmission
 - Whether transmission of the virus within a school is higher than that of the community, or if the school is the source of an outbreak
 - Current cohorts within the school

Contact Tracing

- To prevent further spread, people who had contact with someone with COVID-19 are encouraged to stay home and maintain social distance from others until 14 days after their last exposure to a person with COVID-19. Contacts are instructed to monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19.
- Contact tracing is a public health function performed by the local Department of Health to trace all persons who had contact with a confirmed case of COVID-19. School must cooperate with state and local health departments. The following practices will take place:
 - Collection of attendance records for students and personnel;
 - Documented student schedules;
 - Visitor logs including date, times and where in the building they visited
 - Assisting the local health department in tracing contacts of the individual at school in accordance with the New York State Contact Tracing Program.
 - Confidentiality must be maintained as required by federal and state laws.
 - Individuals to be excluded from school will be made with guidance and direction from the local health department.
 - Building nurse, in conjunction with the building COVID-19 Coordinator(s) and the District COVID-19 Resource Officer (Ms. Lorraine Burke) will assist with the following, in consultation with the local health department:
 - Work with individual to help recall others that they may have had close contact with and review attendance records, cohort information and/or visitor log
 - Under the direction of the building COVID-19 Coordinator, district health personnel will contact individuals about potential exposure as soon as practicable in a sensitive and confidential manner.

- Provide information to contacts regarding what they should do to separate themselves from others who are not exposed, how to monitor themselves for illness and the possibility that they could spread the infection to others even if they do not feel ill.
- School Closures
 - The District will collaborate with the local Health Department to determine the parameters, conditions, or metrics that will serve as early warning signs that COVID-19 may be beyond an acceptable level in the community. If absentee rates impact the ability of schools to operate, the District reserves the right to modify operations and/or adjust the learning model to mitigate a rise in cases. Consultation with school health personnel and the local Health Department will take place in determining building and/or District closures.

Written Protocol for Return to School/Work

Return to school will be coordinated with the local health department. It is up to the individual's healthcare provider and/or the Department of Health as to whether COVID-19 testing is necessary. According to the CDC guidance, COVID-19 testing is recommended for all close contacts of persons with COVID-19 [CDC Guidance on Testing](#). In addition, depending on the situation, isolation or quarantining may be recommended.

Non-COVID-19 Positive Return to School Requirements

- Individuals sent home from school/work or individuals that do not report to work due to identifying symptoms related to COVID-19 must remain at home until:
 - Individual can provide documentation from a healthcare provider clearing the student/personnel to return to school/work explicitly stating that the illness was non-COVID-19 related; AND
 - COVID-19 symptom resolution; AND
 - No fever, without the use of fever reducing medicines, and the individual has felt well for 24 hours.

COVID-19 Positive Return to School Requirements

- Individual is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, individuals must not return to school and stay at home until:
 - It has been at least ten days since the individual first had symptoms; AND
 - It has been at least three days since the individual has had a fever (without using fever reducing medicine); AND

- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.
- Individual must provide documentation from a healthcare provider clearing the student/staff member to return to work; AND
- Individual has been released from isolation information as indicated by DOH and NYSED guidance. For additional information regarding isolation please read the [CDC Guidance on Isolation Procedures](#)

Written Protocol to Clean and Disinfect

- CDC cleaning guidelines have been discussed with each building's custodial staff. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>
- The District has purchased both bleach and approved FDA registered disinfectants with COVID/Coronavirus kill claims. <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- Numerous times throughout the day, custodians will disinfect high touch surfaces, e.g., light switches, doorknobs stairwell railing, etc.
- Bathroom fixtures will be disinfected throughout the day.
- The District has purchased electrostatic sprayers to streamline the disinfecting of surfaces.
- Afterschool disinfecting will consist of mopping of all floors with approved EPA registered disinfectants and or bleach. Bathrooms will be disinfected with the use of sprayers on all surfaces; rugs and or mats will be cleaned with vacuums using HEPA filtration. Desktops will be disinfected with the use of the method of sprayers utilizing EPA registered disinfectants.
- The use of job/task sign sheets will be posted in each slop sink to monitor the frequency of cleaning/disinfecting.

Written Protocol to Conduct Required School Safety Drills

- The District will follow the guidelines from the NYSED Reopening Guidance Document as it related to modifications of safety drills. It will also work with its local BOCES Health and Safety coordinators for guidance. 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 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 must be certain 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 to:
- Conduct lockdown drill in a classroom setting while maintaining social distancing and using masks
- Conducting lockdown drills on a "staggered" schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drill in the classroom without "hiding"/"sheltering" but provide an overview of how to shelter or hide in the classroom.

Written Plan for Before and Aftercare Programs

- The before and aftercare program for the District is run independent through the SCOPE agency.
- Communication between the District and SCOPE before and after-care program will be ongoing.
- Agency will share their written protocol with the District and District plan and protocols will be shared with the agency.
- Resource(s): Social Distancing at the Daycare

COVID-19 Safety Coordinator(s) and Resource Personnel

- District COVID-19 Safety Coordinator(s):
 - Mr. John Strifflino, Assistant Superintendent of Curriculum, Instruction, and Personnel
 - Ms. Rhonda Meserole, Assistant Superintendent of Business and Operations
 - Ms. Mary Catherine Culella-Sun, Director of Pupil Personnel Services
- School COVID-19 Safety Coordinators:
 - Seaford High School: Ms. Nicole Schnabel and Ms. Jennifer Bisulca, Assistant Principals
- COVID-19 Resource Person (health background recommended). This person will be the main contact upon the identification of positive cases and will be responsible for subsequent communication:
 - Ms. Lorraine Burke, District Nurse Coordinator

Facilities

Updates to NYS Uniform Fire Prevention and Building Code and State Energy Conservation Code

- The District has no plans that include changes or additions to any of their facilities

2020 Building Condition Survey Plan

- According to NYSED dates for the Building Condition Survey, the District is required to conduct their BCS in 2021. Plans are currently being worked out with its architect. The Visual Inspection with our licensed Code Enforcement Officer will be done in the fall of 2020. Purchase orders have been completed.

Provisions for Lead-in-Water Testing

- Lead in Water Testing will begin in the fall of 2020. The District's environmental consulting company, J.C. Broderick is in receipt of purchase orders and has already been on-site labeling and identifying fixtures to be tested.

Alcohol-based Hand-rub Dispenser Compliance

- The District is aware of NYS Building Code Section 414 Combustible Material. Storage of all alcohol-based sanitizers are in approved fire-rated cabinets in storage areas with sprinkler system protection. Any alcohol-based hand sanitizer will be used with adult supervision.

Use and/or Installation of Dividers

- The District has no plans to add any partitions or room dividers in any of their buildings.

New Building Construction and/or Temporary Quarter Projects

- The District has no plans for new construction or temporary quarters.

New Facilities and/or Leasing

- The District has no plans to lease any additional space for use as classrooms or offices.

Plan for Use of Tents

- If tents are eventually approved and purchased (TBD) for outdoor use, each building's administrative team would create a Utilization Schedule for teachers, staff, and students that would ensure safe distancing and other district-wide COVID protocols that would permit and support safe and appropriate activities being executed within the tent confines (e.g. safely-distanced games for recess, ensuring that classroom instruction is scheduled on a rotating basis to avoid overcrowding and efficient use of the outdoor space, etc.).
- Currently, the District has no plans to purchase/rent tents. If, at some point, it deems this necessary, proper procedures will be followed according to NYSED Facilities Planning.

Minimum Standards for Toilet and Sink Fixtures

- Currently, the District has no plans for shutting down restrooms. If, at some point, it is deemed necessary, the standards will be followed.

Drinking Water Source(s)

- Personnel and students can be encouraged to also bring their own drinking water to campus if they choose to do so.
- Currently, the District is planning on changing out numerous water fountains with a filtered bottle filling station. The District will keep the minimum requirement of one water fountain to 100 occupants. If the District deems it necessary to shut water fountains, the District has discussed the use of water stations and the distribution of bottled water.

Plan for Maintaining Natural and/or Mechanical Ventilation

- The District operates its ventilation systems according to the manufacturer's specifications for each unit and with the use of a Building Management System that streamlines its use. All units are maintained with a preventative maintenance schedule. Filters are changed every three months in accordance with the manufacturer's specs. The MERV rating of the filters is through the manufacture's specifications. The District has both repair and maintenance contracts with various vendors to ensure needed repairs are completed immediately when required.

Submission of Projects Dedicated to COVID-19 Reopening

- Currently, the District has no plans for any COVID 19 related construction or alterations. If it feels the need arises, we will work with our licensed architect and understand the process.

Compliance of Desk Barriers

- Currently, the District plans use desk barriers and are currently working with our architect, who has been in touch with NYSED Facilities Planning for their guidance and approval of such materials.

Child Nutrition

Access to Daily School Meals

For students in grades 9-12 parents/guardians, or students will place their breakfast and/or lunch orders anywhere from one month to one week in advance via an online/app. *Grab and Go* stations/mobile carts will be available for entering P.M. cohorts to eat in their classrooms if they had not already eaten prior to arrival; and *Grab and Go* lunch will also available for pick-up upon their departure. Specific information will be sent to all households outlining procedures for ordering meals.

Students enrolled in the Seaford UFSD will have access to meals each school day, whether in attendance at school or learning remotely. More families may qualify for benefits than before the public health emergency due to changes in the economy. Due

to this fact, it is important to provide multiple opportunities to families to complete meal benefit applications. Our School Food Service vendor **Aramark** has assured us that they are providing both breakfast and lunch meals to all students that follow the nutritional guidelines established with the NYSED Office of Child Nutrition. The way these foods are prepared and offered will be different from those in the past. The programs planned are flexible and address for various School opening models of serving, whether all students are learning remotely or in-school or a hybrid model of different scenarios. Therefore, meals may be served curbside, or with the use of mobile carts for easy distribution or delivered to the classroom by lunch monitors on a cart. The structure of how these meals are ordered and served include “Grab and Go” options and meals that are both hot and cold for immediate consumption or for warming later at home.

Health and Safety Guidelines

Aramark has partnered with one of their colleagues Jefferson Health to develop and implement **Eversafe**, a safe platform that follows the mandated health and safety guidelines. It is their brand label which was developed in accordance with recommendations of the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO) and other leading health organizations. Considerations for both the serving and preparation of meals is part of the training conducted by Aramark for their employees and is part of the way they have been operating currently. The new health and safety guidelines encompass the health assessments of their employees for work, the operations of both the “back of house” (Kitchens) and “front of house” (Serving lines).

All employees of Aramark will be wearing masks while at work. Temperatures of employees will be taken twice a day. Any employee with a fever of 100.0 F or higher will be sent home. Hand washing is required every twenty minutes in the kitchens, while maintaining a social distance from one another. Masks are always worn with the exception when an employee is working near the ovens and is socially distanced or while washing dishes in a corner away from other staff

Additionally, Aramark has changed the procedures for how food is prepared – limiting the cross traffic and encouraging a social distance. For example, an employee preparing a salad will gather all the ingredients in one bowl and go to the work station to prepare the salad from beginning to end, thus avoiding the back and forth foot traffic in the kitchen work area and cutting down on the number of utensils being used.

Protecting Students with Food Allergies

Food Allergies are always a concern regarding students and the serving of meals. Distribution to these students has already been vetted by Aramark and cross references will be made prior to meals being assembled for documented allergies with specific students. Students will not be utilizing the cafeteria space, but rather eating these

meals outside of the school day or within their assigned classrooms while practicing social distancing and/or the use of barriers. In deferring to the expertise of medical personnel, the safe consumption of food for all contact allergies may be achieved with the use of social distancing and/or the use of barriers. In the instance of a severe airborne allergy, alternate space must be identified for those students to consume their meals in a safe space. These types of allergies are always identified and documented and will be communicated by School Nurses in the same manner they have been in the past.

Protocols for Hand Hygiene Before and During Eating: Hand washing by Aramark employees is required every twenty minutes. For students and the mealtime, students are asked to wash their hands before eating and then again after they are done. Child friendly signage has been prepared by Aramark that is child friendly and reflects the importance and proper way hands are to be washed and how to maintain social distancing. The pictures incorporate healthy foods depicted in an easy to understand manner. Refer to previous section that specifically details the protocols for students and the washing of hands.

Protocols for Cleaning Areas Serving Meal

Aramark has another division of their company entitled ***Diversay***. This is the section of the company that produces the cleaning materials that are used within their food service division. All surfaces will be cleaned with a wipe using a food safe chemical (Oxivir), which is a premoistened wipe for tables, serving lines and any other prep areas. This has been in use since April 2020 and is a disinfectant along with being an antiviral. The chemicals used to wash dishes and small wares (utensils and pans to name a few) is used in the three compartment sinks. It is a cleaning detergent and contains sanitizing properties that continue to work as the dishes air dry.

Child Nutrition Program Requirements:

Aramark has planned the appropriate meal patterns that are required by the USDA and NYSED Office of Child Nutrition. A sample of a cold lunch may be a bagel, yogurt or salad with fresh fruit and milk.

Protocols for communicating with students and families

Households can access nutrition- and menu-related information via the District website and each school's individual website. If necessary, the school/District can also communicate essential nutritional information to students, parents/guardians, and personnel through the text notification system and our District email distribution lists via *Infinite Campus*.

Social Distancing

Students eating their meals in school are required to utilize personal barriers while eating. Social distancing will be in place where possible.

Transportation

The development of bus routes and bus schedules will be consistent with prior practices. Information will be issued directly from the Seaford Transportation Department and indicate pertinent information relating specifically to student transportation information.

Daily Disinfection

District bus vendors, Educational Bus Transportation (*EBT*) for Regular Home to School Transportation and other vendors for private and parochial school transport, will provide the assurances that all buses will be disinfected daily after the AM bus runs and then again after the PM Bus runs. The chemicals used to disinfect are green products. Additionally, windows may be left open in nice weather and where the temperature is 45 degrees or higher.

High Contact Cleaning and Disinfection

High Contact Cleaning and Disinfection will take place where necessary in between the bus runs. Typically, when a child becomes sick on a bus and high contact cleaning and disinfection are required, the bus is taken out of commission after the completion of the run and sent back to the depot to be cleaned by the bus company's staff and replacing it with another bus.

Protocol for Hand Sanitizer

Hand Sanitizer is not permitted on buses due to the combustible composition and potential liability to the carrier and/or District. Bus drivers and students are not permitted to carry or use hand sanitizer on the bus.

Requirements for Face Coverings

Bus Drivers are required to wear masks on the bus. Masks are mandatory for all students. Proper mask wearing will be encouraged and should cover both the nose and mouth throughout the bus ride. Mask wearing will be monitored using cameras installed on each bus. Where students are concerned, bus privileges may be lost if the same individual refuses to abide by this rule ("repeat offenders"), especially where social distancing is not possible.

Training for Transportation Staff

Reassurances provided by *EBT* along with the specific type of training have been provided to all bus drivers hired or employed by our bus vendor. Training consists of emphasizing social distancing, proper mask wearing and other Protective Personal Equipment (PPE).

Refreshers for Transportation Staff

Refreshers for Transportation Staff are conducted on the proper use of social distancing.

Personal Protective Equipment

Bus Drivers are required to wear masks to work and while on the job. Bus drivers will also wear gloves when direct contact is to be made with students. Both items are also supplied by **EBT** to their drivers.

Access to Sanitizer at Depot

Bus Drivers will have access to hand sanitizer and hand washing at their bus dispatch offices **prior** to leaving on a bus run and/or returning from a bus run.

Protocols for Direct Contact with Students

In the event a Bus driver needs to have direct contact with a student, the driver is required to wear a mask **and** gloves.

Protocols for Self-Health Assessments

Bus drivers are expected to perform a self-health assessment prior to coming to work. Additionally, temperatures will be taken each day upon an employee's arrival to work by EBT Staff.

Face Coverings for Students

Face coverings for students are required, where a student is physically able.

Access to Education

Bus drivers are not to deny a student transportation to school if they do not have a mask.

Access to Face Coverings

Students are required to wear their masks in order to board the bus. Bus drivers will be able to supply a District mask that is individually wrapped, to avoid contamination, in the event a student forgets their mask so they may board the bus.

Exceptions to Face Coverings

Exceptions to Face Coverings: Exceptions include children under two years old, those where it would impair the physical or mental health, or presents a challenge, distraction or obstruction to services or learning, anyone demonstrating difficulty breathing or an individual unable to remove the face covering without assistance. Students utilizing transportation that fall into any of the above categories will not be denied transportation. Social distancing in these circumstances is even more important.

Student PPE Training

Communications about personal protective equipment and signs and symptoms of COVID-19 will be presented in various forms for parents and students. Some instances of communications

will include posting updates on the District’s website, shout point messages and through signage and verbal confirmation by Bus Drivers.

Social Distancing Refreshers

Students will be trained and be provided periodic reminders on the proper use of social distancing. Some of the ways in which this will take place is through the posting of signage on the bus, in both English and Spanish reminding riders of the rules and proper usage. A letter will also accompany the bus passes mailed to the various students prior to the start of school with the “rules” of bus ridership. The rules include: social distancing at bus stops and when entering and exiting the bus, the wearing of masks on the bus at all times, self-assessments of each student’s health prior to entering the bus, encouraging siblings to sit together, a “no changing of seats” rule during the bus trip when once seated and the requirement of either a Parent or an “Emergency Contact” individual remaining at the bus stop for those students in grades Kindergarten -5th grade. All students will be trained in the importance of wearing PPE and the signs and symptoms of COVID-19 as indicated in the Health and Safety section of this plan.

Non-District Transportation

Transportation to non-public, parochial, and private schools, including students receiving special transportation as indicated on an Individualized Education Program (IEP) placing a child out of District will be provided regardless of whether in-person services are being provided in District.

Social Emotional Well-Being

Comprehensive School Counseling Plan and Program

- The District will continue to implement the Comprehensive Guidance Plan K-12 in each building as led by the respective building leadership and IST Teams.
- Consistent with District protocols in the past, all schools will offer a Multi-Tiered System of Support (MTSS) to include:
 - Universal interventions proactive for all students
 - Secondary interventions for students identified as high risk
 - Tertiary services for students identified as high risk
- A review of the plan will take place prior to September 8, 2020 to make any adjustments as well as adjust the plan to account for the unique needs of students during the COVID-19 pandemic.
- A copy of the plan will be posted on the District and building websites.

Develop a Comprehensive Team

- A new district-wide team with representation from each building, including various stakeholders, will be formed to address the social-emotional and mental health needs within the district.

Resources and Referrals

- Students K-12 will participate in a screening tool, with parental consent, that will assist the school in identifying the social-emotional needs of returning students. Responses will be reviewed by staff in conjunction PPS personnel and building and PPS administrators to determine if additional supports are needed.
- A comprehensive resource guide for a variety of wellness and mental health services will be provided to all students, parents/guardians, and personnel in the District. Access to the resources will be available via website, electronic file, and paper copies for those requesting a hard copy. Resource link: [Mental Health and Wellness Resources](#)
- The District is a member of the Nassau BOCES Mental Health Consortium. The consortium provides opportunities for training and support of mental health and wellness initiatives across the District. The consortium meets monthly. A district-wide team of pupil personnel service staff members attend trainings and deliver professional development opportunities to the department and their respective building personnel.
- The District has developed a strategic partnership with Northwell South Oaks to support the increased mental health and wellness needs of students and their families. The partnership includes:
 - Psychiatric evaluations and consultation
 - Social worker case management
 - Connections to community resources for students and families
 - Professional development for personnel and families on a variety of topics.

Training and Professional Development

- Opportunities for staff professional development will take place on the District and building levels and address several topics, including but not limited to risk assessment, fear, anxiety and COVID-19 related stressors, social-emotional learning, wellness, mindfulness, and social emotional learning. In-district personnel and outsider experts provide professional development opportunities throughout the year.
 - Personnel from various areas, including PPS staff, health and physical education, general education teachers, special education teachers, related service providers and special area teachers are offered training opportunities in this area.
- Additional resources: [NCTSN National Child Traumatic Stress Network, Teaching Tolerance, Social Emotional learning Roadmap, Supporting Students' Mental Health as We Return to School, Enhancing Trauma Sensitive Schools: Addressing Students' Multi-Tiered Emotional Self-Regulation Needs](#)

School Schedules and Teaching and Learning

At this time, the Seaford UFSD plans on starting the school year utilizing the Hybrid instructional model for the Seaford High School.

Seaford High School

Remote Instruction – Students will follow a typical 9-period schedule and connect with their teachers remotely utilizing their personal mobile device. The scheduled passing time between periods will allow students time to get prepared for their next class. All instruction will be synchronous (real time). Students will need to adhere to the District Remote Learning Etiquette policy. Extra-help sessions will be scheduled according to the teachers’ contract. All teachers will report to the High School and will instruct remotely from their classrooms using their personal mobile devices. All teachers will utilize the Microsoft TEAMS platform.

Hybrid Instruction – Students will be divided into two groups and will attend school on a rotating basis between A.M. and P.M. sessions. They will follow a 9-period schedule. When attending school students will utilize mobile desk barriers and will wear face masks in classes and hallways. When not attending school, students will remotely connect to their respective classrooms using their District-issued personal mobile devices and will receive instruction through live streaming from their classrooms. Teachers will utilize Microsoft TEAMS and Zoom when receiving instruction via the live streaming. Students will adhere to the District Remote Learning Etiquette policy. Please see the schedule below that will operate as a 4-day cycle with two A-days in a row and then two B-days in a row:

Day A1

AM Group 1: Attend school for periods 1-4
 Group 2: Receive remote learning for periods 1-4

Travel Time

PM Group 1: Receive remote learning periods 5-9
 Group 2: Attend school for periods 5-9

Day A2

AM Group 1: Receive remote learning periods
Group 2: Attend school for periods 1-4

Travel Time

PM Group 1: Attend school for periods 5-9
Group 2: Receive remote learning periods 5-9

Day B1

AM Group 1: Attend school for periods 1-4
Group 2: Receive remote learning periods 1-4

Travel Time

PM Group 1: Receive remote learning periods 5-9
Group 2: Attend school for periods 5-9

Day B2

AM Group 1: Receive remote learning periods
Group 2: Attend school for periods 1-4

Travel Time

PM Group 1: Attend school for periods 5-9
Group 2: Receive remote learning periods 5-9

In Person Instruction – All students will report to school and will follow a nine-period day. While in class students will utilize mobile desk barriers and will wear face masks. Students will wear face masks when traversing the hallways. Instruction will be conducted with consideration to social distancing.

Considerations

Regardless of what model of instruction the District is using, the delivery of Special Education services will be made in accordance with the child's IEP to the greatest extent practicable. If a school is in a Hybrid model, every Special Education student in self-contained classes, as well as our ENL students, will attend school all day. School psychologists, school counselors and social workers will schedule whole class lessons as appropriate and will maintain a counseling schedule as per the needs of students. These support staff members will be available to

students as well as parents to address the various mental health issues that may arise due to the pandemic. Each school nurse will be available to address any medical concerns or issues.

All teachers will be familiar with the learning platform to be utilized for the Remote Learning model. Resources and training opportunities for students and parents regarding these platforms will be made available and posted on the website. All students in grades 3-12 will have their own district-issued mobile device. District issued laptops and iPads will be made available to any student in grades K-2 the who at need one at home. All teachers have been issued their own laptop. If the District is in the Hybrid model, all personnel will be familiar with the technology needed to live-stream instruction. If it was necessary for the District to change its current model of instruction (for example, switch from Hybrid to all Remote), a message will be created and sent out to all families and personnel through our Shoutpoint system and it would be posted on the District website. Regardless of the instruction model being utilized, all instruction will be aligned to the New York State Learning Standards. With all three models, Extra Help will be scheduled according to the teachers' contract.

If the District is in the Hybrid or In Person instruction model, communication regarding contacting the school and teachers with questions about instruction and/or technology can be done either in person and/or directly with a phone call or email. If the District is in a Remote model, students and parents will contact school personnel through the appropriate technology, communication platform being utilized, email and/or a phone call. All the information related to communication will be made available in multiple languages and disseminated as appropriate.

The Seaford School District does not contract with eligible pre-kindergarten programs and agencies.

Attendance and Chronic Absenteeism

Collection and Reporting of Daily Student and Staff Attendance

- In Person Attendance will use Infinite Campus, our student management system, as per our common practice to record attendance.
- Hybrid Attendance will use a combination of Infinite Campus for students who are on-site and the attendance feature in *Microsoft Teams* and/or complete an attendance activity in *Seesaw*.
- Remote Attendance will use the attendance feature in *Microsoft Teams* and/or complete an attendance activity in *Seesaw*.
- Staff will follow building protocols for attendance

All attendance will be registered in our Student Management System (Infinite Campus) daily. The District will follow its normal attendance procedures and practices.

Technology and Connectivity

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

The District will provide the following resources to collect information on the level of access to devices and high-speed internet:

- Information will be presented on the District webpage.
- District communication that would be received by parent via text, email and phone. This would be communicated in languages other than English as well.
- Conversations with District administration and pupil personnel service providers

The district will investigate mobile hotspots, or similar, for access to the internet for students/teachers who have limited or no access. Devices will be distributed through the school technology department and all users would need to complete a device agreement before a unit would be distributed. Students or parents have already completed a district AUP (Acceptable Use Policy).

Resources will be shared with students and parents on efficient use of home Wi-Fi to minimize bandwidth issues when live-streaming.

Students in grades K through 2 will use the Seesaw platform to provide multiple ways for students to participate in learning and demonstrate mastery. This platform can be used in all three learning environments: all in, hybrid or remote. Students in grades 3 through 12 will use Microsoft Teams, which provide multiple means for students to participate (live feed, chat, collaboration, etc.).

Special Education

Provision of FAPE During COVID-19

- All students with disabilities, regardless of whether the District is providing in-person, hybrid, or a remote learning model are entitled to a Free Appropriate Public Education (FAPE) that is consistent with the need to protect the health and safety of students with disabilities and the individuals providing special education services. Special education services will be delivered in accordance with each child's IEP, with flexibility being permitted in the implementation of the delivery of special education services and related services as indicated by NYSED guidance.

Documentation of Provision of Special Education Services and Parent Communication

- District teachers and service providers will document the provision of special education services to all parents/guardians, including lesson plans/links,

accommodations/modifications for the child's current learning model, progress monitoring, and parent communication in a weekly log submitted to Pupil Personnel Services (PPS) administrators. Outside service providers and agencies will be responsible for submitting session notes and documenting communication with parents/guardians.

- Students receiving special education services in out of district placements will participate in the service delivery model (in person, hybrid or remote) as outlined in the agency's remote learning plan. Communication with the out of district placement and District will be maintained on a consistent basis.

Parent Engagement and Communication

- Collaboration of school and home regarding ongoing meaningful communication and engagement include:
 - Continued compliance of state and federal regulations, including compliance of parent's due process rights and safeguards relating to IDEA and special education
 - Informed consent for any changes to a child's Individualized Education Program (IEP)
 - Teacher/provider and parent communication regarding the child's provision of special education services.
 - Communication will be provided in the preferred language and/or mode of parent/guardian and/or student for all documents and procedural safeguard notices in accordance with District practices.
 - The school/District will communicate instructional materials, training resources, and other essential information to our identified students and their parents/guardians, staff, and related-service personnel through the text notification system and our District email distribution lists via our data management platform *Infinite Campus*. Additionally, considerations for duplicative messaging and/or emphatic messaging that may become necessary will be distributed via District and/or school websites, video links, as well as various social media platforms. Outside service providers will also be able to contact the Office of Pupil Personnel Services or refer to our websites for additional guidance and information, and access to written and electronic communications.

Collaboration with CSE/CPSE for Provision of Special Education Services

Special education services for preschool students and school-age students with disabilities are recommended during Preschool Committee on Special Education (CPSE) meetings and Committee on Special Education (CSE) meetings.

- In accordance with regulations, the District will convene the CSE/CPSE to discuss student's current needs and the provision of special education services for the purposed of initial referrals, revaluations, and requested reviews made by the school or parent.

- Convening of the CSE/CPSE to discuss child’s current needs and the provision of special education services, necessary accommodations, modifications, supplementary aids and supports, and/or assistive technology. Meetings will take place as outlined in the NYS Part 200 Regulations the District will convene the CSE/CPSE to discuss student’s current needs and the provision of special education services for the purposed of initial referrals, revaluations, and requested reviews made by the school or parent.

Access to Accommodations and Modifications

- The District will ensure the necessary accommodations, modifications, supplementary aids and services, technology (including assistive technology) to meet the unique needs of all learners as indicated on Individualized Education Plans (IEP) and Section 504 Plans.

Bilingual Education and World Languages

ELL Identification Process

Registration, intake, and initial home language identification process remains the same process as in prior years per CR Part 154. The ENL instructional and language needs determined through the identification process also remain the same—with the exception of NYSED-modified timelines for only the 2020-21 school year (30 days to identify the needs of ELLs who enrolled during the 2019-20 COVID-19 timeframe, as well as any 2020-21 ELL entrants who enrolled throughout Summer 2020 and/or within the first 20 days of the 2020-21 school year. Subsequent to this adjustment period, the District must resume the CR Part 154 10-day identification parameter requirement for the remainder of 2020-21—unless otherwise directed.

Units of Study

A student’s number of ENL instructional hours for 2020-21 (e.g. their ‘Units of Study’ as a result of their designated Proficiency Levels) must be based upon the student’s previously identified proficiency level. A new ELL entrant’s proficiency level is determined by using the information gathered through the intake interview and home language survey, but most significantly based upon the results of their most recently administered NYSESLAT or their NYSITELL assessment. Former ELLs previously identified at the Commanding Level, again per CR Part 154 guidance, are to continue receiving their two-year former ELL services. New as a result of a NYSED COVID-related modification, an English Language Learner may might also need a third year of former ENL services. This would be determined based on teacher and administrator judgement and as a result of multiple measures.

Communication with Parents/Guardians

School communication (flyers, letters, e-communications, etc.) will be conveyed to ENL households in their preferred language and mode of communication whenever possible (for example, if there is no phone in the household, a letter can be mailed home or a live conversation would need to take place; if no computer, a phone call home or a translated live conversation would need to occur, etc.). To the greatest extent possible, the District must also provide interpretation and translations through a qualified interpreter/translator in the language most commonly spoken in the District as measured by the language spoken by the greatest percentage of ELL households. A concerted effort will be made to reach out to the families of ELLs using various translation platforms and/or Nassau BOCES translation services as requested by building administrators and arranged through the District's Lead Teacher and/or the Executive Director for Humanities. In addition, members of the community or teaching staff certified and/or highly conversant in a student's home language may be accessed to perform translation/interpretation services whenever possible. The time spent by on these activities by employees must be logged and submitted to the ENL Lead Teacher and/or the Executive Director for Humanities to be recorded and entered the District-generated translation services spreadsheet. This will allow for payment to the teacher, as well as for accurate record-keeping. Please note that translation/interpretation requests often result in several days of delay as a part of each request—particularly in a COVID-related environment. Wherever possible, necessary requests for translations/interpretations for ENL families should be arranged in advance of the time at which it is needed to allow time for completion/execution. A second resource to support ENL parental/guardian communication between home and school are the *Microsoft Edge Translate* capabilities of our District technology, as well as the *immersive reader* function.

Teacher and Principal Evaluation System –

1. APPR Plan
 - Teacher Evaluations
 - Principal Evaluations

The District will continue to comply with the APPR mandate utilizing the current approved APPR plan. Teacher and Principal Observations will be conducted, and Final Evaluations will be completed. If the District is in an In Person or Hybrid model, observations will be done in the traditional in person format. If the District is in a Remote schedule, observations will be done utilizing the appropriate technology.

Certification, Incidental Teaching, and Substitutes

1. Certifications

All teachers will hold a valid and appropriate certification for their teaching assignment. If a teacher is involved in an incidental teaching assignment outside of their certification, it will be within the allowable 10 hours per week as per the Commissioner's regulations.

Attachment A: Health Screening Ticket

COVID-19 Health Screening

Student Name: _____

Grade: _____

- I took my child's temperature today and it was less than 100.0°F.
- My child does not have any COVID-19 symptoms: sore throat, new uncontrolled cough, chills, diarrhea, vomiting and/or abdominal pains.
- My child has not had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed or suspected COVID-19 within the last 14 days.
- My child has not traveled to a high infection area in the last 14 days.

PLEASE NOTE: BY SIGNING THIS TICKET, I ATTEST THAT THE INFORMATION INDICATED ABOVE IS TRUE AND ACCURATE.

Parent Signature: _____

Date: _____