

# Connetquot Central School District of Islip 2020-2021 Reopening Plan



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The Connetquot Central School District of Islip has crafted this plan as the result of the discussion, input, and collaboration among the stakeholders of the Connetquot Schools and the best thinking at the time of publication (July 31, 2020). It has been clearly communicated by the State Education Department that this document is to be seen as a “living document” that will, of necessity, evolve, as conditions and expert opinions change. At the end of June 2020, the District engaged over 500 members of the Connetquot community to discuss the following topics and provide guidance through a series of virtual committee meetings and surveys:

- Health and Safety;
- Curriculum and Instruction - Elementary;
- Curriculum and Instruction - Secondary;
- Transportation;
- Mental Health, and;
- Technology.

The committee findings can be found on our website ([www.ccsdli.org](http://www.ccsdli.org)) under the Reopening 2020 tab. The District created a parent/guardian survey utilizing questions generated by each committee’s findings. The results of this survey were used further to inform the District in the creation of this plan. 2796 participants provided feedback through this survey. These findings are also attached to our website. A series of discussions between the administrative staff within the Connetquot School District, as well as between the Administration and Connetquot Teachers’ Association, commenced and continues. This information, together with the guidance on reopening schools provided by the Center for Disease Control (CDC), published on July 23, 2020, the guidelines for In-person Instruction at Pre-K to Grade 12 Schools published by New York State on July 13, 2020, The New York State Department of Health guidance on reopening schools, published on July 13, 2020, and the New York State Education Department’s reopening guidance, provided on July 16, 2020, have informed the plan that is presented in this document. It is important to note that even in the two weeks between the original presentation of guidance by New York State, and the deadline for submission of this plan, advice from the experts on the safe reopening of schools for our students, faculty, and staff, has evolved. In this light, this plan presents the best thinking at this time, informed by the most up to date health and safety standards and guidelines from the New York State Department of Health. Still, it will most likely be amended as more information regarding this pandemic comes to light. The children of the Connetquot community deserve the best educational experience in the safest environment possible.

Throughout the discussion and collaboration process, the District reviewed and considered the ability to maintain appropriate social distancing in all locations within the school's operational jurisdiction, including but not limited to transportation, hallways, classrooms, gymnasiums, auditoriums, cafeterias, locker rooms, and hallway bathrooms. The procurement process and the District's ability to secure and provide adequate personal protection equipment (PPE), both to reopen and continue to support continuous in-person operations were discussed and vetted. The District examined whether we could safely transport our students, ensuring social distancing and other health and safety protocols by reviewing the capacity of the District's bus fleet and staffing ratio to determine the ability of the District to transport our pupils from their residences to the schools. These factors ultimately helped determine the District's capacity to resume in-person instruction in the Fall of 2020.

The New York State Education guidelines direct school districts to "address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-21 school year," and further goes on to reiterate that "one size cannot fit all." The plan enumerated below allows the ten schools within the Connetquot School District to maintain the uniqueness that makes Connetquot special, enhances the educational experience with both in-person, and virtual models and provides as much in-person teacher/student contact time as safely possible.

### Communication Plan

In recognition that School Districts are often positioned as one of the best ways to have information reach a large group of public constituents and that the ongoing worldwide COVID-19 pandemic continues to challenge communities both in the unknowns that surround its spread and community infection, and that it is up to our communities to help suppress the transmission of this virus, we fully understand that it is within our power to assist in educating the community on the best means to protect ourselves and our families from becoming infected by this virus and potentially transmitting it to others. The District is committed to a plan of education and dissemination of expert advice on suppressing the spread to our community. In order to fulfill that responsibility, the District commits to the following communication plan:

- Weekly district-wide school messenger calls and email to parents and guardians detailing the latest guidelines from the CDC and Department of Health on COVID-19; including but not limited to sanitary protocols for hygiene to be practiced both at

home and in our schools, symptoms of the disease, methods for decreasing risk and exposure, and the daily health screening process.

- Postings of communications on both the District website and Facebook page, allowing for translation into multiple languages.
- Weekly district-wide email and/or posting in each building to faculty and staff detailing the latest guidelines from the CDC and Department of Health on COVID-19; including but not limited to sanitary protocols for hygiene to be practiced both at home and in our schools, symptoms of the disease, methods for decreasing risk and exposure, and the daily health screening process.
- Ongoing public announcements in all buildings detailing how every member of each school community can reduce their own risk of contracting the virus as well as how they can mitigate the risk of unknowingly spreading the virus.
- The creation and/or dissemination of public service videos educating our students, faculty, staff, and parents on hygiene protocols to decrease their own risk of contracting the virus as well as how each person can mitigate the risk of unknowingly spreading the virus.

## **Health and Safety**

The Health & Safety Committee considered all areas of prevention, namely personal protective equipment (PPE, social distancing, and cleaning & disinfecting protocols) and recommended staff structures and supply accommodations to ensure prevention. In addition to coordinating appropriate social distancing via reduced class size and reorganized delivery of special area instruction, the District will look to provide cloth adult and pediatric personal protective equipment (PPE) for all district adults and students. At this time, the District has procured a supply of disposable masks for both adults and students for when students, faculty, and staff do not arrive at the school with their own personal protection. Further, the District will maintain a fluid supply of disposable masks for both adults and students.

In instances of an emergency, the local Department of Health has directed the district to refer all emergency ill cases to one of the local Level I Pediatric Trauma Centers: Good Samaritan Hospital Medical Center, West Islip with a bed capacity of 418 or Stony Brook University Hospital, Stony Brook with a bed capacity 742.

District administrators and department supervisors are in receipt of a district-wide training packet for purposes of review and training of the prevention areas of health checks, healthy hand and respiratory hygiene, use of personal protective equipment, social distancing, cleansing and disinfection practices and management of ill persons. Mandated practices and protocols are itemized with reference to applicable staff and departments with related supplies and building designations listed. Signage will be posted throughout the District, reinforcing mandated practices. A health and safety protocol letter will be sent to all parents/legal guardians prior to school re-entry. Upon re-entry, building administrators will ensure the frequent reiteration of all practices to staff and students returning to in-person instruction. This may include but is not limited to daily verbal and electronic announcements, emails, and/or phone calls to parents/guardians and teachers as well as mailed communications.

The District's re-entry plan was developed in collaboration with the Health and Safety Committee, district nurses, and the District's school physician. All related protocols and the Department of Health mandates will be included in the Student Health Services policy #5420.

Written protocols are included within the health and safety plan emphasizing the required practice and benefit of routine hand and respiratory hygiene. Signage will be posted district-wide in all buildings as a visual reinforcement of best hand hygiene practices for students, staff, visitors, and contractors.

Protocols include but are not limited to:

Students and staff exhibiting the signs below with no other explanation will be sent to the school health office for an assessment by the school nurse. If the school nurse determines the student or staff member is sick or showing any of the symptomatic signs, the school will contact the parent/guardian to pick up their ill child or send the staff member home.

Health screenings, including daily temperature checks and completion of a screening questionnaire, are required for students, staff, contractors, vendors, and visitors. School visitation by all but visitors/contractors essential for the day to day operations of the facility will not be permitted into the school building. Parents dropping off students and materials will not be permitted further than the security vestibule. Students being picked up early, regardless of the reason, will be escorted to the security vestibule where the parent/guardian will wait.

Students, staff, parents, and visitors must have a daily temperature check and periodic completion of a screening questionnaire. Anyone with a temperature of greater than 100°F or has a positive response on the screening questionnaire must be isolated from others and sent home immediately. Students, staff, parents, and essential visitors will be supervised in the isolation room (an additional nursing facility for utilization of ill individuals) while awaiting transport. Any student or staff member sent to the isolation room will be supervised by our school nurse or another medical professional. In the absence of a nurse, an administrator will be in charge of the nurse's office until the nurse returns from the isolation room.

The District, along with the person suspected of illness, will contact the Department of Health. More than one suspected person can be isolated at once, provided that each person can be socially distanced. The person(s) will not be allowed on school grounds until cleared by a physician.

The Connetquot School District will notify the parent/guardian if their child shows any of the following most common COVID-19 symptoms, as listed as of 7/13/20 from the Center of Disease Control (CDC) and recommend the child be referred for immediate follow up with a healthcare provider:

- fever (greater than 100°F) or chills
- cough

- . shortness of breath or difficulty breathing
- . fatigue
- . muscle or body aches
- . new loss of taste or smell
- . sore throat
- . congestion or runny nose
- . nausea or vomiting
- . diarrhea

Further, parents and staff will be notified of the symptoms of Multisystem Inflammatory Syndrome in Children associated with COVID-19:

- . fever or abdominal pain
- . vomiting
- . diarrhea
- . neck pain
- . rash
- . bloodshot eyes
- . feeling extra tired

The Connetquot School District is mandated to call for emergency transport (911), which can be accomplished by any phone within the District. Any student showing any of these emergency warning signs or other concerning signs:

- . Trouble breathing
- . Pain or pressure in the chest that does not go away
- . New confusion
- . Inability to wake or stay awake
- . Bluish lips or face
- . Severe abdominal pain

Once a suspected person leaves the isolation room:

- . Closing off areas used by a sick person and not using them until after cleaning and disinfection have occurred.
- . Opening outside doors and windows to increase air circulation in the area.
- . Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.

- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection are unnecessary, but routine cleaning and disinfection should continue.

## Social Distancing

Within the health and safety plan, written protocols mandate appropriate social distancing of no less than six feet apart when not wearing PPE. District and building schedules are markedly adjusted to reduce concurrent attending student populations district-wide. Markings will be placed on the floor detailing the minimum six-foot distance in any location that students and staff may need to wait for any length of time, including hallways outside of bathrooms, bottle filler stations, and sinks.

The District is procuring stationary and portable barriers as an additional means of ensuring physical distance between members of the school community . Stationary barriers will be provided to all district-wide instructional teacher desks for enhanced protection during periods of individual student dialogue and/or individual or class mask-breaks. Desktop portable cubbies, approximately five per classroom, will also be provided for all district-wide elementary classrooms for use during small group instruction. Lastly, all district-wide main offices will be outfitted with protective barriers for the entrance countertops.

Adherence to cleansing and disinfecting protocols will be routinely implemented in between periods of instruction and/or variable use.

## High-Risk Students or Staff

Should either a student or staff member present high risk and warrant accommodations, the health and safety re-entry plan delineate that medical substantiation is needed from a healthcare provider. For staff who present as at-risk, alternate working accommodations may be provided if practicable. The process by which accommodations are discussed and



provided complies with the American's with Disabilities Act (ADA). Further, for students or staff who may have been exposed to a confirmed COVID-19 case in school, the provision of home instruction (students) and permission to work from home, if practicable, will be authorized until the quarantine period of 14 days is over.

For instances or conditions that surpass a medical need, (e.g., home tutoring) students will be referred to the 504 Accommodation Plan committee for review, and, as such, the provided accommodations are individually considered and dependent upon the presented documentation and need.

### Face Coverings

The health and safety plan dictates that all employees, adult visitors, and students are to wear a cloth face covering whenever social distancing cannot be maintained. Both students and staff are permitted to wear their own face coverings, should they choose. The District will look to provide cloth adult and pediatric personal protective equipment (PPE) for all district adults and students. Further, for instances of loss or damage, the District will maintain a fluid supply of disposable masks for both adults and students. The District will uphold the protocol, as outlined in the New York State Education Department's FAQ, provided on July 22, 2020, that "as a baseline, face coverings are required to be worn any time or place that individuals cannot maintain appropriate social distancing. Further face coverings are "strongly recommended" by the New York State Department of Health at all times, except for meals and instruction with appropriate social distancing."

Recognizing that masks can be cumbersome and uncomfortable for students, the plan has incorporated a regular break time from wearing a mask for all students. Staff are directed to ensure that appropriate social distancing is maintained during the mask breaks. As such, the District plan will incorporate the following protocols regarding students taking mask breaks:

- Staggered Partial-Class Mask-Breaks: pursuant to the developmental readiness of the class, the teacher will assess needs and may elect to have small groups take a break at one-time (e.g., row A may take a 5 mins mask-break)
- Full-Class Mask-Breaks: a five - ten minute mask-break may be called during the instructional period for the whole class
- Individual Mask-Breaks: teacher will assess student needs and allow for individuals to take a five-ten minute mask-break

- Period by Period Mask-Breaks: for those grades that maintain a period by period schedule, the teacher may allow for a five-ten minute mask-break at the start of each period
- Classroom Mask-Breaks Outside (Grades K-5): with prior notification to the building administrator, the teacher may elect to provide a mask-break outside to allow for both exposure to fresh air and physical movement

### Visitors to the Building

In complying with the guidance to limit exposure, no visitors to the building who are not essential to the District's day-to-day functioning will be permitted in the building. Parents/guardians will not be allowed past the security vestibule. Outside contractors who are essential for the District's daily operations will be required to wear a face covering the entire time they are in any school facility, except for intermittent mask breaks when appropriately socially distanced. Written protocols for accessing and completing the daily required health screening assessment questionnaire have also been framed for visitors, guests, contractors, and vendors to the school, including health screening. Should either of the afore-mentioned parties respond positively to either of the listed criteria, they will immediately be denied access to school. Re-entry is contingent upon a signed release form from a healthcare provider.

### Confirmed Cases of COVID-19 in the School

Protocol and practices for immediate reporting and tracking of confirmed COVID-19 cases are outlined in the health and safety re-entry plan. Immediately upon confirmation of a COVID-19 case, the school registered nurse will ensure that the student is isolated, if in school, and sent home. The nurse is to notify the confirmed diagnosis to the Department of Health and the school district physician, building administrator, and the District COVID-19 contact person. Tracking all likely social contacts within the school setting is paramount to the containment of COVID-19. Upon completion, both the staff and parents of those students likely exposed to the confirmed case will be notified and directed to stay home for a quarantine period of 14 days.

For those students or staff who may have been exposed to a confirmed COVID-19 case in school, the provision of home instruction (students) and permission to work from home, if practicable, will be authorized until the quarantine period 14 days are over.

### Protocol for Return to School After Illness

Protocol and practices for return to school or work, following a confirmed COVID-19 case or a 14-day quarantine period, are stipulated in the re-entry plan. Acceptable re-entry is

contingent upon approval of the return date from the Department of Health and receipt of a corresponding release from a healthcare provider that the individual is symptom-free and permitted to return to school or work.

As of July 23, 2020, CDC Guidance that pertains to students and staff returning to school following an illness that is not COVID-19 related or a confirmed COVID-19 case, are as follows:

#### Return to School After a Suspected Case or Confirmed Case

Our District will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school:

- Once there is no fever, without the use of fever-reducing medicines, and they have felt well for 48 hours
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

A person diagnosed with COVID-19 by a healthcare provider based on a test (or their symptoms) or does not get a COVID-19 test (but has had symptoms), they should not be at school and stay at home until all three conditions below have been met:

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

#### Cleaning and Disinfection Materials

The health and safety plan incorporates only those products approved by the Department of Occupational Safety and Health (OSHA) to ensure effective cleaning and disinfecting of all surface areas and school rooms. The District's Operations Department has established internal district-wide protocols and practices for product availability and application to ensure adherence to the guidelines of the Center for Disease Control (CDC) and the New York State Department of Health (NYSDOH).

## Emergency Drills

The District's Emergency Management Team and building administrators have adjusted the respective building schedules and coordination of fire and lockdown drills, for future implementation, to ensure that acceptable social distancing is maintained in times of emergency rehearsals and mass dismissal. Education Law § 807 requires that schools conduct eight evacuations and four lockdown drills each school year. When planning drills, consideration will be given to how our school may modify their drill procedures to minimize the risk of spreading infection.

All facilities will modify their building-level emergency plan to ensure that all students have, at a minimum, the required amount of drills necessary for safe evacuation and lockdown. Modifications to evacuation drill protocols at each building level 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 and reunification site(s). This will allow for staggering by classroom, minimizing contact of students in hallways, stairwells, and the evacuation site.

Modifications to Lockdown Drills may include, but are not limited to:

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

## Before and Aftercare Programs

Programs for before and aftercare are located within certain school buildings under contract with SCOPE Educational Services, licensed by the State Education Department for child care. As a licensed child care provider, SCOPE Educational Services files their safe reopening plan inclusive of all mandatory safe practices for reopening. The designated COVID-19 safety coordinator will coordinate with SCOPE to ensure that, at a minimum, all district-wide requirements of health and safety protocol and practices are implemented.

## COVID-19 Safety Coordinator

The Director of Pupil Personnel Services has been designated as the COVID-19 Safety Coordinator. The administrator supervises the district registered nurses, facilitated the health and safety training packet and plan, and oversees the Student Health Services Policy 5420 and is affiliated with the district school physician.

## Daily Health Screening

According to the Department of Health's advisory guidelines and the Governor's Executive Order #205 Travel Advisory, all district staff and visitors (including contractors) are required to complete a health screening assessment questionnaire daily. Guidelines to all district administration were provided for the monitoring and reporting of said practices. Upon re-entry to school, the health screening assessment questionnaire will be required to be completed electronically daily. Monitoring of daily completion and protocols in response to affirmative responses are outlined. Direct health care professionals will initiate tracing procedures.

At a minimum, each day, every student, staff, parent, or essential visitor of the school district will have taken their temperature before arriving at any building in the Connetquot School District, or accessing District transportation. Every day, by scanning in with their District-issued identification card, faculty and staff are attesting to the Health Screening/Entry requirements. This attestation and reminder what the daily scan attests to, will be signed monthly by each District employee. At least once per week, parents and guardians are to attest negatively to the following questions, on a District-provided QR code and/or electronic application:

- Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or has had or had symptoms of COVID-19?
- Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
- Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days?
- Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

Per the New York State Department of Health, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an

individual). However, schools are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

Students and staff who have not completed the health screening attestation form or provided the temperature clearance will be discreetly separated from the remainder of the student body, held in a socially distanced place until the medical professional on duty in the nurse's office can screen them per the NYSED and CDC guidelines.

### Assessment of Ill People

The health and safety re-entry plan dictates that all assessments of ill students and staff are the responsibility of the school registered nurse or school district physician. It will be further delineated that for those instances wherein neither a school nurse nor school district physician is available, the student will be sent home for follow-up with a healthcare provider. After that, before returning to the district, a release form from a medical physician is required.

### Isolation of Ill People

Notice of COVID-19 signs and symptoms are included within the health and safety staff training packet and the notification letter sent to all district parents or legal guardians. Written protocols were framed and distributed to all district administrators and department supervisors to ensure the daily completion of the mandated health screening assessment questionnaire for all staff currently reporting to the District. This training will be provided for all faculty and staff before returning to in-person instruction this Fall. Should a staff member currently reporting to work respond positively to any of the listed criteria, they must be sent home immediately and seek an assessment or treatment from a healthcare provider before returning to the District.

### Failed Screening

Before re-entering school, both instructional staff and parents will receive notice and instruction for accessing the required electronic health screening assessment questionnaire. Following the NYSED guidance is to be preferably completed at-home before the student comes to school, the staff member reports to work. If either party responds positively to one of the listed criteria, they will not report to school. Should the results of the questionnaire be ascertained. At the same time, the student has already entered the school; the student will be immediately assigned to an isolated area/room, keeping at least six feet of distance between anyone else within that room until the parent/legal guardian picks up the student.

Notice of COVID-19 signs and symptoms are included within the health and safety staff training packet, as well as the notification letter sent to all district parents or legal guardians. Emphasis will be placed on parents observing for potential signs and symptoms of COVID-19 to prevent unnecessary exposure to the school community's students and staff. Should any one of the listed symptoms present, the student or staff member is not to report to school (or will be denied access to school) and assessed and treated by a healthcare professional. As the understanding of the symptoms and transmission of the COVID-19 virus continually evolves, the District will update and educate our stakeholders around new information by email and phone call, and posting on our social media webpages.

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

Notification and education via videos and signage will be disseminated District-wide to educate faculty, staff, and students on hand and respiratory hygiene practices to help reduce the spread of COVID-19. All rooms will have a sink or hand sanitizer dispenser.

Hand hygiene includes:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds) is the preferred method
- Use of alcohol-based hand sanitizers when soap and water are not available, and hands are not visibly dirty
- Utilize hand sanitizer throughout "common areas" of the buildings

Time will be built into the schedule for students and staff to wash their hands minimally as follows:

- Upon entering the building or each classroom
- After using shared objects
- Before and after food consumption
- After using the bathroom
- After helping a student with toileting
- After sneezing, wiping or blowing the nose, or coughing into hands
- Upon coming in from outdoors
- Anytime hands are visibly soiled

As the COVID-19 virus is spread through droplets produced by coughs and sneezes, good respiratory hygiene practices must be taught and reinforced. This includes:

- Covering their mouths and noses with a tissue when coughing or sneezing
- Immediately disposing of the tissue appropriately

- If a tissue is unavailable, using the inside of the elbow or shirt sleeve to cover the mouth or nose is preferable to using their hands
- Performing hand hygiene after sneezing, coughing or handling dirty tissues or other soiled material



## **Facilities, Health, and Safety**

Discussions within the community health and safety committee and discussions between Administration and Teachers' Union leadership, focused on the vital importance that physical spaces are maintained in a way that provides the maximum possible protection from spreading the coronavirus. The District is committed to following all guidelines related to social distancing and other safety measures that must be put in place to minimize the community spread within the school setting. The District has significantly decreased the number of students and personnel in each classroom, ensuring that there is the ability for all within the classroom to maintain the recommended six-foot social distancing measure for most interactions as well as the twelve-foot social distancing measure for vocal and instrumental instruction as well as aerobic physical education activities. Where the function of the interaction may not allow six feet of separation, the District has begun the procurement process to place polycarbonate anti-spread shields for placement between interacting participants. Other procedures put in place within each classroom includes but is not limited to:

- Turning desks (including staff) to face in the same direction rather than facing each other to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing)
- Opening windows to improve ventilation, provided there are no contraindicating factors such as a health or safety risk (e.g., allergies)
- Keeping individual student belongings separated. Limit the use of shared supplies to one group of students, clean between use by cohorts of students

If due to the creation of more classes of smaller student enrollment, any building must utilize space that had formerly been utilized for other than full day, daily instruction, such as the cafeteria, library, and gymnasium, the District will apply to the Office of Facilities Planning with the alterations to the configurations of existing classrooms or spaces, with means of egress, fire alarm system, ventilation and lighting indicated on each plan, after consultation with the District architect.

The District will provide signage and indicators on the floor to indicate directions of travel. Students/staff will be required to travel up the stairs on the east side of the building and travel down the west side of the building. Additionally, the District will provide signage next to all sinks and around the building to remind everyone of hand hygiene, sanitizer, and social distancing.

## Fire Code

As with applicable fire and safety code, all classroom doors will be closed while instruction takes place.

## Other Facility Considerations

All drinking fountain mouthpieces will be turned off. The water dispenser for the bottles will remain on. Families will be encouraged to send their child with a water bottle each day.

Playgrounds will be utilized for students. We will continue to use proper safeguards, such as staggering playground use rather than allowing multiple classes to play together and limiting other activities where various groups interact. All staff and students are requested to wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible.

The district will not have any in-person, large group assemblies, athletic events/ practices (NYSPHSAA canceled fall sports until September 21st), performances, back to school nights, and field trips. Meetings between and among stakeholders will be held virtually whenever possible.

## Cleaning and Disinfection

Our district will be following CDC's Reopening Guidance for Cleaning and Disinfection with specific guidance for schools to determine what level of cleaning and disinfection is necessary. At all times, the safety of our custodial team will be of utmost importance.

The district will clean the school district in the following ways:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure
- Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19.
- Frequent disinfection of surfaces and objects touched by multiple people
- Maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.
- High touch surfaces will be cleaned and disinfected frequently throughout the day. Examples of high touch surfaces include:
  - Tables

- Doorknobs
- Light switches
- Countertops
- Handles
- Desks
- Phones
- Keyboards and tablets
- Toilets and restrooms
- Faucets and sinks.

### School Health Office

Cleaning the School health office must occur after the use of:

- Cots
- Bathroom
- Health office equipment (e.g., blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following the manufacturer’s directions.

Disposable items should be used as much as possible, including:

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

### Ventilation

The District will maintain adequate, NYS code-required ventilation (natural or mechanical) as designed.

The District will increase the fresh air ventilation rate to the extent possible to aid in maintaining healthy indoor air quality.

## **Child Nutrition**

Connetquot Central School District, first and foremost, values the safety of our students and staff. The food service operation will be handled with care and diligence to ensure all COVID-19 protocols in place are followed.

All students attending Connetquot Central School District will be provided with meals, both in the District as part of in-person learning and while located at their residence as part of virtual learning plans. Grades 6-12 will operate on an A & B day schedule. When the students are on their virtual learning day, grab & go meals will be prepared for pick-up at their respective schools. Pick-up will be non-contact, curbside pick-up from the parking lot of their school of attendance, either Connetquot High School, Oakdale Bohemia Middle School, or Ronkonkoma Middle School, which had proven effective during the COVID-19 closure of schools in the Spring of 2020.

All staff will attend training in small, socially distanced groups to discuss cleaning and disinfecting measures for food preparation; proper personal protective equipment use; proper social distancing, identifying COVID-19 signs and symptoms and other safety measures.

The training will be documented and sent to all district staff as an electronic file, as well as distributed in printed form for frequent review and refresher of such practice by staff.

Teachers and lunch monitors will be trained on food allergies and any meal service-related activities and meet the feeding safety needs of students with disabilities.

### **Cleaning, Disinfecting, and Hygiene**

Food service staff is encouraged to wash their hands with soap and water frequently to keep healthy and prevent the spread of infection.

The District will ensure that food service staff and custodial staff work together to clean and disinfect the cafeteria space. High touch areas will be cleaned and disinfected according to individual building meal schedules.

At the high school, the cafeteria, and any other spaces the students will be eating in, they will be cleaned and disinfected prior to arriving for meals.

At the elementary and middle schools, carts used for meal delivery for in-classroom consumption will be brought back to the food service department for cleaning prior to loading for the next classroom delivery.

### Meal Preparation

All meals will be pre-prepared and packaged to ensure safety for staff and students. The packaging will include the necessary throw-away utensils for the meal. This will discontinue stations where utensils are self-retrieving to ensure the safety of staff and students.

### Communication with Families

The District will post clear instructions for parents and students to review on the District's website and communicate through summer and other mailings, by email and/or school messenger phone calls.

The information posted to the District's website will be provided in the languages spoken by families and translated by an application that is embedded on the District's web page.

Connetquot's food service management company will provide all meal information (menus, etc.) to the District's website.

### Consuming Meals

Elementary and middle school students will consume meals in their classrooms while maintaining social distance. The food service management company has an online pre-order function where parents can order online (and view allergy information and customize at home). From the system, production sheets will be printed by food service staff, and assembly will begin. Lunch aides will pick up the cart (and wear a disposable apron and gloves), loaded with the student meals for that classroom. The cart will be loaded with the pre-packaged meals, including all paper goods, condiments and utensils individually placed inside the bag. Students will wash their hands before mealtime, and again after mealtime. The sharing of food and beverage will be discouraged.

High school students will consume meals in the cafeteria. Cafeteria tables will be removed where possible and replaced with student desks to enforce social distancing. High school students will come through the line and pick from a limited, streamlined menu, all pre-made and pre-packaged on sight, with no customization to allow quick transitions.

Barriers will be installed at points of pick-up. Signage will be posted regarding the flow of the lines, social distancing, and markers (arrows, etc.) that will be placed on the floor. Shared tables, salad bars, and other self-service refrigerators and buffets for food and condiments are suspended. Students will wash their hands upon entrance to the cafeteria, and again upon exit. The sharing of food and beverage will be discouraged.

#### General Food Service

The Food Service Manager will ensure meals meet meal pattern requirements; production records are completed for each meal; efficient meal counting procedures for meals served outside of the cafeteria will be developed, communicated, and carried out.

The Food Service Manager and Cook Managers will work with food service vendors to determine the safest way to handle deliveries.

The District utilizes MySchoolBucks and will transition to cashless pre-payment. However, if there are scenarios and situations where cash must be handled, the building principal will designate a certain individual to handle cash safely.

The District will remind families that they can submit a new application for free or reduced-price meals during the school year.

The District will supply food service staff with adequate face masks, gloves, disposable aprons, soap, hand sanitizer, and tissues in food service areas.

## **Transportation**

Connetquot Central School District, first and foremost, values the safety of our students and staff. The transportation operation will be handled with care and diligence to ensure all COVID-19 protocols are followed in our students' transportation and throughout the rest of the operational day.

All staff will attend training in small, socially distanced groups to discuss: cleaning and disinfecting measures for routes; proper personal protective equipment use; no use of hand sanitizer (due to combustible component); proper social distancing, identifying COVID-19 signs and symptoms, and other safety measures.

During training, District staff will be informed that there is no storage or use of hand sanitizer anywhere in school district conveyances due to the combustible properties inherent in hand sanitizers.

The District anticipates the training to take place in the first week of September. Training will be conducted by the Transportation Supervisor and the Director of Pupil Personnel Services, under the reopening training plan produced by the COVID-19 Coordinator.

The training will be documented and sent to all District staff as an electronic file and distributed in printed form for frequent review and refresher of such practice.

### **Cleaning, Disinfecting, and Hygiene**

Transportation staff is encouraged to wash their hands with soap and water before and after am and pm runs to keep healthy and prevent the spread of infection.

The District will ensure that transportation staff and custodial staff work together to clean and disinfect the school buses at least once per day. High touch areas will be cleaned and disinfected accordingly.

District staff will safely store cleaning products away from students while not in use.

## General Bus Protocol

Signage on all school buses will remind students and staff alike that there is no personal use of hand sanitizer; masks must be worn; social distancing must be adhered to; and no eating or drinking.

All buses will be installed with a sneeze guard behind the bus driver.

The District will follow state guidance allowing the roof hatch to be pitched open when the temperature is higher than 45 degrees.

The windows on the buses will be lowered to increase fresh airflow and ventilation.

All buses will be stocked with boxes of masks for students and staff. Buses with routes where driver assistants are in direct physical contact with a student will be stocked with boxes of gloves and face shields.

Elementary students will sit in assigned seating. Students from the same household may be requested to ride on the same bench seat.

Seats will be marked to detail as to which places are permissible for students to remain socially distanced.

## Protocols at Bus Stops

The District will post clear instructions for parents and students to review on the District's website. Information will include detailed and clear instructions, as well as video.

The informational flyers and videos will detail how students will stand at bus stops, board the bus, and exit the bus.

## Standing at Bus Stops

Parents will be required to ensure their child(ren) is not experiencing any signs or symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to standing at the bus stop.

Students will remain socially distant while standing at the bus stop.



## Face Coverings

The District surveyed parents and found that 91% of responses detailed that parents are more comfortable putting their child(ren) in a face covering at home. The District will recommend that parents provide their child(ren) with their own face covering. The District staff (bus driver or driver assistant) will ensure that every student has a proper face covering before the student boards the bus.

Should a student forget their face covering, the bus driver will provide the child(ren) with a disposable face mask.

## Boarding the Bus

Students will board in a single file, maintaining social distance while waiting to board.

Once the student in front passes the first row of seats, the next student will begin to board the bus to maintain social distancing.

While boarding, the students waiting to board will remain socially distant.

## Exiting the Bus

All students will remain seated during exiting.

The first seat behind the driver will exit first and continue row by row, one student at a time.

## Private, Parochial, Charter, IEP Placement

Despite A & B alternating days for grades 6-12, the district will continue to provide daily transportation to eligible students who attend these school settings.

The District also contracts out for transportation for some students with IEP and emergency housing. The contracted transportation provider will continue to provide the same service.

The contracted transportation provider will adhere to District cleaning and disinfecting protocols and schedules.

## Transportation Locations

Garages, driver rooms, dispatch offices, and employee break rooms have wall mounted hand sanitizing stations.

## **Social and Emotional Well-Being**

### Counseling Plan

Connetquot Central School District K-12 Guidance Plan was developed under the direction of the District's Director of Guidance, and incorporates a multidisciplinary approach with all mental health professionals within the District (school counselors, social workers, psychologists), assuming the role and responsibility for upholding the target K-12 prevention plans, mental health objectives and district-wide social-emotional learning programming. This plan will be reviewed and updated by a committee comprised of at least the Director of Special Education, the Director of Pupil Personnel Services, an Elementary Principal or designee, a Secondary Principal or designee and multiple members of the mental health faculty and staff to ensure that it is adequately meeting the changing needs of our student population as they face the ongoing COVID-19 crisis.

### Advisory Council

The Connetquot School District Board of Education, at their reorganization meeting on July 7, 2020, established a Board of Education-level committee to collaborate with various stakeholders across the District in the matters of understanding and supporting the mental health and well-being of our students and staff and create and strengthen community partnerships to provide ongoing services for our families. Upon re-entry to school, the District will organize a K-12 Guidance and Mental Health Advisory Council, meeting quarterly throughout the year, comprised of key stakeholders of both the educational institution and community, including, but not limited to, students, parents, mental health staff, instructional staff, special area teachers, support staff, administrators, community mental health agency representatives, Board of Education trustees, transportation, security and the school district physician, to uphold and assess the District's health and safety re-entry plan and social-emotional well-being.

### Resources and Referrals to Mental Health Services

The District will impose a coordinated effort upon re-entry to school involving all mental health staff for district-wide student assessment and referral. Coordinated push-in assessments, parent, student, and staff surveys will be conducted district-wide. The District is embarking on a new social-emotional program, RULER, which is an evidence-based approach for establishing an emotionally intelligent school community, which positively impacts school climate, and individual emotional regulation, statistically resulting in improved readiness for student learning. In addition to the social-emotional learning, counseling and support services will be provided, which include teletherapy, a

department generated google classroom entitled, Mental Health and Wellness Resources, providing resources for students, parents, and staff.

The District provided Board Certified Behavioral Analyst (BCBA) will continue to be available district-wide, providing resources and support to families and staff to create a positive behavioral approach.

#### Professional Development

All health and safety guidelines will be delineated in both district policy and district-wide procedures and protocols. An outline of said protocols will be constructed to train faculty and staff on the health and safety protocols of social distancing, hand and respiratory hygiene, personal protective equipment (PPE), health screenings assessments and the monitoring of ill persons. Further, all district employees will complete a webinar module of COVID-19 signs and symptoms and a reiteration of health screening assessment criteria and measures of compliance of mandatory practices and guidelines.

Professional development opportunities will be provided in coping and resilience strategies and support for all students, staff, and parents.

## **Attendance and Chronic Absenteeism**

### Attendance for Instructional Purposes

In consideration of the New York State Department of Education's assertion that "Students will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations." The Connetquot Central School district will have daily attendance of all students from Prekindergarten through Grade 5. All students whose program has been modified through the Committee on Special Education to be placed in Life Skills classrooms will also be in attendance daily throughout the District until the age of 21. Therefore, attendance for all students who will be instructed in-person on a daily schedule will be taken by their classroom teacher via our student management system for reporting to the State Education Department as per regulations. All other students in the District will be receiving alternate day instruction on an A day, B day schedule. When in-person in the District, student attendance will be taken by their classroom teacher, period by period, throughout the day, via our student management system, as required by New York State Education Department regulations. On days that students are not being taught in-person in the schools, students will be required to log into the virtual platform that each teacher has provided assignments on for the remote instructional day. This log on must be within the day that the student is at home, but may not be required to be during the actual period that the class is being taught in the schoolhouse. This will provide flexibility for the children who cannot connect with teachers at a certain time. However, if the District would be closed either intermittently or for a longer duration, students would be required to log into synchronous instruction on a modified day schedule for engagement in their course of instruction and attendance requirements.

## **Technology**

During the original closure of schools in March 2020, the District surveyed all stakeholders to determine the level of access to devices and high-speed broadband in both faculty and student's places of residence. The District proceeded to distribute 1159 Chromebooks to families and staff members to ensure the equity of access of at least one device per household. During the spring closure, the District communicated to households that did not have internet access. Altice, one of the local companies that provided internet access, provided free high-speed broadband access to Long Island households. No residence of a Connetquot student remained without access. To ascertain our families' standing in this regard as we move towards reopening the District in Fall 2020, this question was included in the survey of parents once again. At this time, 3.6% of our households do not have reliable access to WiFi. The District will work with individual families to determine the best way to provide access to this service. If the family has students that will be in the hybrid model of instruction at the Middle Schools and High School, or an elementary student if the District were forced to close. In the same survey, parents were asked if your family has more than one child, is device access a challenge? To which 27% of Connetquot families replied yes. At this time the District has applied for SmartSchools Bond monies to be able to provide a one to one initiative for every student and teacher to have access to the same Chromebook which will standardize the platforms and increase the efficiency of our technology department to troubleshoot problems and image computers with District-provided applications. As every student in the District will be receiving in-person instruction at least on an alternate day pattern, if a family does not have adequate access to devices and high-speed broadband, the District can provide paper copies of any assignments that will need to be accessed. In contrast, the student is on an alternate day remote instruction.

What the District learned from feedback from both parents and teachers, is that it is essential to provide fewer electronic platforms to facilitate the access by families to the instruction provided by our teachers. To this end, the District has selected utilizing Google Classroom as the primary platform for delivery of instruction in the 2020-21 school year. Teacher professional development has been and continues to be delivered to deepen the utilization of this platform and parent training, which is provided through virtual instruction over the summer and will continue into the fall. Our students will be provided with instruction on using this platform to increase digital fluency when in-person instruction returns in the fall. If the District does not reopen, we will provide virtual training for all students at developmentally appropriate levels. A video library of tools is accessible on our website for all stakeholders, and the District will continue to increase the library to expand the tools available for our teachers and students.

## **Teaching and Learning**

The District has crafted a framework for in-person, remote, and hybrid instruction. A typical instructional schedule for all students to be in attendance daily, with a full complement of electives and mandatory class programming, all aligned to outcomes in the New York State Learning Standards, was created on the unlikely chance that schools might be able to reopen with all students in attendance safely. Working off this model, District classrooms, and other student-accessible spaces were examined for in-person instruction following the guidelines for safe gatherings, social distancing, cohorting, and the ability to provide engaging, face-to-face in-person instruction. The ability to maintain safe social distancing as well as the guidance from the New York State Education Department which states, "Students will be prioritized for in-person instruction first or more frequently based on educational or other needs and must be balanced with equity, capacity, social distancing, PPE, feasibility, and learning considerations," informed the plan described below.

### Elementary Education (PK-6)

Recognizing the developmental needs of our early grade students. The overarching necessity to ensure the essential development of our youngest students as readers, the District has crafted a plan that provides that students from Prekindergarten through 3rd grade are in classrooms with enrollment sizes of 16 or fewer, dependent upon the capacity of each classroom to safely socially distance students within the footprint of the classroom, being instructed by a certified teacher daily. Instruction in all of the New York State Learning Standards at the appropriate level of development for each child will be provided as prescribed by the New York State Board of Regents.

Further recognizing that students in the upper elementary grades of 4th and 5th grade have, in most cases, proceeded from "learning to read" to "reading to learn," and thereby have achieved a status of a more independent learner, the District has the capacity to have these students in the elementary school setting daily as well. Each class will be broken into two sections, housed in different classrooms. Daily instruction of the New York State Learning Standards will occur by both a New York State certified teacher and teaching assistant. Supervision and monitoring of students, during more independent work, will happen for part of each day by a certified teaching assistant, under the direction of the class's assigned certified teacher.

With guidance from the New York State Education Department, special areas of curriculum, such as physical education, music, art, and library sciences, will be provided as a push-in to the classroom. Lunch will be served within the classrooms, thereby cohorting the students

and decreasing the exposure to other students both in the hallways and lunchrooms. When possible and practicable, students may have instruction in any or all curriculum areas outside on the school grounds.

If any class, building, or the District is closed, either intermittently or for an extended closure, a virtual learning experience has been devised, including synchronous and asynchronous instruction daily. Priority will be given to New York State learning standards that focus on math and literacy instruction. A minimum of two asynchronous mini-lessons of direct teacher instruction will be posted each day. The teacher will then provide synchronous instruction after each mini-lesson, which will include smaller breakout groups for targeted small group instruction geared to each student's evolving grasp of the presented materials. Special curriculum area instruction will be scheduled virtually into the students' day.

#### Secondary Education - Middle School (Grades 6 - 8)

Constraints of both the number of teaching staff employed district-wide and classroom capacity, as well as the ability to provide socially-distanced transportation of our secondary students to our buildings, and the understanding that middle school-aged students should developmentally have the ability to be more independent learners, the plan for middle school students involves a hybrid model of alternate day in-person instruction followed by an alternate day of remote instruction, which will provide opportunities for asynchronous instruction and the ability to interact with their classroom teachers. Alternate day instructional groups will be assigned district-wide by a household so that all families will have the same days of students at-home learning and in-person, at school learning. Students will be placed in cohorts as much as practicable with New York State certified teachers moving into classrooms for instruction in all courses, presenting instruction in New York State Learning Standards as prescribed by the New York State Board of Regents. As students are cohorted into one classroom as much as possible within a single day, no lockers will be assigned. Lunch will be served in the classroom. Locker room use is suspended to ensure social distancing is maintained. Any school building's capacity to have students engage in the 12' radius necessary for safe instruction in vocal or instrumental ensembles is severely limited. However, the Connetquot School District is committed to the outstanding program we provide in these curriculum areas and will continue to offer smaller group lessons for students currently enrolled in these programs in middle and high school.

If any class, building, or the District is closed, either intermittently or for an extended closure, a virtual learning experience has been devised, including synchronous and



asynchronous instruction daily. Synchronous instruction occurs in 25 minute periods, following the student's daily in-person schedule. Time is provided at the beginning of the day and at the end of the day for the students to engage in more independent practice, collaborative work, and other student engagement activities.

Period	Start Time	End Time
Student Work Time	7:49 AM	8:55 AM
1A*	8:55 AM	9:20 AM
2A*	9:25 AM	9:50 AM
3A*	9:55 AM	10:20 AM
4A*	10:25 AM	10:50 AM
5A*	10:55 AM	11:20 AM
6A*	11:25 AM	11:50 AM
7A*	11:55 AM	12:20 PM
8A*	12:25 PM	12:50 PM
9A*	12:55 PM	1:20 PM
Student Work Time	1:20 PM	2:00 PM
Posting of Assignments		2:00 PM

## Secondary Education - High School (Grades 9-12)

Constrictors of both the amount and certification of our current teaching staff and classroom capacity. The ability to provide socially-distanced transportation of our secondary students to our buildings, and the understanding that high school-aged students should developmentally have the ability to be more independent learners. The plan for high school students involves a hybrid model of alternate day in-person instruction followed by an alternate day of remote instruction, which will provide opportunities for asynchronous instruction and the ability to interact with their classroom teachers. Alternate day instructional groups will be assigned district-wide by a household so that all families will have the same days of students at-home learning and in-person, at school learning. Due to the varied and much more individualized pathways of courses and electives that enhance the high school experience for Connetquot High School students, it is less possible to cohort students for more than a significantly limited time throughout the school day. However, as part of the scheduling process, students will be placed in cohorts as much as practicable. New York State certified teachers would move into classrooms for instruction in all courses, presenting instruction in New York State Learning Standards as prescribed by the New York State Board of Regents. Hallway passing times may be extended to allow the District to assign unidirectional hallways and staircases, as much as possible. Lockers will only be assigned by the request of the family or student. Lunch will be served in a variety of locations within the building to ensure the ability to appropriately socially distance. Breakfast and lunch service will be provided as a “grab and go” service rather than a serving line. Locker room use is suspended to ensure social distancing is maintained. The capacity of any school building to have students engage in the 12’ radius necessary for safe instruction in vocal or instrumental ensembles, is severely limited. However, the Connetquot School District is committed to the outstanding program we provide in these curriculum areas and will continue to provide smaller group lessons for students currently enrolled in these programs in both the middle schools and high school.

If any class, building, or the District is closed, either intermittently or for an extended closure, a virtual learning experience has been devised that includes both synchronous and asynchronous instruction daily. Synchronous instruction occurs in 25 minute periods, following the student’s daily in-person schedule. Time is provided both at the beginning of the day and at the end of the day for the students to engage in more independent practice, collaborative work, and other student engagement activities. .

Period	Start Time	End Time
Student Work Time	7:18 AM	8:55 AM
1A*	8:55 AM	9:20 AM
2A*	9:25 AM	9:50 AM
3A*	9:55 AM	10:20 AM
4A*	10:25 AM	10:50 AM
5A*	10:55 AM	11:20 AM
6A*	11:25 AM	11:50 AM
7A*	11:55 AM	12:20 PM
8A*	12:25 PM	12:50 PM
9A*	12:55 PM	1:20 PM
Student Work Time	1:20 PM	2:00 PM
Posting of Assignments		2:00 PM

### Communication Plan

All parents may communicate with any Connetquot teacher or administrator via email. On our website, direct links to all of our schools and principals exist with a single click. All educators in the system have a business email assigned to them that is generally formulated as first initial then last name @ccsdli.org. Teachers usually give out their business email addresses for parent communication during “back to school” night, which will not be occurring this year. However, it will be expected that each teacher will

communicate their email address and contact method to parents even though the traditional back to school night will not be in person. The District sends to each household, a listing of all teachers in their child(ren)'s respective buildings. Teachers can also receive communication through Google Classroom, the online portal that they will be primarily utilizing for virtual instruction. During the COVID-19 closure this Spring, the District began to use the email address [techsupport@ccsdl.org](mailto:techsupport@ccsdl.org), for our parents to have our technology staff assist them in troubleshooting problems as they accessed the various educational platforms. When school is in session in-person, parents can always call the main office, and a message can be disseminated to their child's teacher(s).

### Prekindergarten

The District contracts with multiple CBOs to provide Prekindergarten programs. Once each of their reopening plans have been submitted and approved by the New York State Education Department, the District will secure copies to monitor and ensure that all organizations follow the health and safety guidelines outlined in SED guidance, required by the New York State Department of Health and that are enumerated in their plan. All of the CBOs that the District has contracts with had a Continuity of Learning plan during the COVID-19 closure in the Spring of 2020 and will be mandated by the District and NYSED to provide a plan that addresses in-person, remote, and hybrid models of instruction.

## **Special Education**

Providing FAPE for our students with disabilities

Students recommended for self-contained settings at the elementary level will be in attendance daily for everyday instruction. At the middle school and high school level, all students are being considered for every other day's instruction based on District instructional plans. Students identified as high need, primarily working on adaptive functioning skills, would attend school every day.

Individual Educational Programs (IEPs) and 504 plans will be followed to the greatest extent possible. All services are available for all models of instruction, whether in-person, remote, or hybrid. Consideration of continued telephone therapy for counseling if remote, as well as the addition of synchronous speech sessions. Continuation of telehealth therapy for Occupational Therapy and Physical Therapy for remote instruction if needed. This may result in the need to change details on IEPs such as the location of services (i.e., pull-outs to push-ins), the ratio (i.e., group sessions to individual), duration (time of service) and frequency (daily services to alternate day). SED continues to allow the District flexibility "concerning the IEP implementation for delivery of services" to provide a safe instructional environment following CDC guidelines. This includes in-person or remote, mode, and manner of implementation, frequency, ratio, and location (NYS Reopening Guidance July 16, 2020 page 114).

### Parent Engagement

Committee on Special Education (CSE) and Committee on Preschool Education (CPSE) meetings continued even during school closures. CPSE/CSE meetings will continue remotely to limit the traffic in buildings and to be prepared for the event that schools close quickly. CPSE/CSEs occurred virtually from April 2020 to the present time, with little complication. All associated paperwork has been shared through email. All parent emails have been confirmed/updated in District computer management systems. At the request of the parent, certain CPSE/CSE documents can be mailed. Parents continued to be meaningful participants in the CPSE/CSE process through virtual format. Participation is available throughout the meeting, and opportunities to address questions and concerns still exist. Parents will continue to receive all documents, including revised IEPs, Prior Written Notice (PWN) documents, and Procedural Safeguards through email.

## Collaboration between CPSE/CSE and Program Providers

The District has been in collaboration with all out of district service providers and programs. The CPSE process has fully resumed, including initial evaluations, initial CPSE meetings, and services implementation. Students recommended for BOCES and/or private placements are screened and accepted to those placements. Students can start at those placements, but are held contingent on those programs and what they have been able to safely secure. Many programs are providing remote and in-person options. Some have only been able to support remote options. Student progress is shared at least quarterly for students serviced by out of district programs and services, and reviewed and shared with parents. The CPSE/CSE can reconvene for any student who is not demonstrating adequate levels of progress. SED has guided that Districts and providers have the flexibility to adjust particular supports on the IEP, including the location of service, frequency, duration, and ratio. It has been the position of SED, as well as the District, that we are not responsible for providing additional alternative services or supports since students may be forced to remote instruction. With that said, the District has developed a protocol that allows the CSE to review student progress. This process started in April 2020 and will continue into the foreseeable future. Any student identified as high needs and at risk of substantial regression based on SED, guidelines have been offered Extended School Year (ESY) services during summer 2020. In-person and remote-based services and support has been offered. A total of approximately 140 students have been identified. This represents about 11% of our total population of students with disabilities. This satisfies the requirement of considering compensatory services for those that have substantially regressed or are most at risk. The District will continue to closely monitor student progress, and any high needs student or a student demonstrating significant regression will be reviewed for additional/revised services and support.

## Accommodations, Modification, and other Mandated Services

The use of accommodations, modification, aids and services, and technology have all been considered as part of reopening plans. Student specific needs will be considered to address any challenges returning to school-related to regression, behavioral challenges, or social/emotional needs. Each building has an Instructional Support Team that carries the responsibility of reviewing high need students at each building. In addition, the CSE is available to reconvene to consider any additional accommodations, modifications, aids and services, and technology needs. Technology needs have been bolstered, including the addition of certain software, as well as devices for staff to support instructional plans and data collection requirements required by SED.

## Documentation and Communication of Programs and Services

As of now, the plan is to follow IEPs as closely as possible. The IEP documents the programs and services offered and provided to students. All providers keep session logs, documenting the dates and times of service. Any significant adjustments needed to the IEP will be considered at a CSE, except for the flexibility provided by SED due to following CDC guidelines or school closures, or any changes that can appropriately be addressed through agreed-upon amendments with parents.

## Contingency Plans

Contingency plans have been prepared to involve a remote learning environment that allows for the continuation of special education services and supports. Special education students would have access to the same resources as general education students. Classroom-based supports will be provided using synchronous and asynchronous modalities. Consideration of continued telephone therapy for counseling if remote, as well as the addition of synchronous speech sessions. Continuation of telehealth therapy for Occupational Therapy and Physical Therapy sessions. Support for school personnel and parents would continue using telephone-based support or virtual calls. This may include but is not limited to parent training, behavioral consultation, speech consultation, psychological consultation, reading consultation, etc.

## Prioritizing services to high needs students

The District has closely monitored the needs of high needs students. High need students were reviewed before the end of the 2019-2020 school year. Any student identified as high needs and at risk of substantial regression based on SED, guidelines have been offered Extended School Year (ESY) services during summer 2020. In-person and remote-based services and support have been provided during ESY. A total of approximately 140 students have been identified. This represents about 11% of our total population of students with disabilities. Students placed in center-based programs at the preschool level, as well as 6:1:1, 8:1:1, 12:1:1 self-contained students, were identified as a priority. Also, certain students placed in 15:1 self-contained classes were considered for additional support if significant regression was noted. Certain conditions or disability groups such as Autism, apraxia, and dyslexia were also given priority consideration for compensatory support during the summer of 2020. This satisfies the requirement of considering compensatory services for those that might have substantially regressed. The District will continue to monitor student progress closely, and any high needs students or students

demonstrating significant regression will be reviewed for additional/revised services and support, if appropriate.

### Least Restrictive Environment

Students will continue to have access to specials and other elective options in the same manner as general education students, whether in-person, hybrid, or remote. Certain safety precautions may preclude time with non-disabled peers when CDC guidelines cannot be followed. For example, the need for lunch to be served in the classroom would reduce time with non-disabled students for special class students. Separation of students with disabilities from their non-disabled peers would only occur as a result of IEP recommendations or when health and safety requirements are necessary.

### IEP Implementation/Provision of Services

IEPs will be followed “to the greatest extent possible.” The flexibility provided by the State to make adjustments outside of the IEP and CSE process would only be utilized when responding to required health and safety guidelines or District protocols as a result of learning for all students needing to shift from in-person to remote, or a combination. Adjustments to program and service group sizes, frequency, duration, and location may need to be considered to comply with social distancing measures. High needs students are given priority status and will be provided the opportunity to remain in-person as much as possible and as closely related to the IEP as possible.

### Progress Monitoring

Progress monitoring will continue, as it is important to the fabric of special education. Progress monitoring helps to drive instruction and guide future recommendations. It also helps identify students potentially in need of further compensatory services/instruction. All instructional staff are aware of the data collection requirements and have incorporated into all instructional modalities, including remote and in-person learning. Staff will be provided with technology support to streamline the data collection process and enhance the communication process between staff and parents. At a minimum, parents will continue to receive progress reports as identified on IEPs, based on the same schedule as school building report cards.

### Compensatory Services



The need for extended school year services was reviewed at all annual review CSE meetings from April-June 2020. Any student determined to be at risk of substantial regression based on SED guidelines was recommended for a six-week summer program. Students with high needs or disabilities known to struggle during remote instruction were given priority status and consideration for compensatory services over the summer. As we continue to move forward, CSE's will be considered for any student experiencing significant regression as a result of their disability or the remote learning challenges. Compensatory services may take the form of adjustments to services or additional services, if appropriate.

### IEP Implementation Documentation

All student services and programs are documented on IEPs and shared with parents. If the District adjusts certain details on the IEP to comply with the necessary health and safety protocols, parents will be notified by the District or their classroom teacher/service provider. All staff are asked to keep notes on the service delivery model, including session notes. The assessment will continue to the greatest extent possible and will be shared with parents and used by the CSE when determining future needs.

### Child Find

The District's child find obligations are fully underway as of July 2020. Also, any evaluation postponed from March-June 2020 has likewise been reconsidered and processed. This includes CSE as well as 504 referrals. Any parent who has requested an evaluation has been honored. Students are currently being evaluated as part of our ESY program at the High School. Several spaces are available, following the necessary safety protocols. Any portions of the evaluation process that can be done remotely have been considered. This may include portions of psychological evaluations, social history reports, and records review. Reevaluations were put on hold from March-June 2020. Reevaluations are being considered in order of priority, based on needs or timelines. The availability of staff over the summer is limited, so reevaluations will need to continue into the 2020-2021 school year that was initially due during the 2019-2020 school year.

### Eligibility/Annual Reviews

CSE's briefly halted in March but resumed in April 2020. CSE's have continued virtually, with little complication. This includes any pending initials (that had completed evaluations) and reevaluations. All students had annual reviews during the 2019-2020 school year. The CSE continues to be available for requested review meetings. This could be at parent or

staff requests. CSE's will continue remotely to limit traffic at the buildings. All evaluations and reports are shared with parents before the meeting via email and follow-up documentation after the CSE meeting, including the required IEP and PWN.

### Communication/Coordination/Outreach

Parents continue to be partners in the educational process. The use of remote-based tools such as Google Classroom, Class Dojo, and Seesaw has actually increased communication with families. At the younger levels, communication occurs almost daily between teachers and parents. As students get older, communication is streamlined with case managers or counselors, and are directed more towards the student to support independence and self-advocacy. In regards to outreach, families have been notified of District protocols related to school closures and remote instruction. Parents have been and will continue to be informed about how this impacts IEPs and offerings related to special education.

### Procedural Safeguards and Prior Written Notice

The District continues to provide the required documentation via email. Procedural safeguards continue to be shared yearly as per regulation. All related CSE documents are created and shared, so parents are meaningful participants and well informed promptly.

### Partnerships

The District has been in constant communication with private providers and BOCES programs and has helped be a conduit of communication between providers and families. Each program has communicated its safety protocols and instructional plans, which have also been shared with families.

### Accommodations/Modifications/Aids and Services/Technology

The use of accommodations, modification, aids and services, and technology has all been considered part of reopening plans. Student specific needs will be deemed to address any challenges returning to school-related to regression, behavioral challenges, or social/emotional needs. Each building has an Instructional Support Team that carries the responsibility of reviewing high need students at each building. The CSE is also available to reconvene to consider any additional accommodations, modifications, aids and services, and technology needs. Technology needs have been bolstered, including the addition of certain software and devices for staff to support instructional plans and data collection requirements required by SED.

## 504 Considerations

504 plans are also implemented to the greatest extent possible. Since many 504 plans are accommodations for the school facilities, certain accommodations may not apply (i.e a/c in a classroom). Any 504 plans that include instructional supports are implemented but may need to be adjusted depending on the format of instruction. The referral process for 504 is also fully underway, and parents requesting 504 plans are being processed and evaluated, if appropriate, for consideration. For pre-existing 504 students, 504 review meetings did not occur from March-June 2020. Only those that were requested to be reviewed were reviewed. Since regulation requires only “periodic” reviews for 504 plans, all 504 plans will be rolled over for the 2020-2021 school year. This means that students will continue with the same accommodations that were in place during the 2019-2020 school year. Parents will be notified of this, and also informed that they could request a review meeting at any time. Staff also will be told that they, too, can request a review 504 meeting for any student of concern. Any known significant changes to medical conditions would require the 504 committee to reconvene. The plan is to review all pertinent 504 plans during the annual review process in the Spring of 2021. Initial 504 meeting will continue on a rolling basis as per referrals.

## **Bilingual Education and World Languages**

### Identifying English Language Learners and Units of Study

As a continued practice, the Director of ENL/World Languages will review the Home Language Questionnaire (HLQ) of all newly registered students, including entering kindergarteners, to identify those who need to be tested with the NYSITELL possibly. During the last three days of August, potential ELLs will be invited to follow the identification process as outlined in CR Part 154. An appropriate determination of services and school placement will be made at that time.

It should be noted that those possible ELLs who entered during the Covid-19 quarantine and were not tested, will be given the NYSITELL. Those students were provided with ENL services per NYSED guidance and will continue to receive services until scores are received.

To further comply with CR. Pt. 154, a virtual or in-person meeting of families of newly identified ELLs will be held to inform parents of their rights and provide them with an overview of the program/services. Interpreters will be available to ensure parents understand what is being shared at the meeting(s). Provision of required instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

As directed by NYSED, we will use the Spring 2019 NYSESLAT scores to determine ELLs' placement for the upcoming school year. Students will be provided with the appropriate level of services according to their proficiency levels during in-person or hybrid instruction.

For those students who entered the district after the administration of the 2019 NYSESLAT, we will use their NYSITELL proficiency levels to provide services.

Commanding ELLs will continue to be placed in co-taught classes and have the right to any testing modifications and support.

### Communication Plan

The District will continue to use Propio, in-person interpreters, and translators to ensure that communication is available in a language that a family can understand. Procedures for using Propio and in-person translation services are available. They will be redistributed to critical stakeholders, including office staff, teachers, administrators, and support staff,

before starting the school year. Requests for written translations of relevant school-to-home communications will be made through the Director of ENL/World Languages' office.

Once approved, the reopening district plan will be translated into Bengali, Chinese (Mandarin), and Spanish.

#### Elimination of Communication Barriers

Eastern Suffolk BOCES, GB Language Services, and Propio will be used to translate any documentation for and communications with families who have requested it. Requests should be made through either the Director of ENL or Curriculum and Instruction office.

#### Professional Development for Integration of ELLs

Connetquot CSD provides technology professional learning for all teachers, including ENL teachers, through inservice and professional development organized through the Technology Integration Specialist and Teacher Mentor. Various resources will enable teachers to adapt and develop lessons and units of study to meet ELLs' needs at all levels of proficiency and develop appropriate scaffolds for use in the virtual classroom.

#### Coordination among English as a New Language (ENL) and Content Area teachers

ENL teachers and content area teachers deliver co-taught lessons through platforms that allow multiple teachers in a classroom (i.e., Google Classroom). They collaborate and jointly monitor the progress of students. ENL teachers assist with providing additional support to close gaps and improve student proficiency in English language and content areas.

The District will continue to use the K-12 ENL progress reports, created by the ENL Department, to report to parents their child's progress.

Propio (over the phone interpreting services) will be used to ensure that a parent/guardian is aware of their child's progress in a language in which they understand.

Teachers will continue to review content specific assessments, formative and summative, to monitor language and content growth.

## Programs for Vulnerable Students

We are working closely with the Department of Special Education in order to provide appropriate instruction and services to students with disabilities, as per NYSED regulations and guidelines.

Historically the district has not had any SIFE students, but we will screen with the NYSED Multilingual Literacy Screener to identify a possible SIFE and provide services as required. Prioritize 12th-grade students who were unable to complete requirements in 2019-2020 to continue work towards earning the New York State Seal of Biliteracy in 2020-2021.

ENL teachers, World Language teachers, School Counselors, and administrators are working together to ensure that those who could potentially receive a Seal of Biliteracy will be able to earn one in the coming school year.

## Integration of Educational Technology

Ongoing professional development aims to use technology and how to ensure that students are familiar with and can use a variety of platforms and applications. A technology workshop schedule will be offered to all families, so they can strengthen their knowledge of the platforms and apps that will be used by the district.

Current ELLs are familiar with the current technology used in the district. ENL teachers will work with any new ELL and their families to ensure they familiarize themselves with the tools the District uses.

## Access to Technology

Connetquot CSD maintains communication with families relating to remote learning and provides a procedure for requesting technology and wi-fi needs.

- The district surveyed families on technology usage/availability within the home.
- The ENL teachers will continue to outreach to families to ensure that their children have the necessary tools to connect virtually. It should also be noted that the district provided families with Chromebooks when one was requested during the Covid-19 quarantine.
- In multiple superintendent's messages to the community, the superintendent asked any member of the community to contact the district for help if they do not have

access to wi-fi. The District is committed to ensuring that all families have access. Our district tech support team is available to assist all families.

- Propio will be used to ensure communication between tech support and our families of ELLs.

### Culturally Responsive Education

- The teachers empower students and encourage them to find their voices and share their opinions, thoughts, and concerns.
- Teachers of ELLs use the student's target culture and materials to ensure background knowledge is elicited, assessed, and used to move forward.
- The building and classroom libraries continue to be updated to ensure that literary works reflect the diversity in the Connetquot Public Schools.
- Specific cultural clubs and events have been established K-12 to support the diversity within our community.

### Identification of ELL

Any new entrant enrolling in a school district, to the extent feasible, must be provisionally placed in an ENL program while awaiting NYSITELL results, as this is the program of default for districts that meet the enrollment threshold set forth under Section 154-2.3(d). This is common practice and will not be a change to our procedures. Additionally, ENL teachers will continue to participate in the Kindergarten screening process, as developed by Connetquot CSD. Those students who potentially will be attending an alternative school within the district for their ENL services will be screened so that a school placement can be made before the start of the school year. The screening process is described below, and the following is a link to the screening form, both modified to reflect the amended regulations during this time:

1. Registrar's Office: Administer the Home Language Questionnaire (HLQ) - may be sent and submitted electronically when necessary
2. Conduct the Individual Interview: An individual interview with students (and possibly, their parents/guardians where helpful) is then to be conducted remotely, in English and in the student's home language, by qualified personnel from the school/district.

The interview should include a review of the student's abilities or work samples including:

- Reading and writing in English;
- Reading and writing in the student's home language;

- Mathematics.

These items are collected or generated during the interview, and can include writing samples or exercises completed at the time of the interview (parents/guardians can submit the work samples through email, through pictures of the students' work, and/or by using the digital platforms schools are currently using for remote learning).

3. "Parent Orientation Video: ELL Programs in New York State" will be made available to parents/guardians, either in the Registrar's Office or through a link emailed to parents

<http://www.nysed.gov/bilingual-ed/parent-orientation-video-english-language-learner-ell-programs-newyork-state>

4. Determination of services will be indicated on the Screening Form and parents will be notified by the Registrar's Office of services and school placement as soon as possible after evaluation.

#### Provide Commanding Students with Supplemental Services

Connetquot CSD will conduct meetings concerning each third-year Commanding level student to determine the level of service that each will receive. Minimally, all Commanding-level students will be provided with appropriate testing accommodations for upcoming State exams.

#### Professional Learning for Educators

Connetquot CSD complies with the guidance below and will work towards implementing suggestions regarding targeted professional learning and measuring the English language proficiency levels of students.

- To ensure that all NYS educators are aware of and able to address ELL needs, all teachers and administrators must receive professional learning related to serving ELLs as required by Commissioner's Regulations Part 154. Districts must adhere to professional learning requirements set forth under Section 154-2.3(k), according to which – unless the District is eligible for and NYSED has approved a waiver – 15% of all teachers' professional learning hours, and 50% of all professional learning hours for Bilingual Education and ENL teachers, must be targeted to the specific needs of ELLs.
- To address these challenges, schools should consider targeted professional learning focused on utilizing technology to promote student independence and engagement, provide effective and meaningful feedback, and promote peer-to-peer interaction. For ELLs, collaboration, or cooperative learning with peers who have mastery in



English or are non-ELLs is an impactful practice that should become a part of their education.

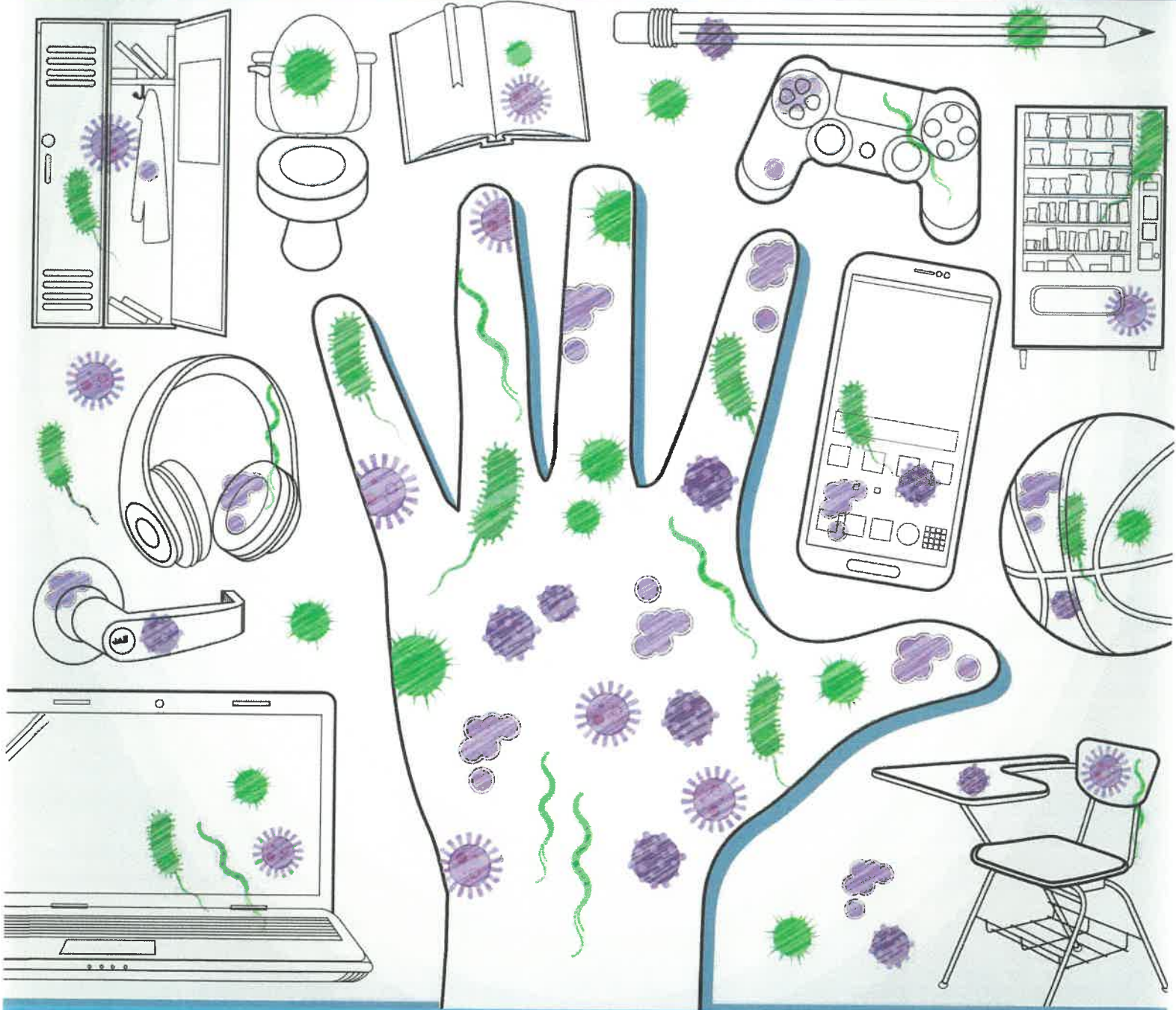
- OBEWL recommends that focused professional learning opportunities be offered in, but not limited to, the following areas:
  - Implementing collaborative models of instruction: co-planning, sharing best practices to support standards-based curriculum accessibility for ELLs;
  - Progress monitoring: analyzing and interpreting data to inform instructional decisions; differentiating instruction; designing lessons that accelerate learning; and utilizing formative and summative assessments to identify and address instructional gaps;
  - Implementing language-based strategies in all four modalities and teaching language skills across a standards-based curriculum;
  - Utilizing digital tools that cultivate independent learning, critical thinking, and student engagement; and
  - Building positive relationships/rapport among teachers, students and parent/guardians

## **Teacher and Principal Evaluation System (APPR)**

According to Education Law 3012-d, the Connetquot School District must fully implement its currently approved APPR plan during the 2020-21 school year. Performance measures for each teacher's SLOs may need to be revisited with the Connetquot Teachers' Association and the Connetquot Principals' and Directors' Association in order to provide a fair measure of real student progress in light of the changing instructional model and the process for setting growth targets which may not be reflective of true progress students will be expected to make in this hybrid model instead of daily in-person instruction if conversation and collaboration with the Educational Units provide different feedback to warrant application to the New York State Education Department to change the APPR plan for the 2020-21 school year, via the newly adopted APPR Variance option.

# GERMS

are all around you.



Stay healthy.  
Wash your hands.





1 Wet



2 Get Soap

Hands that look clean can still have icky germs!



3 Scrub



4 Rinse



5 Dry

# Wash YOUR HANDS!



U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention

This material was developed by CDC. The Life is Better with Clean Hands campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.

# Cover Coughs and Sneezes

Stop the spread of germs  
that can make you and others sick!



Cover your  
mouth and nose  
with a **tissue**  
when you  
sneeze or cough.



If you don't  
have a tissue,  
use your  
**elbow.**



Wash hands  
often, **especially**  
after coughing  
or sneezing.



# Stop the spread of germs that can make you and others sick!



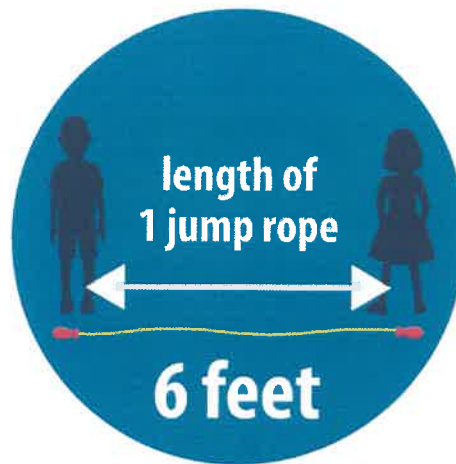
Wash your  
hands often



Wear a cloth  
face cover



Cover your coughs  
and sneezes



Keep **6 feet** of space  
between you and  
your friends





# HANDWASHING

is your superpower!



CS316683-D 04/24/2020

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

# Please wear a cloth face covering.



**Maintain a distance of 6 feet  
whenever possible.**



CS 317176-B 05/27/2020

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



# Protect yourself from COVID-19 and stop the spread of germs.



**Wash your hands** thoroughly with soap and water **for at least 20 seconds**, especially before eating.



**Avoid close contact** with people who are sick and stay home if you are sick.



**Avoid touching** your eyes, nose, and mouth.



**Stay home** as much as possible. **Everyone** – even young people and those who feel well.



If you must go out, **stay at least 6 feet away** from others.



**You must wear a face mask or face covering in public** when social distancing (staying 6 feet apart) is not possible, especially on public transport, in stores and on crowded sidewalks.



**Cover your cough or sneeze** with a tissue, then throw the tissue in the trash.



**Clean and disinfect** frequently touched objects and surfaces.

**Stay Home. Stay Safe. Save Lives.**  
[www.ny.gov/coronavirus](http://www.ny.gov/coronavirus)

# Health & Safety Committee

Presented by Reza Kolahifar & Gail E. Santo

# Top Three (3) Concerns for Health & Safety Related to COVID-19:

- Social Distancing Protocols
- Cleaning/Disinfecting Protocols
- Transportation
- Food Service
- Security
- Wearing of PPE (Personal protective Equipment)
- Other: \_\_\_\_\_

# Top Three (3) Survey Concerns

- 69 of 125 Participants Completed Survey
- Participants: Parents, Educators, Administrators, Healthcare Professionals, Registered Nurses, Human Resources, Security, Health & Safety Official, Transportation, Armed Bodyguard & Security, Engineers
- Social Distancing Protocols
- Cleaning/Disinfecting Protocols
- Wearing of PPE (Personal Protective Equipment)

# #1 Social Distancing Protocols

- Physical Proximity: Square Footage of Classrooms, Gymnasium, Common Areas
- Stagger Student Arrivals
- Shortened Periods - 30 Mins. Each to Ensure All Students Attend - No Distance Learning
- Create Cohorts
- Lease Vacant Buildings Other Districts - Transport Students
- Transportation - Generate District-wide Survey
- School Attendance - Generate District-wide Survey
- No Common Area for Lunch or Recess
- How to Provide and Supervision of “Down-Time”

# Social Distancing Protocols

- Coordinate Traffic Pattern in Hallways
- How to Prevent Congested Areas
- No Combined Physical Education Classes – Possibly Outside
- Contained Classes – Teachers Travel
- Use Web Cams in Common Areas

## #2 Cleaning & Disinfecting Protocols

- Cleaning & Disinfecting Protocols: After & In-Between Periods; Common Areas; Trafficked Areas
- Personal Hygiene - Sinks in All K-5 Classrooms?; Installation of General Wash Stations Throughout Hallways; Access to Anti-Bacterial Gel/Lotion in Classrooms, Throughout Hallways, Offices
- Additional Cleaning Responsibilities Not Doable with Current Custodial Staff - Recommend Outsourcing Service for a Period of 18Months as Opposed to Hiring Long-term

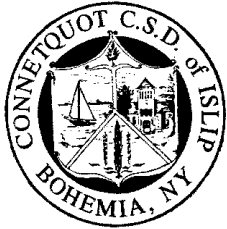
# #2 Cleaning & Disinfecting Protocols

- Implement Common Classroom Protocol – No Sharing of Supplies, Disinfecting Stations, Tables, Desks Throughout Day
- Concern for Shared Electronics (Chromebooks) – Additional Equipment and/or Disinfecting Protocols Needed Between Periods
- Disallow Use of Nebulizers in Building Health Office
- Ensure Programs on Site Follow District protocols e.g., SCOPE



# #3 PPE - Protective Personal Equipment

- Masks vs. No Masks - Majority Voted Masks Required for Adults & Students
- Healthcare Professionals Reported Data Not Supporting Mask for Students
- Comfortable vs. Imposing - Majority Supporting Student Masks Cited Requirements in Social Community
- Shields vs. Shields w/ Masks - Current Research Dictate Mask is Needed with Shields
- Healthcare Professionals Claim Studies on the Cusp of Proving Shields More Protective Than Masks - TBD
- Educator Cited Concern & Frustration Their Health Not Considered - If Adults Required to Wear Masks But Not Students, How Is Their Safety Assured?



**CONNETQUOT CENTRAL SCHOOL DISTRICT OF ISLIP**

CENTRAL OFFICES: 780 Ocean Avenue, Bohemia, New York 11716-3629

(631) 244-2215 Fax (631) 589-0683

District Website: [www.ccsdli.org](http://www.ccsdli.org)

**Lynda G. Adams, Ed.D.**  
*Superintendent of Schools*

**Gail E. Santo**  
*Director of Pupil Personnel Services*

July 2020

Dear Connetquot Independent Contractors:

The New York State Department of Health requires that the District implement a mandatory health screening questionnaire to assist in the efforts of preventing the transmittal of COVID-19 before an employee begins work each day. To that end, prior to the start of each work day, contractors will be required to undergo self-administered temperature checks and the Health Screening Assessment Questionnaire below.

**Health Screening Assessment Questionnaire**

1. Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Tested positive through a diagnostic test for COVID-19 in the past 14 days;	Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days; and/or	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. Has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.	Yes <input type="checkbox"/> No <input type="checkbox"/>

Should you report positively to any of the above criteria, you will not be permitted access to school and will be referred to your private healthcare provider for assessment and testing.

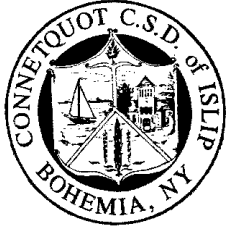
\_\_\_\_\_/\_\_\_\_\_  
Employee Name / Signature Date  
[Print]

Yours truly,  
*Gail E. Santo*  
Gail E. Santo  
Director of Pupil Personnel Services

**Board of Education**

**Eileen Panico, President**  
**Mark Warshaw, Vice President**  
**Milynn Augulis, Trustee**  
**Lee Kennedy, Trustee**  
**Jaclyn Napolitano-Furno, Trustee**

**Jessie Kemp, District Clerk**



## CONNETQUOT CENTRAL SCHOOL DISTRICT OF ISLIP

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Lynda G. Adams, Ed.D.  
Superintendent of Schools

Gail E. Santo  
Director of Pupil Personnel Services

July 2020

Dear Connetquot Employees:

The New York State Department of Health requires that the District implement a mandatory health screening questionnaire to assist in the efforts of preventing the transmittal of COVID-19 before an employee begins work each day. To that end, prior to the start of each work day, employees will be required to undergo self-administered temperature checks and the Health Screening Assessment Questionnaire below.

### Health Screening Assessment Questionnaire

1. Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Tested positive through a diagnostic test for COVID-19 in the past 14 days;	Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days; and/or	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. Has traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.	Yes <input type="checkbox"/> No <input type="checkbox"/>

Should you report positively to any of the above criteria, you will not be permitted access to school and will be referred to your private healthcare provider for assessment and testing.

\_\_\_\_\_  
Employee Name / Signature  
[Print] \_\_\_\_\_ Date

Yours truly,

*Gail E. Santo*

Gail E. Santo  
Director of Pupil Personnel Services

# Mental Health Committee



Co-Facilitators Gail E. Santo & Lou Bonadonna

# Committee Details

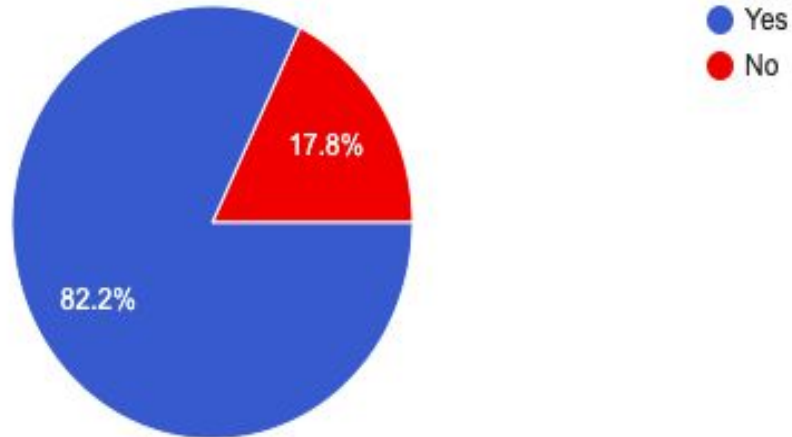
- Approximately 80 people requested to participate
- 45 participated in the survey
- 14 people in total participated in follow-up meeting

# Survey Demographics

37 of 45 responses are Connetquot parents

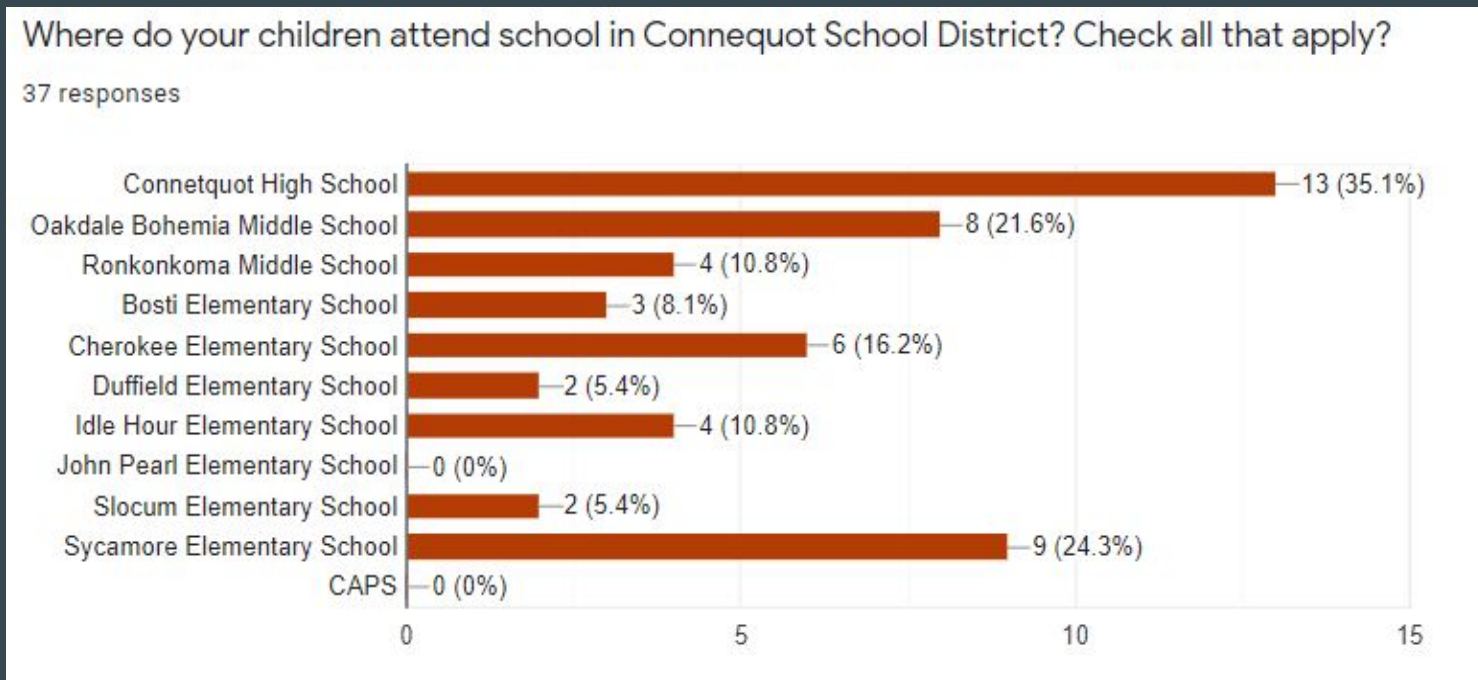
Are you a Connetquot parent or guardian?

45 responses



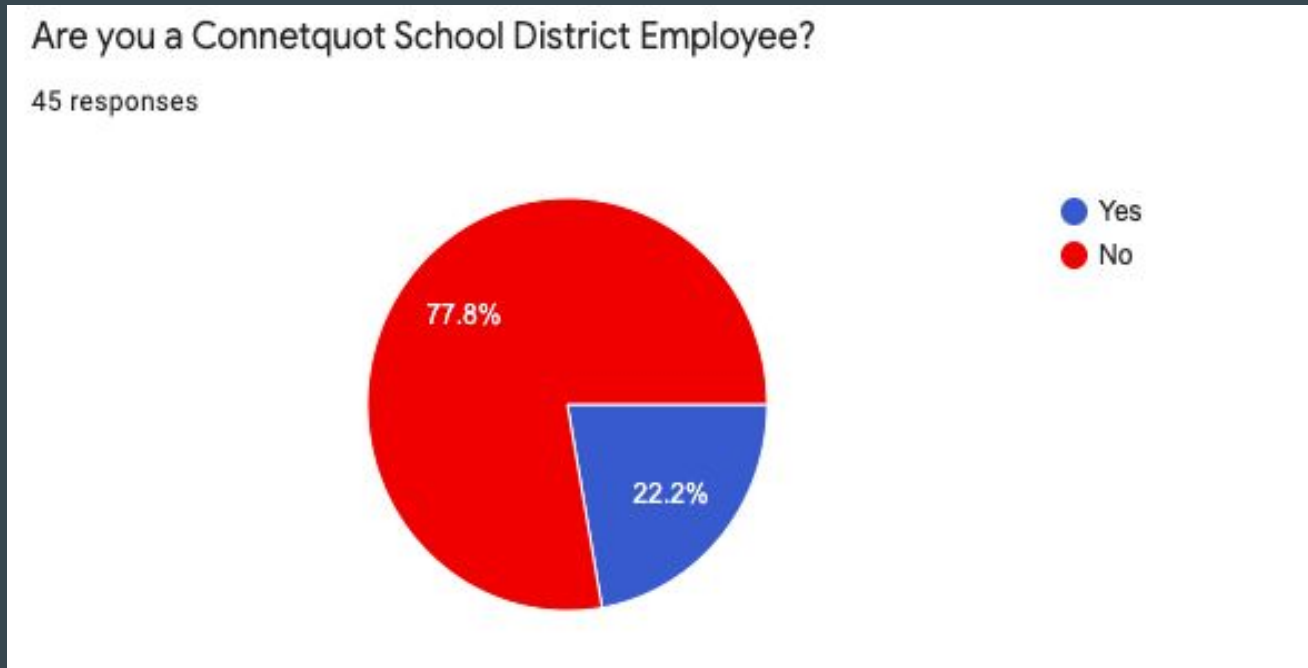
# Survey Demographics

Where do your children attend? (37 responses)



# Survey Demographics

10 of the 45 responses are School District employees





# Survey Demographics

## Backgrounds of participants (35 responses)

- Educators
- Mental health professionals
- Administrators
- Clerical
- Technology
- Custodial/grounds
- Transportation
- Food service workers
- Security
- Board of Education members
- Business owners
- Construction workers

# Reflection on Remote Instruction March-June

What were the things that you feel worked best to support the mental health needs of students during this period of remote instruction? (45 responses)

- Allowing children to voice frustrations
- Google Meets so they could see their peers
- Outreach from teachers
- Things that helped keep a “normal schedule”
- Announcements from the building
- Availability to counselors
- Techniques for dealing with stress
- Video lessons
- Face to face interactions
- Weekly email updates or phone chats
- Check ins from mental health staff
- Mental health YFS Classroom
- Removal/reduction of requirements for assignments
- Compassion and flexibility of administrators

# Reflection on Remote Instruction March-June

## What were some of the mental health challenges (45 responses)

- Missed routines
- Missed friends and family members
- Struggled as parent to adopt to role of the teacher
- Limited social interactions
- Emotional challenges with lack of social exposure
- Depression
- Regression/Decrease in social skills
- Increased anxiety, stress, sadness, anger, frustration and loss of control
- Sibling struggles/conflict
- Feeling overwhelmed
- Behavior changes
- Lack of access to in person private therapy
- Uncertainty and withdrawal
- Increased substance abuse
- Incorrect or irrational beliefs regarding the virus
- Changes in sleep patterns

# Reflection on Remote Instruction March-June

What skills did you use to assist with balancing work/school and home for you and your child? (41 responses)

- Multi-tasking
- Being patient and empathetic
- Building in break times and check-ins
- Spend time working out schedules
- Outdoor activities, sports
- Behavioral rewards
- Bedtime routine
- Consistent goals/rules
- Slowing the pace
- Sitting with child as they worked
- Good communication & Flexible deadlines
- Zooming with friends and family
- Using technology
- Time away from “screens”
- Breathing techniques & emotional regulation
- Emotional regulation

# Reflection on Remote Instruction March-June

What changes ( if any ) did you notice with your child while quarantining during the pandemic? (40 responses)

- Heightened anxiety and fear
- Frustration & sadness
- Increased confidence
- Improved communication of feelings
- More clingy & Not wanting to go outside
- Losing their love of school
- Upset couldn't see friends
- Moody & More irritable
- Increased sensitivity
- Regressed social skills
- More video game time
- Medications needs
- Confusion
- Boredom, more willing to help out around the house
- Times of quiet
- Excessive showering/hand washing
- Decreased motivation
- Increased self-motivation

# Remote Instruction in September

What changes or additions would you like to see implemented from your previous mental health support services provided during the pandemic? (list area and specific example (40 responses))

- Google Meets
- Live streaming lessons
- More mental health services, include Pre-K
- Being open to changes
- Consider methods to assess emotional needs
- Pairing younger students with familiar faces
- Social work push ins/groups
- Advisory for MS
- Virtual clubs
- Increase video and audio
- Video meetings
- Supporting families as a whole
- Classroom group activities
- Weekly SEL and mindfulness activities embedded
- Access to counseling for those not assigned to counseling
- Use of Yoga, mediation, breathing, brain breaks, stretching

# Re-Entry Back to School

What needs do you feel your child may have in the area of mental health in order to support the transition back to school? (43 responses)

- More contact with teacher
- Explanations in advance
- Validation that everything will be OK
- Sensitive to behaviors
- Familiar faces, students and staff
- Help students discuss changes
- Re-learning how to interact with other kids
- Help kids discuss changes at home, school, and community
- Send resources to support transition
- Address fears
- Reestablish sense of community
- Daily routine
- Address emotional and academic regression
- Meetings with counselors
- Simulated video of what the new day may look like
- Coping skills

# Re-Entry Back to School

What concerns do you have regarding the transition back to school? (42 responses)

- Concerns for new students, or kindergarten students establishing themselves
- Social anxiety with precautions
- Anxiety about the virus
- Concerns about being able to resolve conflict
- School refusal
- Social deficits due to lack of contact
- Difficulties with mask
- Concerns with identifying students who require support
- Concerns that students won't be prepared ahead of time
- Anxiety in staff
- Concern only if virtual
- Difficulty sitting still
- Concerned with how a partial schedule might work



# Follow-up

What questions should the committee research in order to make the best decision on a reopening plan as it pertains to mental health needs? (40 responses)

- Gather data regarding student specific mental health needs
- Review relevant case studies
- Social stories/picture books regarding CDC
- Assemblies & other SEL activities
- Resource for families
- Consider additional recess time
- Consider steps for at-risk students
- Balancing physical/mental health
- Discuss concerns with faculty
- Asking students their thoughts and opinions
- Review State plans and expectations
- Consider additional mental health support and staff
- Research on tele-therapy
- Impact of suicide and depression from virus
- Family Resource Center and Employee Assistance Program
- Consider plans from other school districts
- Larger audience survey
- Review safety protocol

# Connetquot Community Survey - Reopening our schools

In the last two weeks, we have received input from over 500 stakeholders regarding reopening our schools safely this fall. The questions on this survey were created out of the discussions of these stakeholder committees.

Thank you for taking the time to answer this survey.

\* Required

1. Which school(s) do you have children in? (check all that apply) \*

*Check all that apply.*

- Connetquot High School
- Oakdale Bohemia Middle School
- Ronkonkoma Middle School
- Bosti Elementary School
- Cherokee Street Elementary School
- Duffield Elementary School
- Idle Hour Elementary School
- John Pearl Elementary School
- Slocum Elementary School
- Sycamore Elementary School
- CAPS
- UPK
- Out of District - Private School
- Out of District - BOCES or other Special Education Placement

2. What grade level(s) do you have children in? (Check all that apply) \*

*Check all that apply.*

- Pre-Kindergarten
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Ungraded Elementary
- Ungraded Secondary

3. If schools were to reopen in September with appropriate safety enhancements such as social distancing, following CDC guidelines, would you send your child(ren) back to school? \*

*Mark only one oval.*

- Yes    *Skip to question 7*
- No    *Skip to question 4*
- Maybe    *Skip to question 5*

No

4. What are your intentions for schooling in the fall? \*

*Mark only one oval.*

- I intend to home school my child(ren)    *Skip to question 11*
- I expect the district to offer online, virtual instruction    *Skip to question 11*
- Other: \_\_\_\_\_

*Skip to question 11*

Maybe

5. Please explain your maybe answer \*

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**In-Person Instruction**

6. If the District, following social distancing guidelines, could not bring all students back into school every day, what alternate schedule would be the best for your family? \*

*Mark only one oval.*

- Alternate days: every other day the student is in school, every other day the student receives virtual instruction
- Alternate weeks: every other week the student is in school, every other week the student receives virtual instruction
- AM/PM: the student attends in-person instruction either in the morning, or the afternoon, every day

**Transportation**

7. If schools were to reopen in September with appropriate safety enhancements such as maintaining appropriate social distancing, following CDC guidelines, would you utilize district transportation? \*

*Mark only one oval.*

- Yes *Skip to question 8*
- No *Skip to question 9*
- Maybe *Skip to question 10*

*Skip to question 11*

**Yes**

8. Guidance from the state has confirmed that "individuals must wear acceptable face coverings at all times on school buses," in tandem with maintaining appropriate social distancing. Would you prefer to provide your child(ren) with a face covering? \*

*Mark only one oval.*

- Yes, I would prefer to provide my child(ren) with their own face covering
- No, I would not prefer to provide my child(ren) with their own face covering

Skip to question 11

No

9. How will your child(ren) get to school? \*

Mark only one oval.

- I will transport my child(ren) myself    *Skip to question 11*
- I intend to keep my child(ren) home, so I will not need transportation    *Skip to question 11*
- Other: \_\_\_\_\_

Skip to question 11

Maybe

10. Please explain your answer \*

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Curriculum and Instruction

11. Do you have a child(ren) in grades PK - 5? \*

Mark only one oval.

- Yes
- No    *Skip to question 16*

Elementary Curriculum and Instruction

Please answer if you have a child(ren) in PK to 5th grade

12. If we are conducting remote learning, rank the following instructional delivery methods in order of importance. Synchronous = real time video/audio. Provide a different response for each row to rank. \*

Mark only one oval per row.

	Less Important	Important	More Important
<b>Pre-recorded lessons</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Synchronous "office hours"</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Synchronous small group instruction</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. If we are conducting remote learning, how important is a school-wide uniform assignment posting time? \*

Mark only one oval.

	1	2	3	4	5	
Not Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Important

14. If we are conducting remote learning, how important is a school-wide schedule for students to complete daily work/assignments? \*

Mark only one oval.

	1	2	3	4	5	
Not Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Important

### Curriculum and Instruction

15. Do you have a child(ren) in grades 6 - 12? \*

Mark only one oval.

Yes

No    Skip to question 19

Secondary Curriculum and Instruction

Please answer if you have a child(ren) in 6th grade to 12th grade

16. If we are conducting remote learning, rank the following instructional delivery methods in order of importance. Synchronous = real time video/audio. Provide a different response for each row to rank. \*

Mark only one oval per row.

	Less Important	Important	More Important
<b>Pre-recorded lessons</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Synchronous "office hours"</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Synchronous small group instruction</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. If we are conducting remote learning, how important is a school-wide uniform assignment posting time? \*

Mark only one oval.

	1	2	3	4	5	
Not Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Important

18. If we are conducting remote learning, how important is a school-wide schedule for students to complete daily work/assignments? \*

Mark only one oval.

	1	2	3	4	5	
Not Important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Highly Important

Mental Health

19. Is your child excited to return back to school in person? \*

Mark only one oval.

	1	2	3	4	5	
None, minimal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very excited to return to school in person

20. Please rate your child's current level of anxiety since school closure \*

Mark only one oval.

	1	2	3	4	5	
None, minimal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High levels of anxiety that interfere with daily life functioning

21. Please rate your child's current level of sadness since school closure \*

Mark only one oval.

	1	2	3	4	5	
None, minimal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High levels of anxiety that interfere with daily life functioning

22. Please rate your child's current level of social functioning since school closure (e.g., interacting with others) \*

Mark only one oval.

	1	2	3	4	5	
None, minimal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Social deficits that interfere with daily life functioning

23. Please rate your child's anxiety related to transitioning back to school \*

Mark only one oval.

	1	2	3	4	5	
None, minimal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High levels of anxiety with anticipation



24. Please rate your child's fear of contracting COVID-19 when transitioning back to school as it pertains to social distancing \*

Mark only one oval.

1      2      3      4      5

---

None, minimal      High levels of irrational fear that interfere with daily life functioning

---

25. Please rate your child's fear of contracting COVID-19 when transitioning back to school as it pertains to cleaning and disinfecting classrooms \*

Mark only one oval.

1      2      3      4      5

---

None, minimal      High levels of irrational fear that interfere with daily life functioning

---

26. NYS guidelines mandate that all individuals wear face coverings in the school setting at various times throughout the day, excluding students who are unable to medically tolerate a face covering. Is your child comfortable wearing a face covering? \*

Mark only one oval.

- Yes      Skip to question 28  
 No      Skip to question 27

No

27. Please explain your "no" answer

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Technology

Please answer the following questions based on your household's ability to access technology.

28. Do you have reliable access to WiFi? \*

*Mark only one oval.*

Yes

No

29. If your family has more than one child, is device access a challenge? \*

*Mark only one oval.*

Yes

No

30. Are you interested in technology related parent workshops? (ex. Navigating Google Classroom, How to Work Your Chromebook, etc.) \*

*Mark only one oval.*

Yes

No

Maybe

#### Other Concerns

31. Please let us know your concerns about reopening.

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Google Forms

# Connetquot Central School District

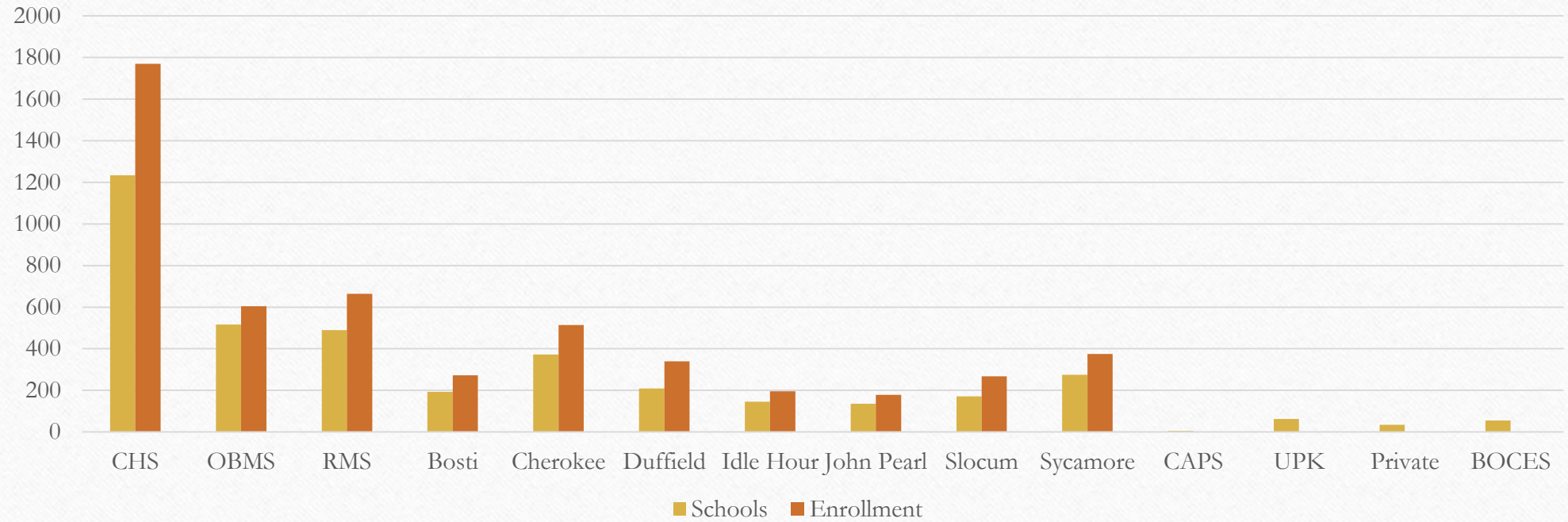
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Connetquot Community Survey Results

Reopening our schools



# 2796 Participants

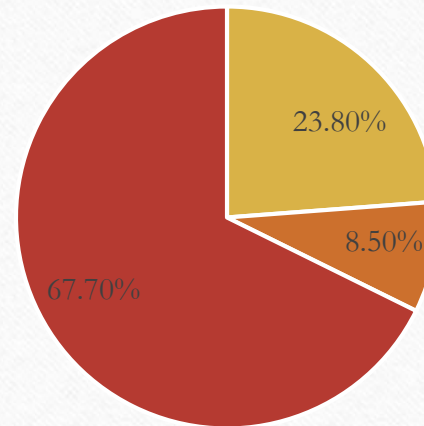


# Return to School

If schools were to reopen in September with appropriate safety enhancements such as social distancing, following CDC guidelines, would you send your child(ren) back to school?

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Answers



■ Maybe ■ No ■ Yes

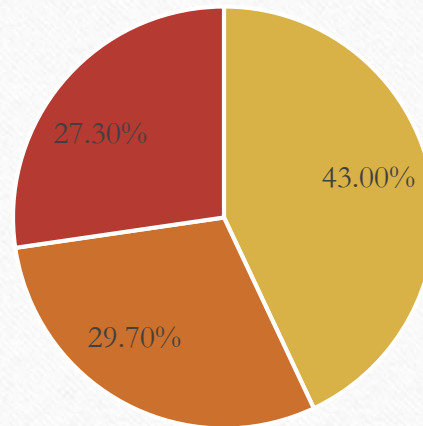


# In-Person Instruction

If the District, following social distancing guidelines, could not bring all students back into school every day, what alternate schedule would be the best for your family?

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## Answers



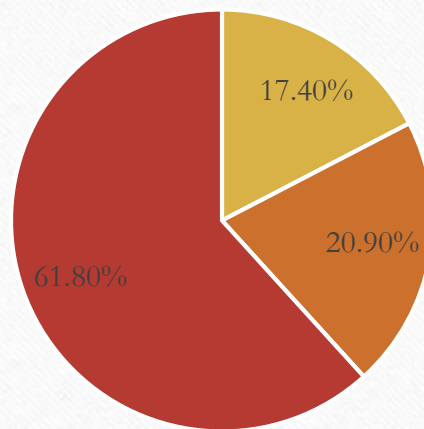
■ Alternate Days ■ Alternate Weeks ■ AM/PM

# Transportation

If schools were to reopen in September with appropriate safety enhancements such as maintaining appropriate social distancing, following CDC guidelines, would you utilize district transportation?

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Answers



■ No ■ Maybe ■ Yes

91.5% of no responses would transport their own child(ren)

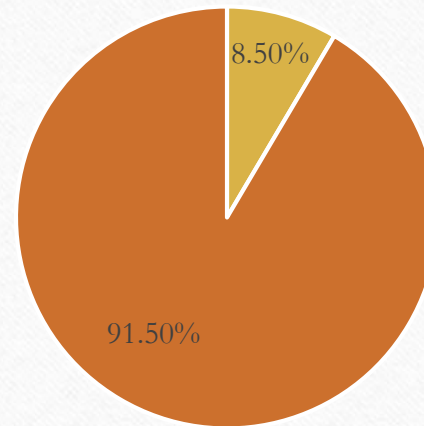


# Transportation

Guidance from the state has confirmed that "individuals must wear acceptable face coverings at all times on school buses," in tandem with maintaining appropriate social distancing. Would you prefer to provide your child(ren) with a face covering

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Answers



■ No ■ Yes

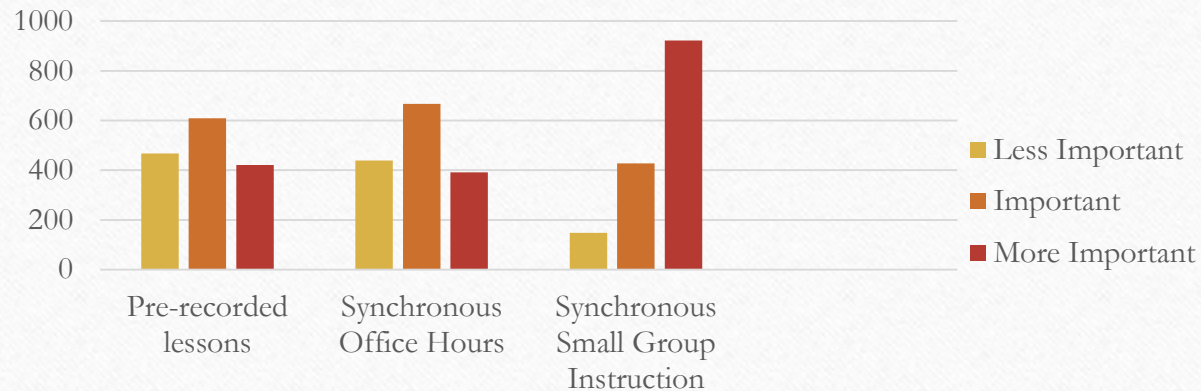


# Curriculum and Instruction

If we are conducting remote learning, rank the following instructional delivery methods in order of importance. Synchronous = real time video/audio. Provide a different response for each row to rank.

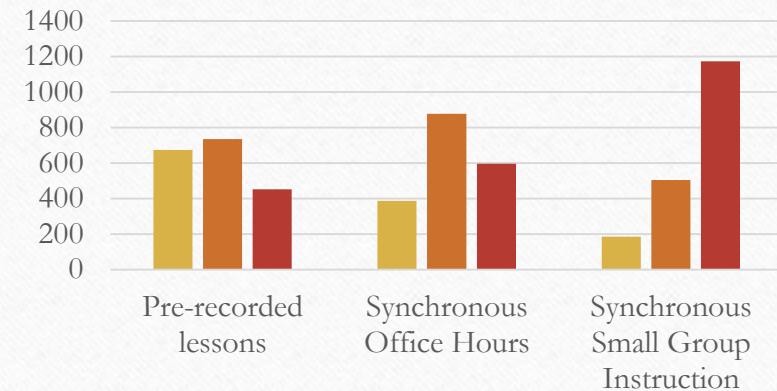
## Elementary

Chart Title



## Secondary

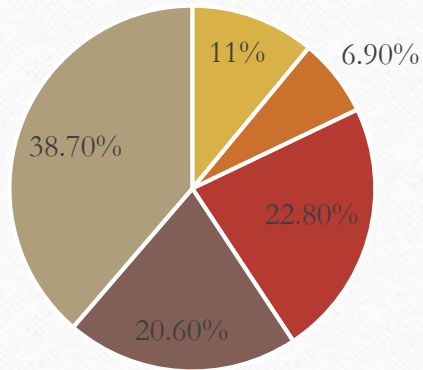
Chart Title



# Curriculum and Instruction

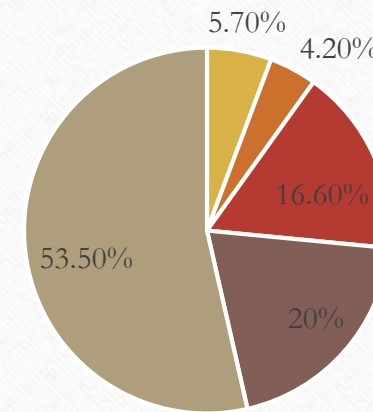
If we are conducting remote learning, how important is a school-wide uniform assignment posting time?

## Elementary



■ Unimportant ■ 2 ■ 3 ■ 4 ■ Very Important

## Secondary



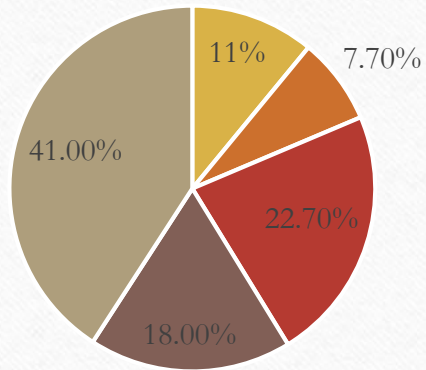
■ Unimportant ■ 2 ■ 3 ■ 4 ■ Very Important



# Curriculum and Instruction

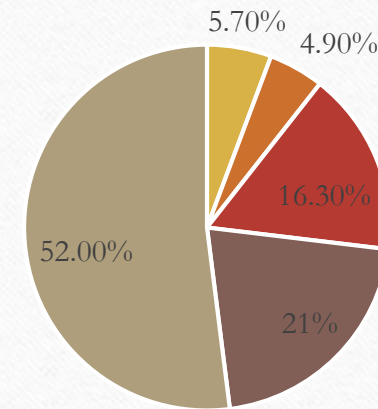
If we are conducting remote learning, how important is a school-wide schedule for students to complete daily work/assignments?

## Elementary



■ Unimportant ■ 2 ■ 3 ■ 4 ■ Very Important

## Secondary

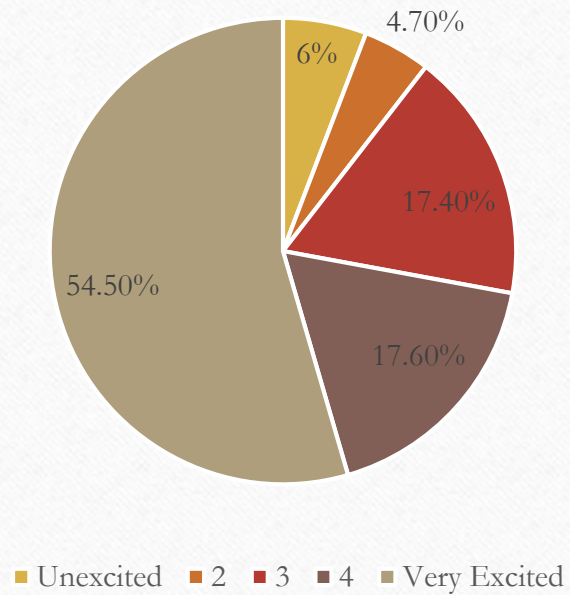


■ Unimportant ■ 2 ■ 3 ■ 4 ■ Very Important

# Mental Health

Is your child excited to return back to school in person?

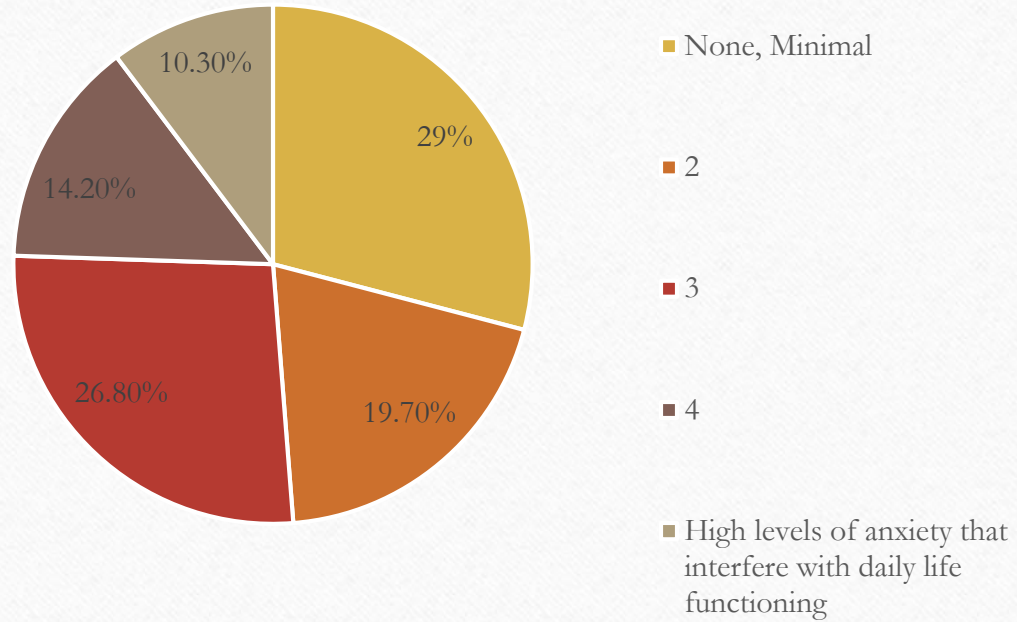
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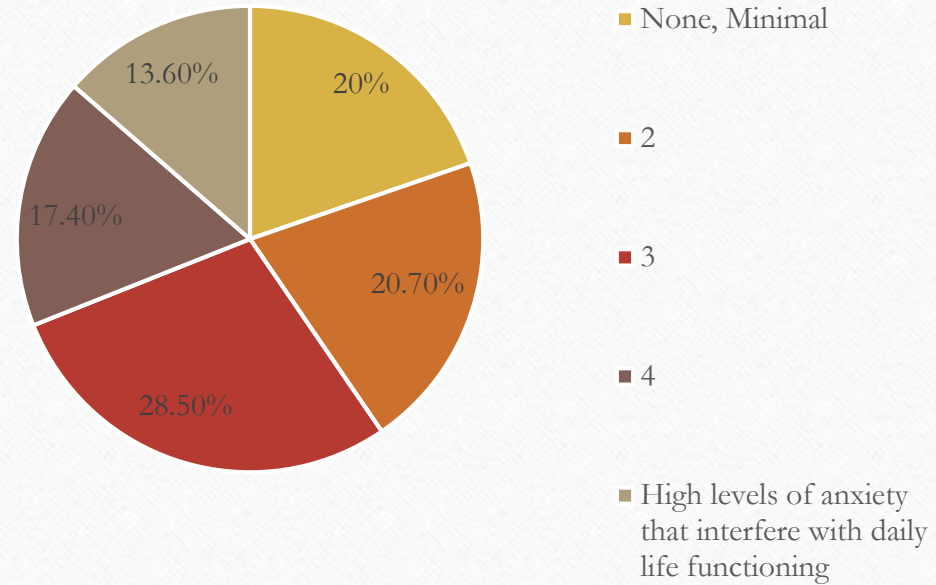
# Mental Health

Please rate your child's current level of anxiety since school closure?



# Mental Health

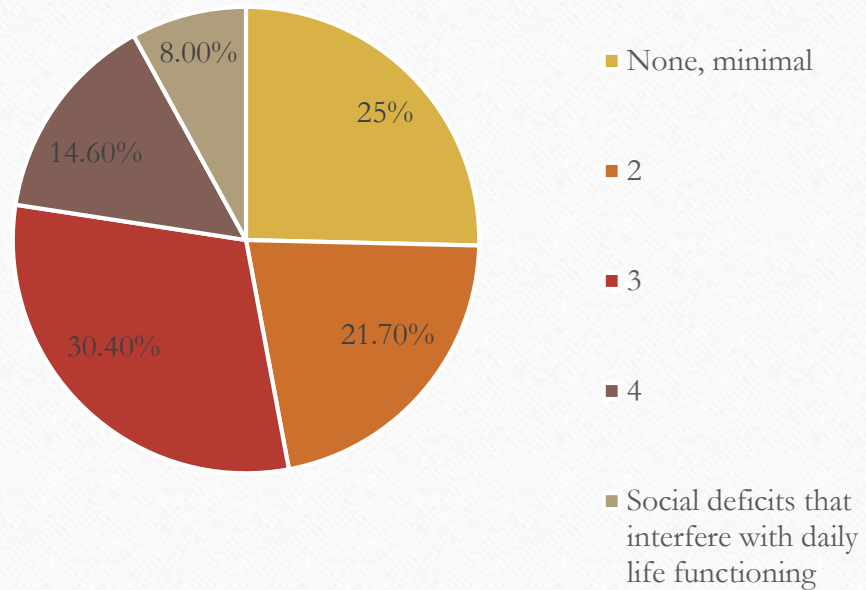
Please rate your child's current level of sadness since school closure?





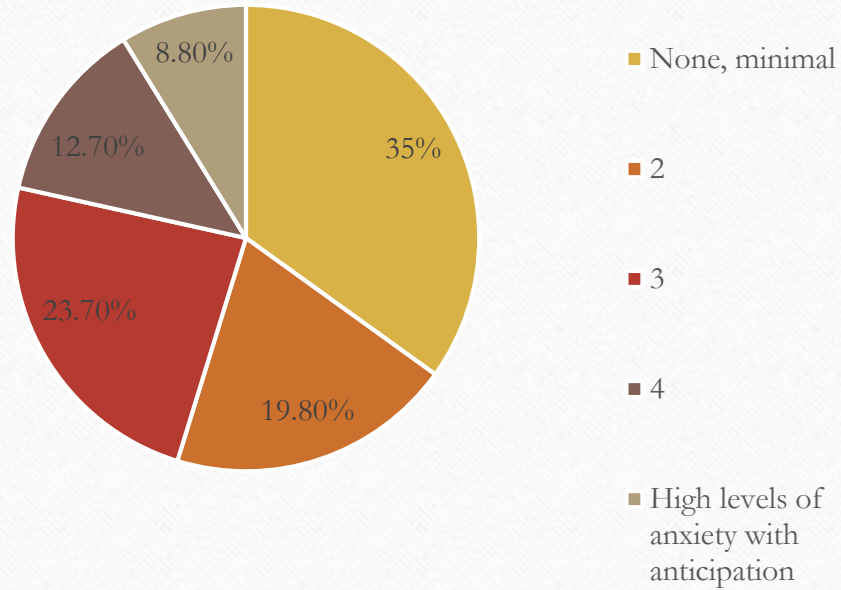
# Mental Health

Please rate your child's current level of social functioning since school closure (e/g, interacting with others)?



# Mental Health

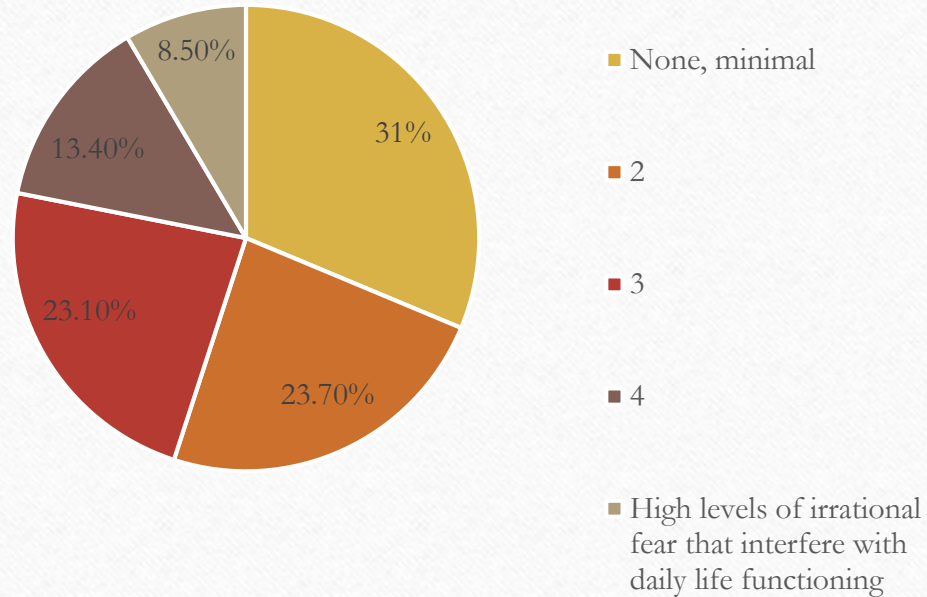
Please rate your child's level of anxiety related to transitioning back to school.





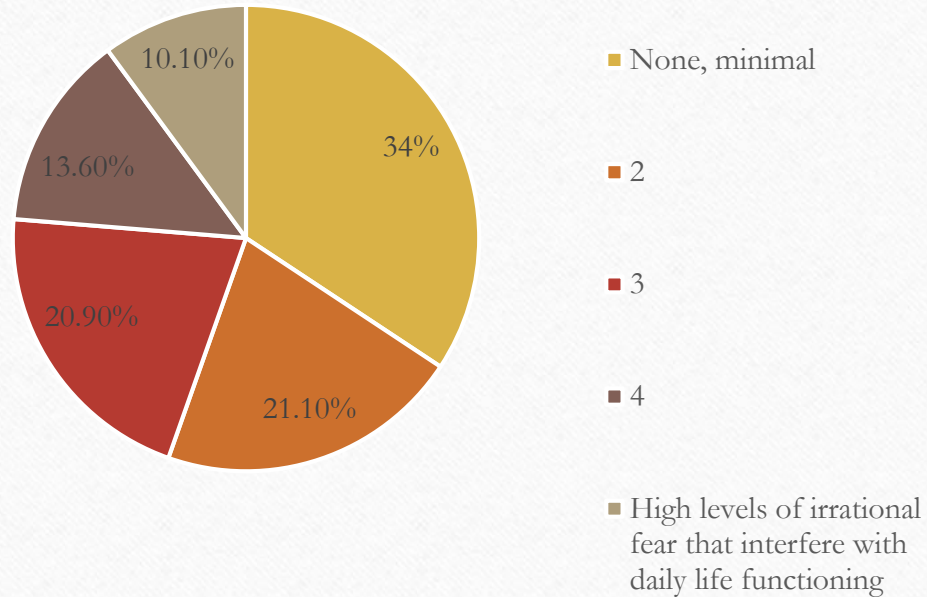
# Health and Safety

Please rate your child's fear of contracting COVID-19 when transitioning back to school as it pertains to social distancing.



# Health and Safety

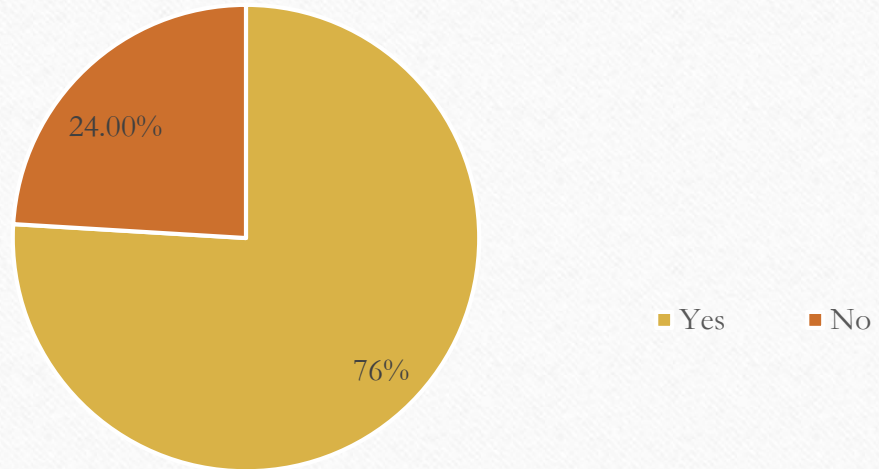
Please rate your child's fear of contracting COVID-19 when transitioning back to school as it pertains to cleaning and disinfecting classrooms.





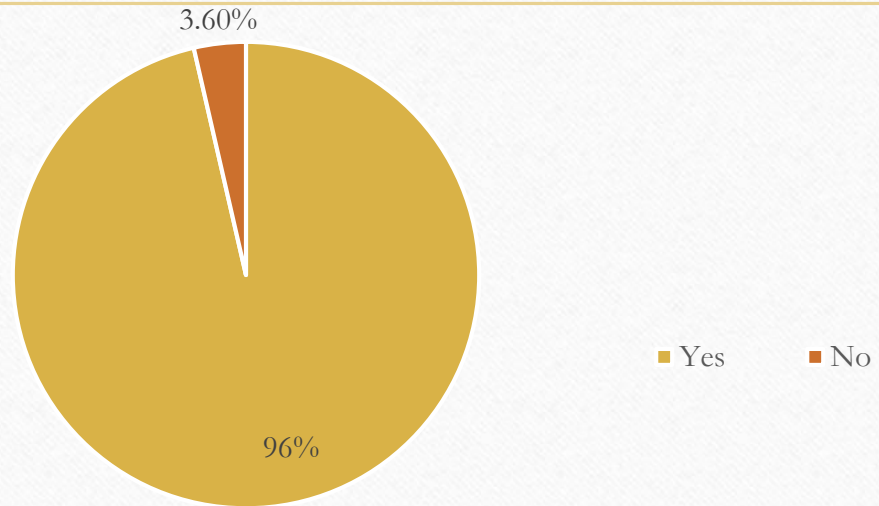
# Health and Safety

Is your child comfortable wearing a face covering?



# Technology

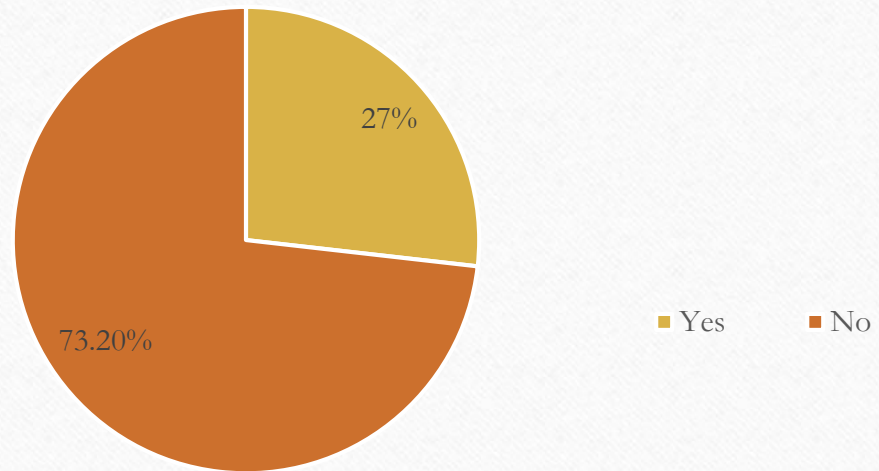
Do you have reliable access to WiFi?





# Technology

If your family has more than one child, is device access a challenge?





Book	CCSD Policies
Section	1000: Community Relations
Title	Home-Schooled Students
Code	1741-R
Status	Active
Adopted	July 1, 1994
Last Revised	April 27, 2010

#### *Notification*

Parents or persons in parental relation to a student of compulsory school attendance age, who are residents in this district, shall annually provide written notice to the Superintendent of Schools of their intention to educate their child at home by July 1st of each school year. If such instruction is to begin after the start of the school year, parents must provide such written notice within fourteen (14) days after beginning such instruction within the district.

#### *Individualized Home Instruction Plan (IHIP)*

Within ten (10) days of receipt of the above-mentioned notice, the district will send to the parents a copy of §100.10 of the Regulations of the Commissioner, and a form on which to submit an individualized home instruction plan (IHIP). One such IHIP must be submitted for each child of compulsory attendance age who is to be taught at home. The IHIP forms must be submitted to the district office within 4 weeks of receipt. If requested, the district will provide assistance in preparing the forms.

Each child's IHIP will contain:

1. the child's name, age, and grade level;
2. a list of the syllabi, curriculum materials, textbooks, or plan of instruction to be used in each of the required subjects listed below;
3. the dates for submission to the school district of the parents' quarterly reports; and
4. the names of the individual(s) providing instruction.

#### *Determination of Compliance/Noncompliance*

The Superintendent of Schools or designee shall review each IHIP, and notify the parents within 10 business days of receipt as to whether the forms comply with the requirements listed in (2) above, or if there is any deficiency. The district will provide written notice of such deficiency(ies). Parents must submit a revised IHIP, correcting any deficiency(ies), within 15 days of such notice.

The Superintendent or designee will then review the revised IHIP and notify the parents of its compliance or noncompliance with the above requirements within 15 days of receipt of the revised IHIP.

#### *Appeals*

If the IHIP is determined not to be in compliance, written notice of noncompliance (including the reasons for such determination) shall be sent to the parents. This notice will contain the date of the next regularly scheduled meeting of the Board, and inform parents that if they wish to contest the determination of noncompliance, they must notify the Board at least 3 business days prior to the meeting. At the Board meeting, the parents have the right to present proof of compliance, and the Board shall make the final determination of compliance/noncompliance.

Parents have the right to appeal the final determination of the Board to the Commissioner of Education within 30 days of receipt of such determination.

If parents do not contest the determination of noncompliance by either the administration or the Board, or if the Commissioner of Education upholds the final school district determination of noncompliance, then the parents must immediately provide for the instruction of their children in a public school or elsewhere in compliance with Education Law §§3204 and 3210.

### *Required Courses*

Instruction in the following subjects shall be required:

1. For grades one through six: arithmetic, reading, spelling, writing, the English language, geography, United States history, science, health education, music, visual arts, physical education, bilingual education and/or English as a second language where the need is indicated.

(For the purposes of this and the following subdivisions, a unit means 6480 minutes of instruction per school year.)

For grades seven and eight:

- English (2 units);
- history and geography (2 units);
- science (2 units);
- mathematics (2 units);
- physical education (on a regular basis);
- health education (on a regular basis);
- art (1/2 unit);
- music (1/2 unit);
- practical arts (on a regular basis); and
- library skills (on a regular basis).

The units required are cumulative requirements for both grades seven and eight.

3. The following courses shall be taught at least once during the first eight grades: United States history, New York State history, and the Constitutions of the United States and New York State.
4. For grades nine through twelve: English (4 units); social studies (4 units, which includes 1 unit of American history, 1/2 unit participation in government, and 1/2 unit economics); mathematics (2 units); science (2 units); art and/or music (1 unit); health education (1/2 unit); physical education (2 units); and 3 units of electives. The units required are cumulative requirements for grades nine through twelve.
5. All other subjects mandated by the Education Law to be covered during grades K-12.

### *Attendance Requirements*

Each child shall attend upon instruction as follows:

1. The substantial equivalent of 180 days of instruction shall be provided each year.
2. The cumulative hours of instruction for grades 1-6 shall be 900 hours per year. The cumulative hours of instruction for grades 7-12 shall be 990 hours per year.
3. Absences shall be permitted on the same basis as provided in policy 5100, Attendance and in the Regulations of the Commissioner and the Education Law;
4. Records of school attendance shall be maintained by the parent and shall be made available to the school district upon request;
5. Instruction provided at a site other than the primary residence of the parents shall be provided in a building which has not been determined to be in violation of the local building code.

### *Quarterly Reports*

On or before the dates specified in the 1141P, parents must furnish the district with a quarterly report for each child receiving instruction at home. Such report shall contain the following information:

1. the number of hours of instruction during the quarter;
2. a description of material covered in each subject listed in the IHIP;
3. either a grade for the child in each subject or a written narrative;
4. evaluating the child's progress; and
5. in the event that less than 80% of the amount of the course materials as set forth in the IHIP has been covered in any subject for that quarter, a written explanation.

### *Annual Assessment*

Parents must submit an annual assessment at the time of filing their fourth quarterly report. Such annual assessment shall include the results of a commercially published norm-referenced achievement test which meets the requirements outlined in §100.10(h) of the Regulations of the Commissioner. Such test will be provided by the school district upon request. An alternative form of evaluation may be permitted if it meets the requirements outlined in §100.10(h) of the Regulations of the Commissioner.

The test will be administered at the public school, by its professional staff; or at a registered nonpublic school, by its professional staff provided that the consent of the chief school officer of such nonpublic school is obtained. The test may be administered at a non-registered nonpublic school by its professional staff with the prior consent of both the public school Superintendent and the chief school officer of the nonpublic school.

If the test is to be administered at the parents' home or any other reasonable location, by a New York State certified teacher or another qualified person, the Superintendent or designee must consent to having such person administer the test. The cost of any testing facilities, transportation, and/or personnel for testing conducted at a location other than the public school shall be borne by the parents.

The test shall be scored by the persons administering the test or by other persons who are mutually agreeable to the parents and the Superintendent. A student's score shall be deemed adequate if he/she has a composite score above the 33 percentile on national norms, or if his/her score reflects one academic year of growth as compared to a test administered during or subsequent to the prior school year. If a score on the test is determined to be inadequate, the home instruction program shall be placed on probation.

### *Probation*

If a child's annual assessment fails to comply with the above requirements, the home instruction program shall be placed on probation for a period of up to 2 years. The parent(s) must submit a plan of remediation which addresses the deficiencies in the child's achievement. The plan will be reviewed by the Superintendent, who may require the parent(s) to make changes prior to acceptance.

The program will be removed from probation only if, after the end of any semester of the probationary period, the child has progressed to the level specified in the remediation plan. If the child does not attain at least three-quarters (75%) of the objectives specified in the remediation plan at the end of any given semester, or if after 2 years of probation 100% of such objectives have not been satisfied, the program will be deemed not in compliance. The Superintendent shall then serve written notice of noncompliance as specified in (3) above.

### *Home visits by the Superintendent*

If during the period of probation the Superintendent or designee has reasonable grounds to believe that the home instruction program is in substantial noncompliance with this policy and/or regulation, the Superintendent or designee may require one or more home visits. Such visit(s) shall be made only after 3 days' written notice. The purpose of such visit(s) will be to ascertain the areas of noncompliance and to determine methods of remediating any deficiency(ies). The home visits shall be conducted by the Superintendent or his/her designee.

### *Other Home Instructed Student's Privileges and Restrictions*

1. The district will permit the borrowing of available textbooks and other materials upon written request from the home schooling parent.
2. As required by law, a home-instructed student with disabilities will be offered the District's special education services.
3. A home instructed student will not be offered occupational/vocational education programs or programs for the gifted available under Section 3602-c of the Education Law.
4. Students instructed at home may not participate in the instructional program of the School District. For example, the music program is part of the instructional program.
5. A home instructed student will not be allowed to participate in intramural and other school-sponsored club activities.
6. A home instructed student is not eligible to participate in interscholastic sports (Section 135.4 (c) (7) of the Commissioner's Regulations).
7. Parents of a home-instructed student who seek participation in the District's testing program or activities on school premises must produce proof of immunization when the Commissioner of Health notifies school officials if an outbreak of a disease for which immunization is required.



# Reopening: Elementary Curriculum and Instruction Committee



July 2, 2020

# Common Committee Findings

## What were the things that worked the best during this period of remote instruction?

- Class Dojo, See Saw, Google Classroom (students and parent/guardian access)
- Clever Portal, Learning A to Z, iXL, Epic, NewsELA, Kami, Raz-Kids, Sumdog, Hear Builder, Brain Pop, Readworks, Khan Academy, Figrid
- Google Meets allowed for interaction with classmates and teacher
- Flexible due dates and posting assignments for the week
- Small group instruction on Google Meet
- Pre-recorded and Screencastified lessons presented by some faculty
- Student/Parent/Guardian communication via social media, Google Meets, phone, and Remind
- Timely responses to student and parent communication
- Teacher-to-student feedback on assignments
- Routines established by teachers helped parents structure at-home learning
- District provided Chromebooks and tech support when needed

# Common Committee Findings

## What were some of the challenges of remote instruction?

- Balancing parents' work schedule with assisting their children
- Parents felt unequipped to help their children (*How can we help parents help their children?*)
- Difficult for parents to sustain engagement and accountability
- Students need supervision
- Balancing special area teacher assignments with classroom teacher assignments
- Meeting IEP mandates
- Non-live support services were ineffective
- Differentiation
- Lack of live/video teaching
- Limited student socialization
- Limited personal contact with teacher
- Lack of teaching supplies
- Too many platforms used
- Home technology issues (e.g., printing, wifi, sharing devices in the home)

# Common Committee Findings

## What changes from your previous remote learning experience would you like to see implemented?

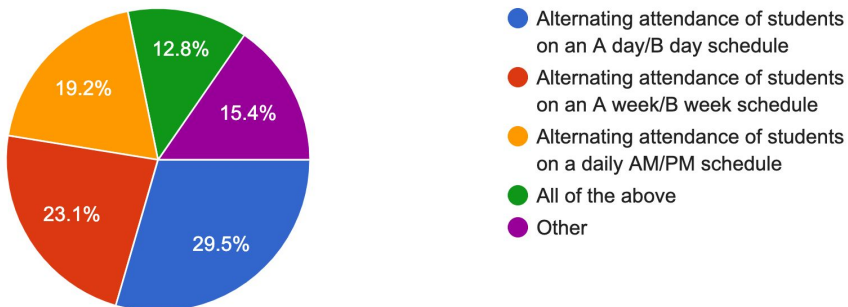
- Targeted small group instruction for all students/subject areas
- Consistent platform
- More live instruction, pre-recorded mini-lessons, instructional videos, and small-group Google Meet sessions
- Guidelines for instructional expectations (e.g., number of daily lessons, mode of lesson delivery, grade-level consistency, routine of assignment posting, grading)
- Social and emotional learning
- Live instruction for small group and individual support services (e.g., Rtl, speech, ENL, counseling)
- Guidelines for social interaction (e.g., Google Meets)
- Guidelines for student expectations and accountability
- Supply list for parents
- Consistent workload across subject areas/course levels
- Ongoing technology support and tutorials for faculty, staff, parents, and students
- Student devices

# Common Committee Findings

## What Hybrid combination should the district consider?

If In-person instruction was restricted due to mandated social distancing, what hybrid combination should the district look into?

78 responses



### Other:

- No hybrid model
- Hire more teachers to make smaller groups
- Concerns that a hybrid model will not work for working parents
- All elementary and middle school students should go to school. High school could be on an A Day/B Day schedule or fully remote for the closures.

# Common Committee Findings

## What questions should the committee research in order to make the best decision on a reopening plan?

- Re-opening plans for other local districts, other states, other countries and follow the NYS guidelines for school re-opening
- Which hybrid models would offer the students the most support and the best education possible and can they be implemented with flexibility (intermittent closures)?
- How can we make sure that students' individual needs are met through hybrid learning models?
- What resources will students need at home to enhance their remote learning experience?
- Different survey questions for families/students to collect data about wifi access, technology access, technology level knowledge, modes of transportation, different instructional delivery methods, etc.
- Flexible areas of each school to accommodate larger groups while socially distancing.
- What types of virtual learning assessments can be used to inform instruction and gain invaluable, authentic data on individual students?
- How to accommodate child care issues for parents and teachers in a hybrid model?

# Reopening: Secondary Curriculum and Instruction Committee



June 29, 2020

# Common Committee Findings

## What were the things that worked the best during this period of remote instruction?

- Google Classroom (students and parent/guardian access)
- Flexible due dates on assignments (“To Do” section and “Turn In” option on Google Classroom)
- Pre-recorded and Screencastified lessons presented by some faculty
- Student/Parent/Guardian communication via social media, Google Meets, and Remind
- Teacher-to-student feedback on assignments



# Common Committee Findings

## What changes from your previous remote learning experience would you like to see implemented?

- Targeted small group instruction for all students/subject areas
- Consistent platform for secondary instruction (i.e., Google Classroom)
- Return to numerical grading system
- Schedule of subjects and/or instructional delivery (posting assignments and/or pre-recorded video)
- Consistent workload across subject areas/course levels
- Ongoing technology support and tutorials for faculty, staff, and students

# Common Committee Findings

## What components would like to see added based on the prior implementation?

- Opportunities for students to collaborate virtually with one another
- Individual, small group meetings with teacher
- Grading Plan which includes a feedback loop, weightings (if necessary), and updated grade reporting comments
- A variety of assessments types
- Student schedule for instructional delivery, includes face-to-face and virtual learning experiences

# Common Committee Findings

## What questions should the committee research in order to make the best decision on a re-opening plan?

- Re-opening plans for other local districts, other states, other countries and follow the NYS guidelines for school re-opening
- Which hybrid models would offer the students the most support and the best education possible and can they be implemented in a flexible fashion (intermittent closures)?
- How can we make sure that students' individual needs are met through hybrid learning models?
- What resources will students need at home to enhance their remote learning experience?
- Different survey questions for families/students to collect data about wifi access, technology access, technology level knowledge, modes of transportation, different instructional delivery methods, etc.
- Flexible areas of each school to accommodate larger groups while socially distancing.
- What types of virtual learning assessments can be used to inform instruction and gain invaluable, authentic data on individual students?

# Based upon our last discussion . . .

- Live instruction
- States' reopening plans

# Connetquot Central School District

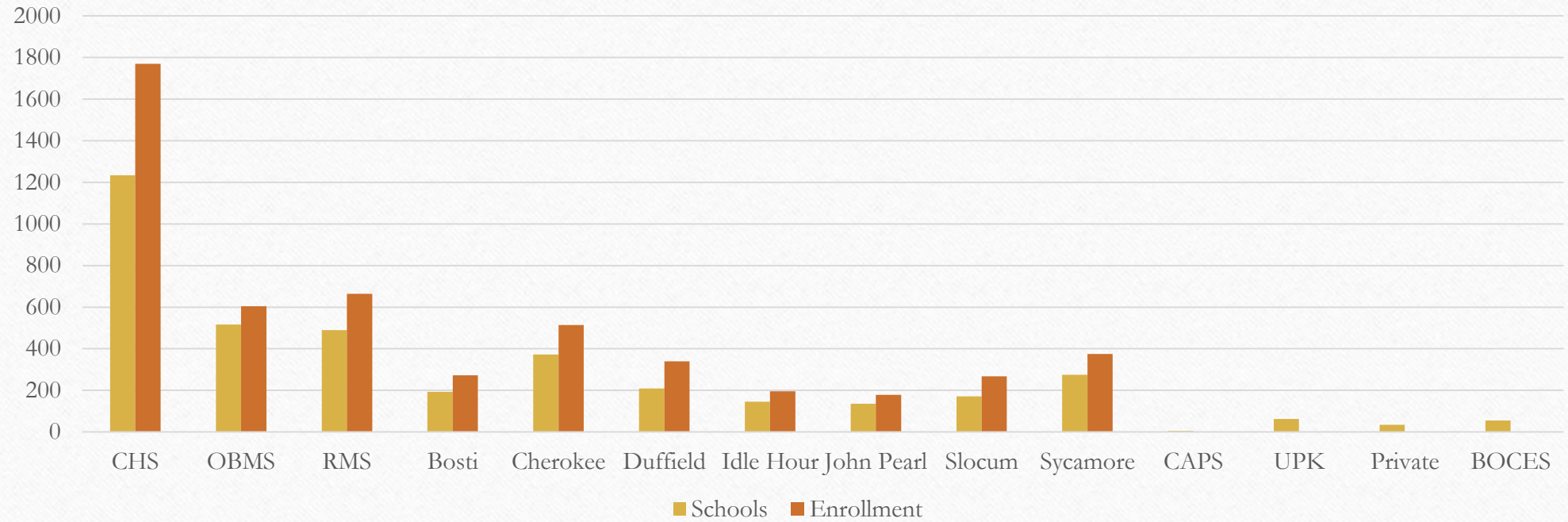
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Connetquot Community Survey Results

Reopening our schools



# 2796 Participants

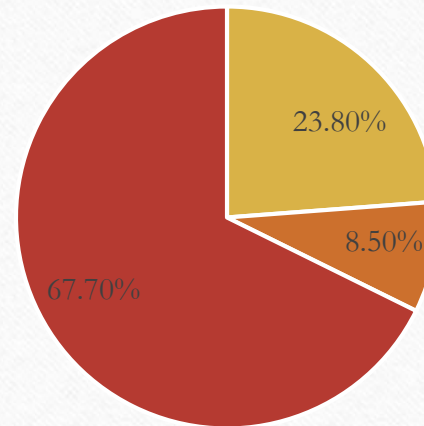


# Return to School

If schools were to reopen in September with appropriate safety enhancements such as social distancing, following CDC guidelines, would you send your child(ren) back to school?

---

Answers



■ Maybe ■ No ■ Yes

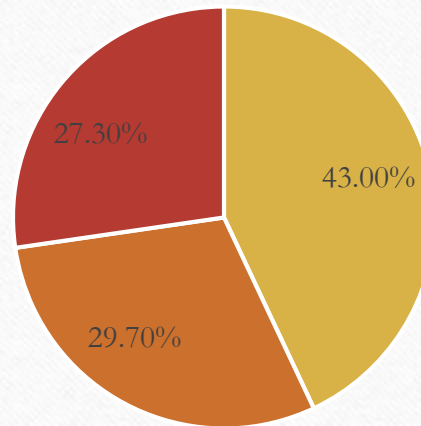


# In-Person Instruction

If the District, following social distancing guidelines, could not bring all students back into school every day, what alternate schedule would be the best for your family?

---

## Answers



■ Alternate Days ■ Alternate Weeks ■ AM/PM

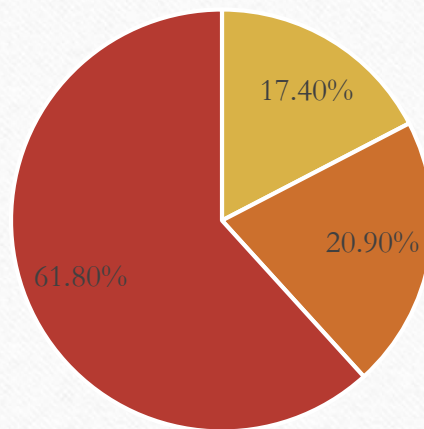


# Transportation

If schools were to reopen in September with appropriate safety enhancements such as maintaining appropriate social distancing, following CDC guidelines, would you utilize district transportation?

---

Answers



■ No ■ Maybe ■ Yes

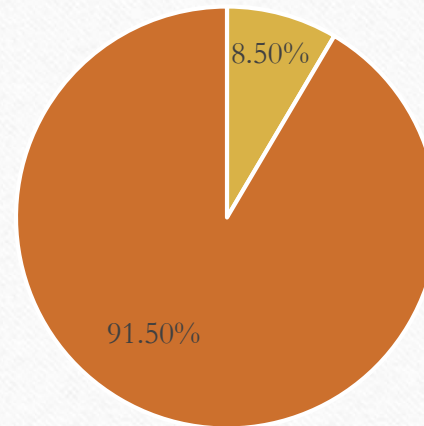
91.5% of no responses would transport their own child(ren)

# Transportation

Guidance from the state has confirmed that "individuals must wear acceptable face coverings at all times on school buses," in tandem with maintaining appropriate social distancing. Would you prefer to provide your child(ren) with a face covering

---

Answers



■ No ■ Yes

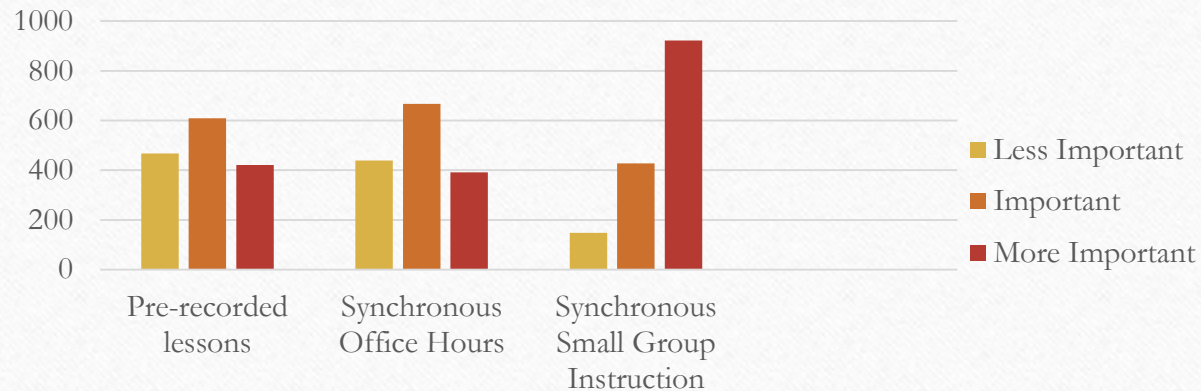


# Curriculum and Instruction

If we are conducting remote learning, rank the following instructional delivery methods in order of importance. Synchronous = real time video/audio. Provide a different response for each row to rank.

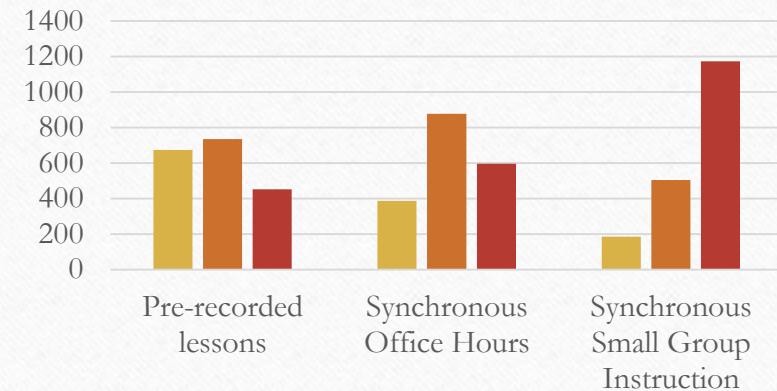
## Elementary

Chart Title



## Secondary

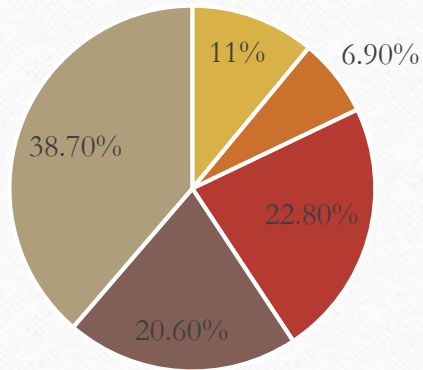
Chart Title



# Curriculum and Instruction

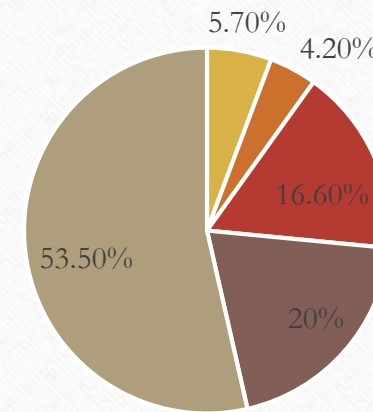
If we are conducting remote learning, how important is a school-wide uniform assignment posting time?

## Elementary



■ Unimportant ■ 2 ■ 3 ■ 4 ■ Very Important

## Secondary



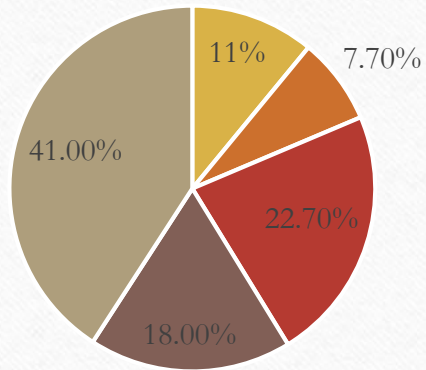
■ Unimportant ■ 2 ■ 3 ■ 4 ■ Very Important



# Curriculum and Instruction

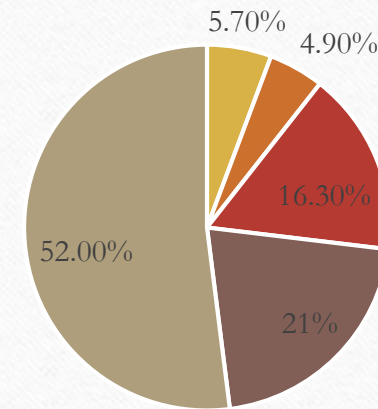
If we are conducting remote learning, how important is a school-wide schedule for students to complete daily work/assignments?

## Elementary



■ Unimportant ■ 2 ■ 3 ■ 4 ■ Very Important

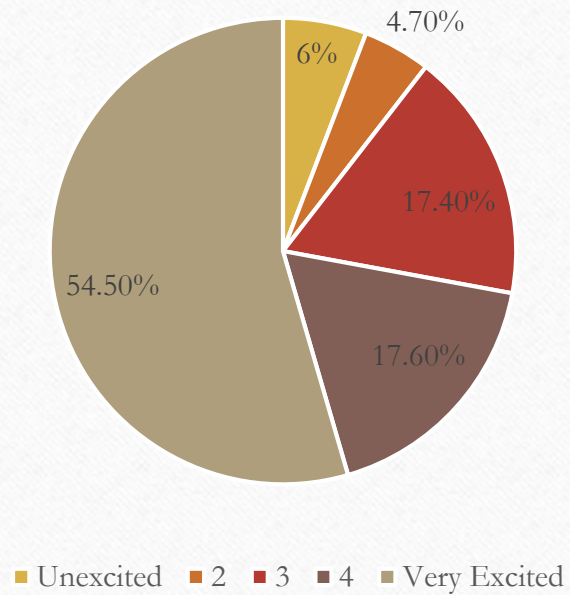
## Secondary



■ Unimportant ■ 2 ■ 3 ■ 4 ■ Very Important

# Mental Health

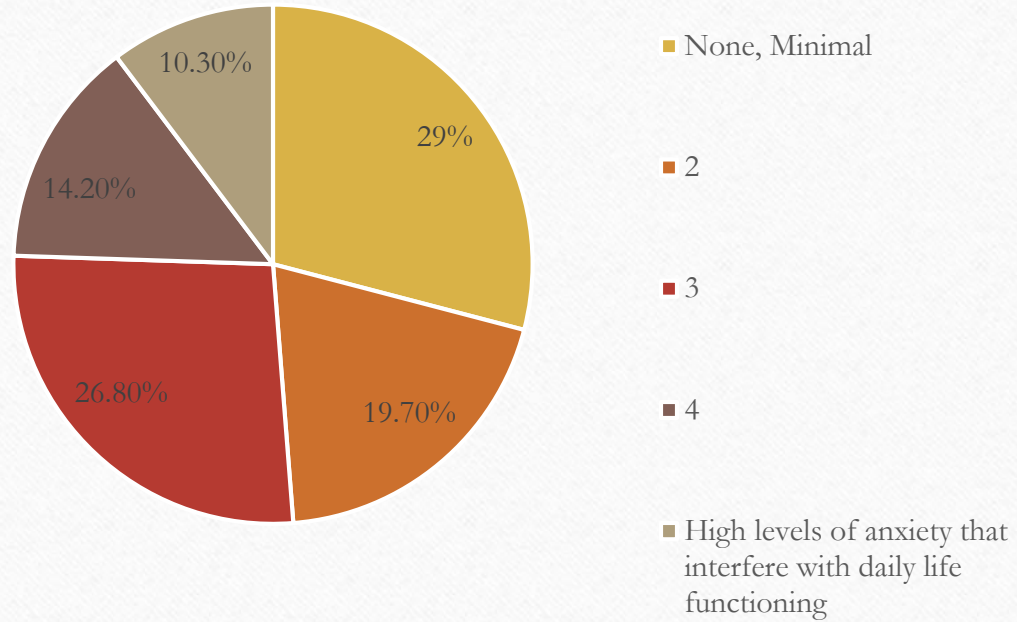
Is your child excited to return back to school in person?





# Mental Health

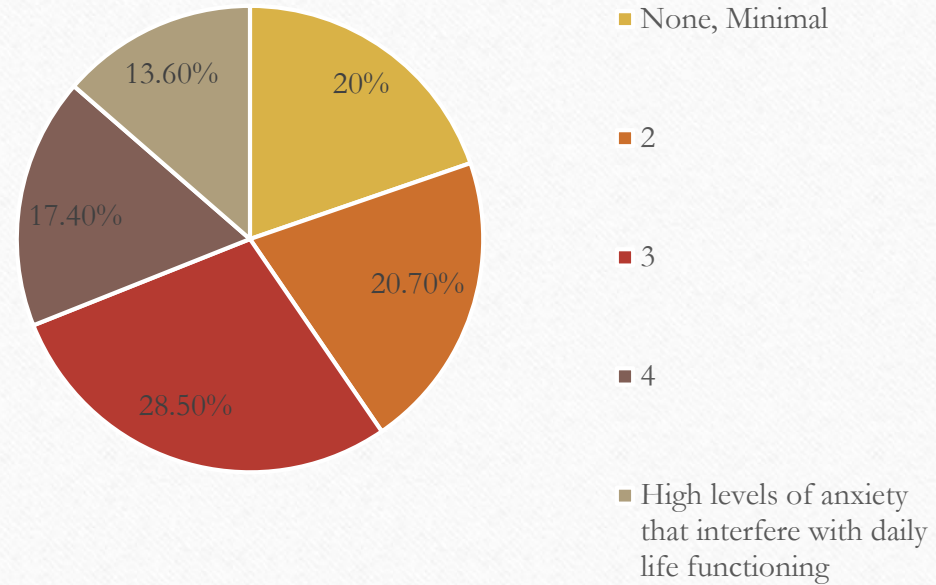
Please rate your child's current level of anxiety since school closure?





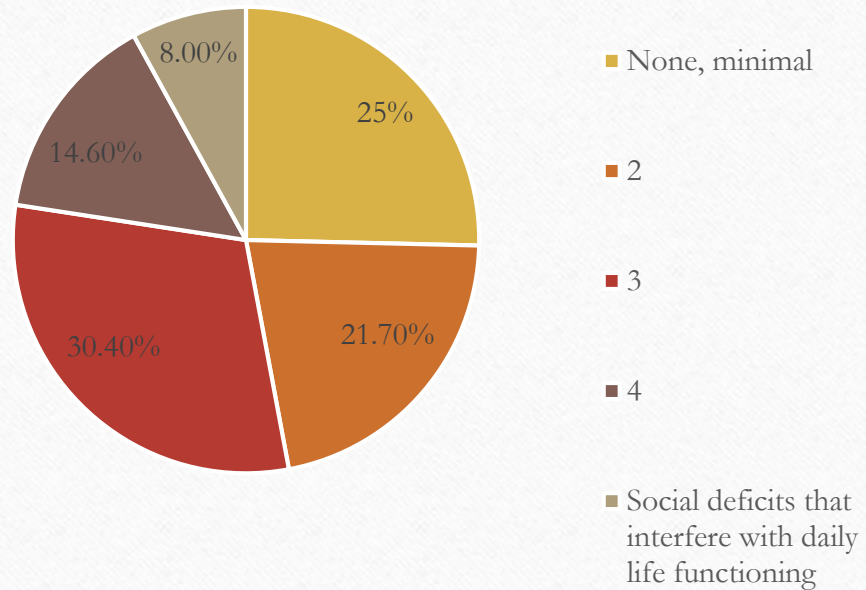
# Mental Health

Please rate your child's current level of sadness since school closure?



# Mental Health

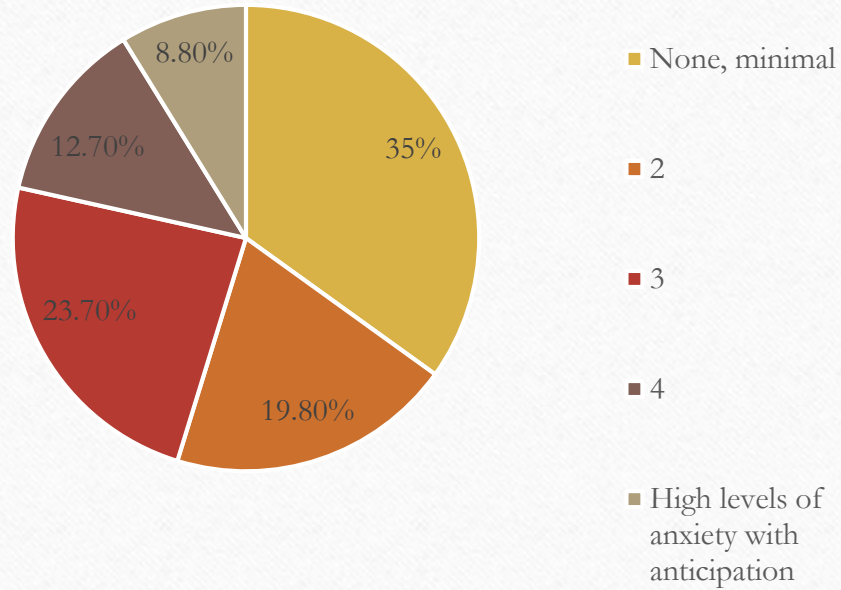
Please rate your child's current level of social functioning since school closure (e/g, interacting with others)?





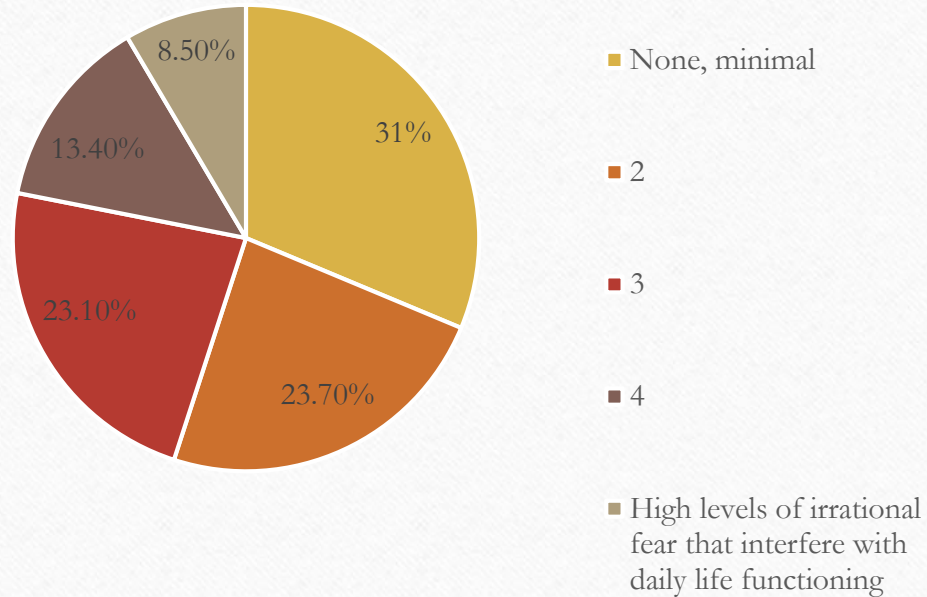
# Mental Health

Please rate your child's level of anxiety related to transitioning back to school.



# Health and Safety

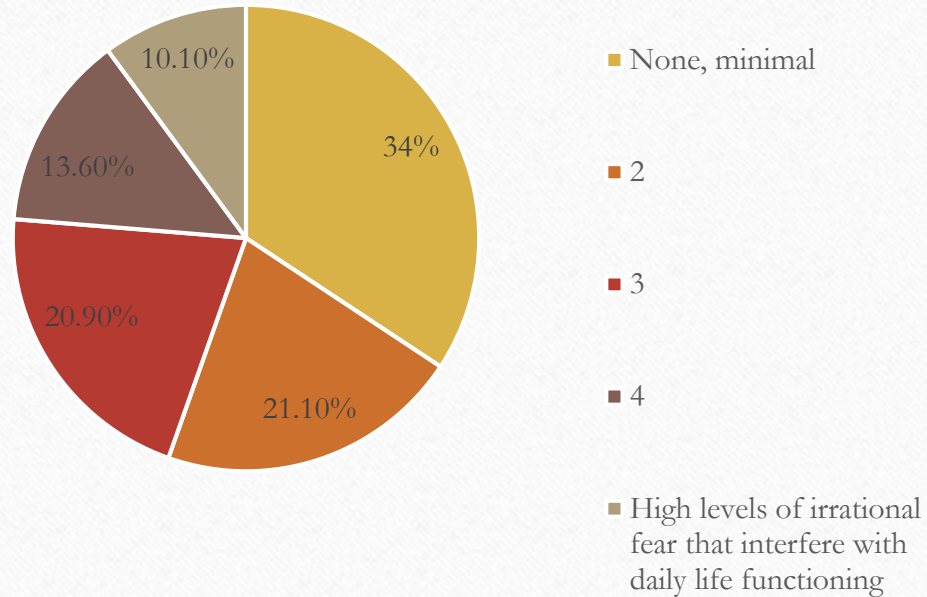
Please rate your child's fear of contracting COVID-19 when transitioning back to school as it pertains to social distancing.





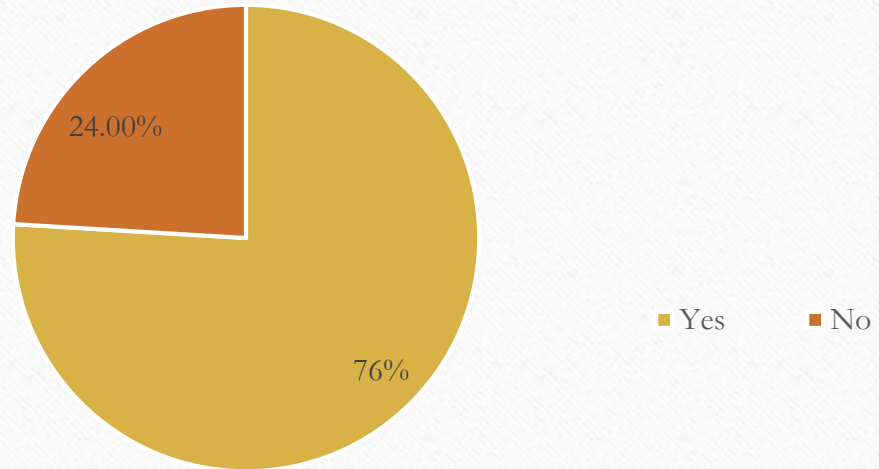
# Health and Safety

Please rate your child's fear of contracting COVID-19 when transitioning back to school as it pertains to cleaning and disinfecting classrooms.



# Health and Safety

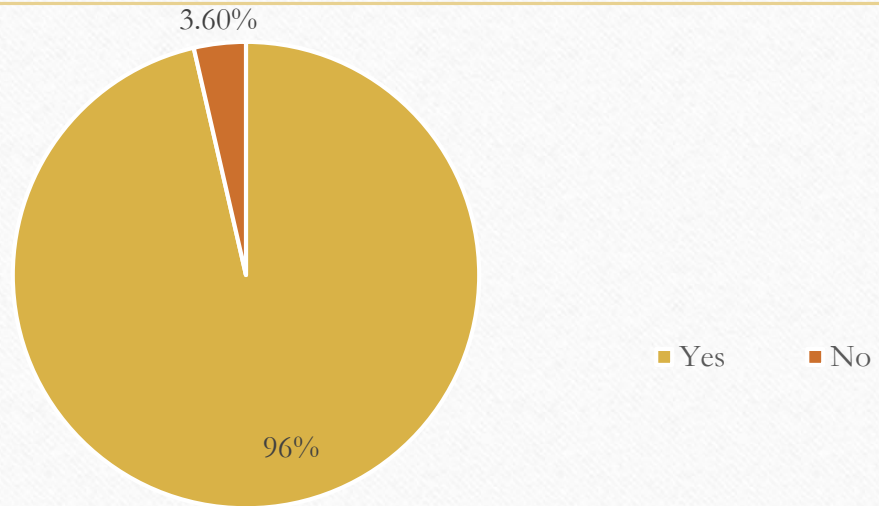
Is your child comfortable wearing a face covering?





# Technology

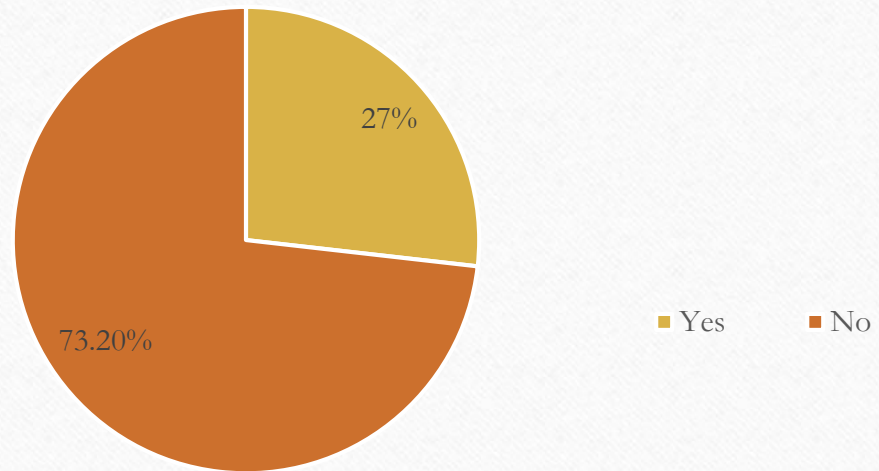
Do you have reliable access to WiFi?





# Technology

If your family has more than one child, is device access a challenge?





Book	CCSD Policies
Section	5000: Students
Title	Student Health Services
Code	5420
Status	Active
Adopted	July 1, 1994
Last Revised	March 29, 2011

The Board of Education recognizes that good student health is vital to successful learning and realizes its responsibility, along with that of parent(s) or guardian(s), to protect and foster a safe and healthful environment for the students.

The school shall work closely with students' families to provide detection and preventive health services. In accordance with law, the school will provide vision, hearing, dental inspection and scoliosis screening. Problems shall be referred to the parent(s) or guardian(s) who shall be encouraged to have their family physician/dentist provide appropriate care.

In order to enroll in school a student must have a health examination and submit a health certificate within 30 calendar days after entering school, and upon entering second, fourth, seventh and tenth grades. The examination must have been conducted no more than 12 months before the first day of the school year in question. If a student is unable to furnish the health certificate, the school will provide a physical examination by a licensed provider. A request for exemption from the physical examination, or the requirement to provide a health certificate, must be made in writing to the school principal or designee, who may require documents supporting the request. The only basis for exemption is a claim that the physical examination is in conflict with the parent or guardian's genuine and sincere religious belief.

In addition, students will be asked to provide a dental health certificate in order to enroll in school and in accordance with the same schedule as the health certificate.

Schools shall also provide emergency care for students in accidental or unexpected medical situations. Each school in the district will include in its emergency plan a protocol for responding to health care emergencies, including anaphylaxis.

A permanent student health record shall be part of a student's cumulative school record and should follow the student from grade to grade and school to school along with his/her academic record. This record folder shall be maintained by the school nurse.

#### *Communicable Diseases*

It is the responsibility of the Board to provide all students with a safe and healthy school environment. To meet this responsibility, it is sometimes necessary to exclude students with contagious and infectious diseases, as defined in the Public Health Law, from attendance in school. Students will be excluded during periods of contagion for time periods indicated on a chart developed by the school nurse.

It is the responsibility of the Superintendent of Schools, working through district health personnel, to enforce this policy and to contact the county or local health department when a reportable case of a communicable disease is identified in the student or staff population.

#### *Administering Medication to Students*

Neither the Board nor district staff members shall be responsible for the diagnosis or treatment of student illness. The administration of prescribed medication to a student during school hours shall be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available to him/her during

school hours, or where it is done pursuant to law requiring accommodation to a student's special medical needs (e.g., Section 504 of the Rehabilitation Act of 1973). "Medication" will include all medicines prescribed by a physician.

Before any medication may be administered to or by any student during school hours, the Board requires:

1. the written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication (5420-E.1); and
2. The written order from the physician for all medications should minimally include: the student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medications should be administered; date written; prescriber's name, title signature and telephone number.
  - a. The school nurse may request additional information such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication deliveries should not be delayed pending additional information unless such information is essential to the safe administration of the medication. It should be noted the pharmacy label does not constitute a written order and cannot be used in lieu of a written order for a licensed prescriber.
  - b. The parent, guardian, or other designated adult must assume responsibility to have the medication delivered directly to the health office in a properly labeled original container.
  - c. For prescription medications, the pharmacy label must display: the student's name; the name and telephone number of the pharmacy; the licensed prescriber's name; the date and number of refills; the name of the medication/dosage; the frequency of the administration; route of administration and/or other directions.

Both documents shall be kept on file in the office of the school nurse.

In addition, in accordance with Education Law 919, the District shall make a nebulizer available on-site in school buildings where nursing services are provided. Students with a patient-specific order, who require inhaled medications, shall have access to the nebulizer. The district will ensure that it is maintained in working order.

#### *Life Threatening Allergies and Anaphylaxis Management*

The Board recognizes its role and responsibility in supporting a healthy learning environment for all students, including those who have, or develop, life-threatening allergies. The District will work cooperatively with the student, their parent/guardian and healthcare provider to allow the child to participate as fully and as safely as possible in school activities. When a student has a known life-threatening allergy reported on their health form or if the District has been informed by the parent of the presence of a life-threatening allergy, the District will assemble a team, which may include the parent, the school nurse, the child's teacher, the building principal and other appropriate personnel, who will be charged with developing an individual health care plan. The plan will be maintained by the school nurse. The plan will guide prevention and response. If the student is eligible for accommodations based upon the IDEA, Section 504 or the American Disabilities Act, the appropriate procedures will be followed regarding identification, evaluation and implementation of accommodations.

#### *Regulations*

The Superintendent shall develop comprehensive regulations governing student health services. Those regulations shall include the provision of all health services required by law, procedures for the maintenance of health records, and procedures for the administering of medication to students.

#### Ref:

Education Law §§310 (provisions for appeal of child denied school entrance for failure to comply with immunization requirements); 901 et seq. (medical, dental and health services); 6909 (emergency treatment of anaphylaxis)

Public Health Law §§613 (annual survey); 2164 (immunization requirements)

8 NYCRR § 64.7 (administration of agents to treat anaphylaxis); Part 136 (school health services program)

Administration of Medication in the School Setting Guidelines, State Education Department, revised April 2002

Immunization Guidelines: Vaccine Preventable Communicable Disease Control, State Education Department, revised August 2000



# Technology Re-Opening Committee

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Submission  
Date:  
Wednesday,  
July 8th

**Connetquot Central School District of Islip**

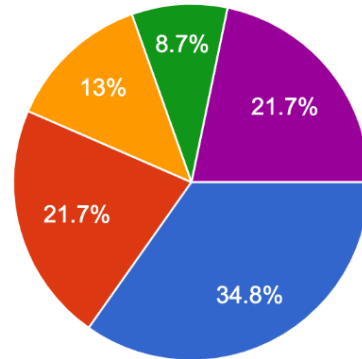
# Charge of the Committee

**To submit research based, technology driven suggestions on how to best serve our students, families, and community in the upcoming 2020-2021 school year.**

# Preliminary Results from Google Form Survey

If In-person instruction was restricted due to mandated social distancing, what hybrid combination should the district look into?

23 responses

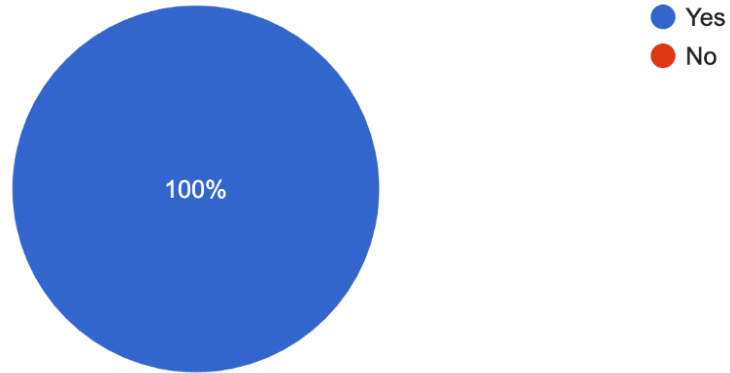


- Alternating attendance of students on an A day/B day schedule
- Alternating attendance of students on an A week/B week schedule
- Alternating attendance of students on a daily AM/PM schedule
- All of the above
- Other

# Preliminary Results from Google Form Survey

Were you able to have access to reliable Wifi throughout remote learning?

24 responses

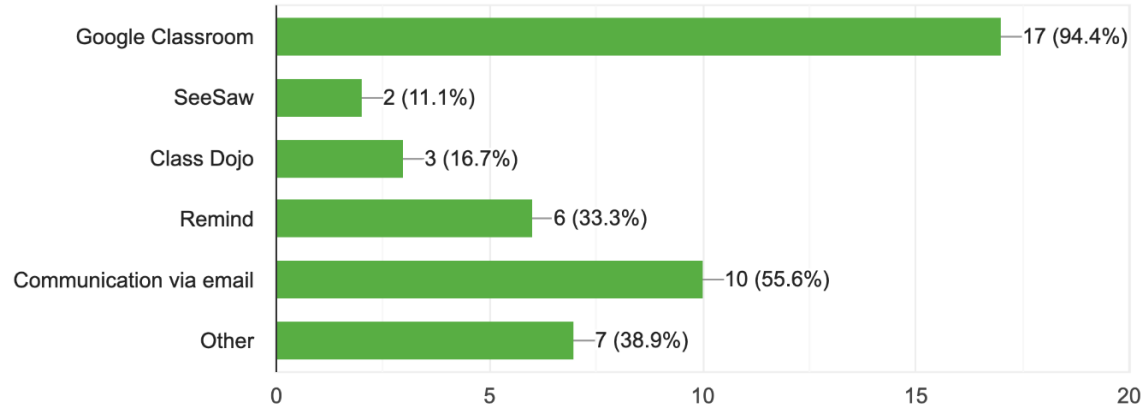




# Preliminary Results from Google Form Survey

Identify the digital learning management system that your child used during their time in remote learning.

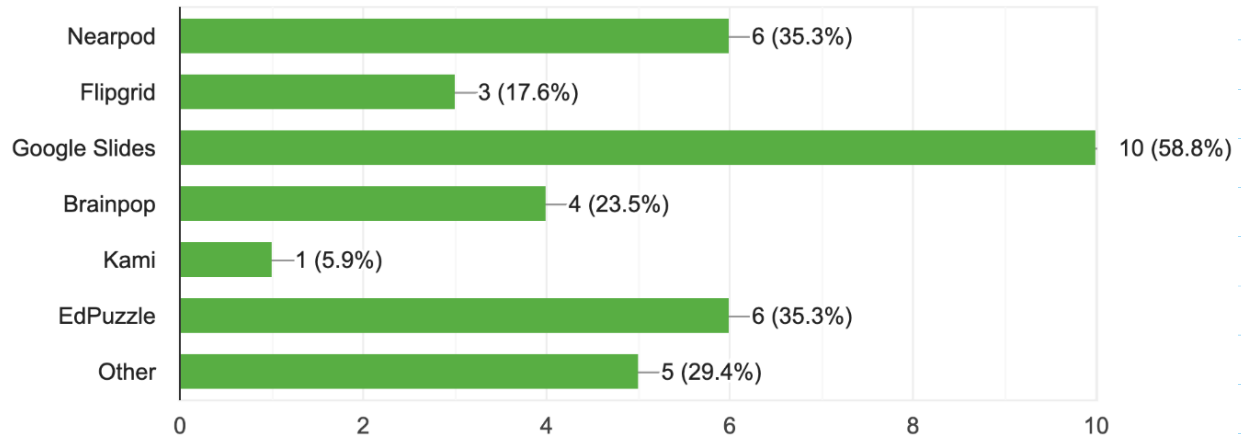
18 responses



# Preliminary Results from Google Form Survey

Please check off your child's favorite platform to use during remote learning.

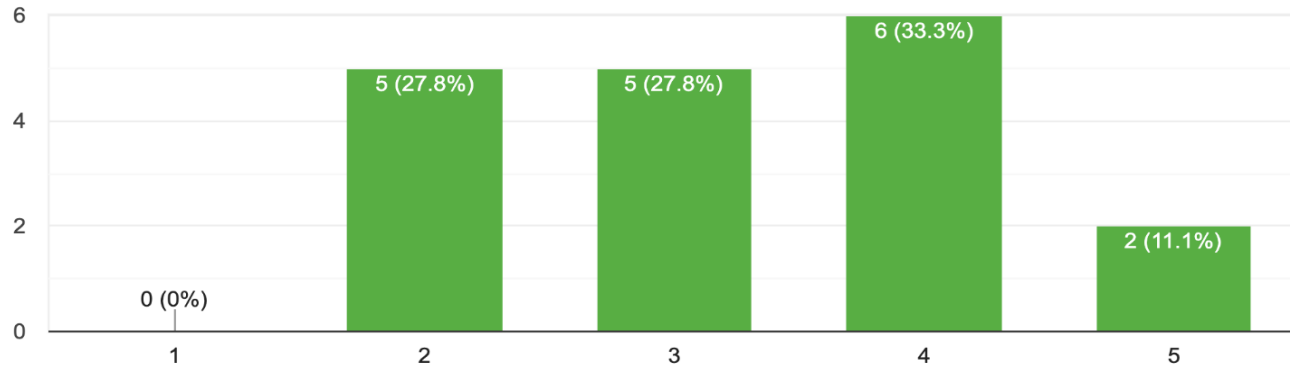
17 responses



# Preliminary Results from Google Form Survey

On a scale of 1 to 5, please select the level of difficulty for your child in learning to use and navigate digital platforms through remote learning.

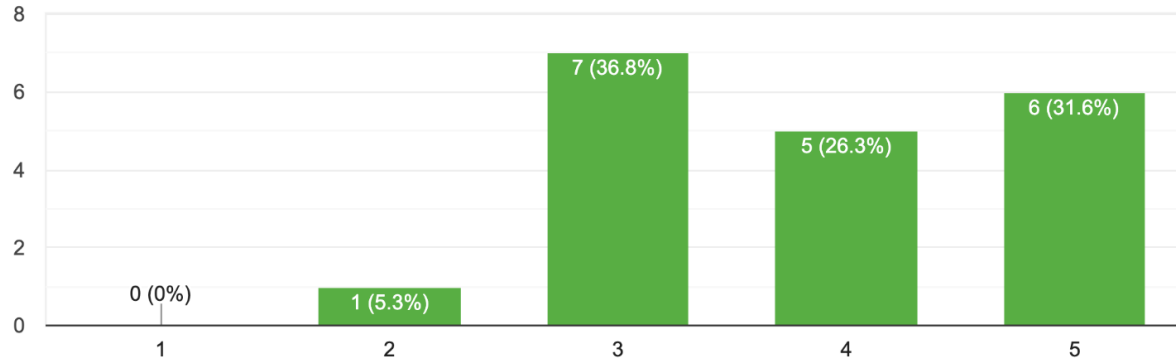
18 responses



# Preliminary Results from Google Form Survey

On a scale of 1 to 5, please rate your comfort level in helping your child navigate digitally during remote learning.

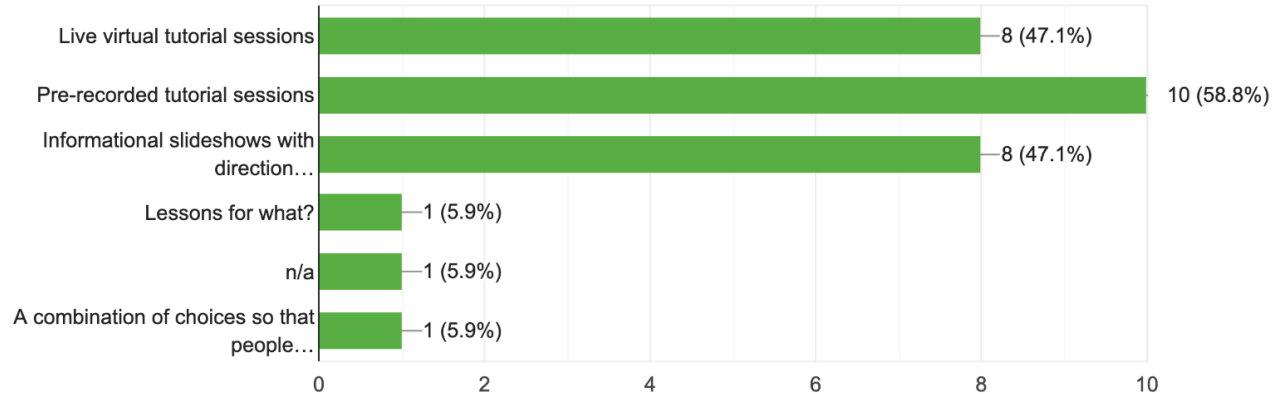
19 responses



# Preliminary Results from Google Form Survey

If the district were to provide tutorial sessions for parents and guardians what would be your preference in how the tutorials were run?

17 responses



# Conclusions from Preliminary Survey

- Continuity in web tools including streamlining web application usage and access
- More parent/student/teacher opportunities for developing technology skills in the virtual world
- Device access - access to the same devices
- Specific hybrid model must be adopted for student success with attention to specifics such as live and recorded sessions for students, synchronous and asynchronous work time, etc.
- Flexibility in work assignment and submission
- Increased levels of digital communication and digital feedback
- Streamlining home support
- Structured learning environments with small group diversification
- Accessible workload with time for feedback and reflection (ex. Question and answer time for students and teachers, small group discussion, etc)

# Research Findings by Topic



# Hybrid Learning Models

The research linked here describes:

- What hybrid learning is
- Benefits of hybrid instruction
- Challenges that need to be addressed regarding hybrid instruction
- A quick look inside hybrid learning opening plans from around the country
- Options for hybrid learning instruction models with examples
- Tips on “making it work”

[Link to document](#)

Compiled by Denise Hannaoui, Director of ENL and World Languages

# What Returning to School Will Look Like?

Link outlines:

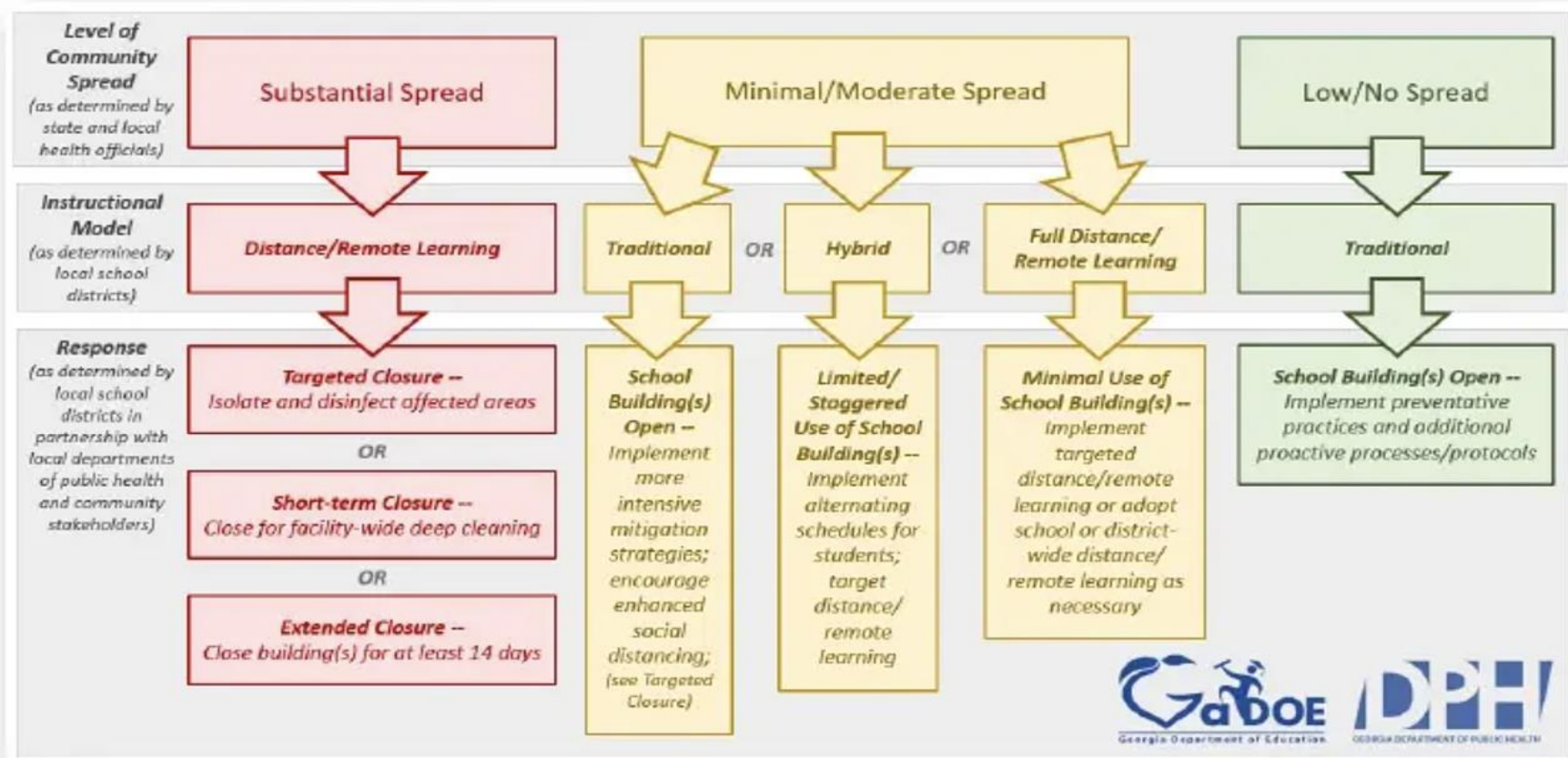
- A look inside reopening plans
- Considerations

Link to Resource

Link

Supplied by: Kim Steffens, parent

# Georgia's Path to Recovery for K-12 Schools



# Every Other Day Hybrid Model

This research includes information on:

- Lesson planning for every other day
- Beneficial web tools for every other day model
- Feedback
- Teacher collaboration

[Link to Document](#)

by: Katelyn Maresca, parent

Compiled

# Suggestions to Support Hybrid Learning

The research here describes:

- Tools to improve hybrid learning models
- Live options
- High-definition cameras

[Link to Document](#)

# Unifying Students Through Technology - Promoting Connection

The opinion and research linked here outlines:

- Modes of increased communication such as: live streaming, recorded lessons, gamification, office hours, schedules, unified platforms, etc.
- Tips for teachers to continue connection and communication virtually

[Link to Document](#)

Compiled

by: Jenna Baker, parent



# Successful Re-Openings in Other Countries

This document highlights research that:

- Outlines successful re-openings in New South Wales, Denmark, and Taiwan
- Includes information on sanitization procedures, scheduling, instructional plan, etc.

[Link to Document](#)

# Technology Based Modes of Student Interaction

This chart highlights both in person and remote modes of increased student interaction through technology based elements.

[Link to Chart](#)

Chart

created by: Debra Smith, teacher

# At Home IT Support and WiFi Options

This document includes research and information on:

- Improvements to at-home IT support
- Possible use of Chrome Remote Desktop
- WiFi access options
- Qualifications for Altice Advantage
- Alternative WiFi options

[Link to Document](#)

# Parent/Teacher/Student Training Plan

This document outlines:

- Parent tool-kit of recorded videos provided for all tools that the district subscribes to
- Live summer tutorial proposal for parents if they prefer live to recorded
- Student survey for platform and web tool usage
- Continued teacher professional development plan

[Link to Document](#)

Compiled by: Alise Pulliam, District Mentor and Victoria Pappas, Technology Integration Specialist

# Tech Teacher Leader “Virtual Pineapple”

- What is the pineapple method?
- In the conventional brick and mortar setting, teachers create a calendar chart posted in their building where they are able to list new and exciting things they are doing in their classroom.
- Other teachers are then able to sign-up and visit the class during that allotted time to learn from the teacher and their students. This is home grown professional development at it’s finest!
- A virtual pineapple can be embedded into our current remote learning teacher professional development by tapping into teacher leaders in technology and working those interested teachers into the professional development schedule to showcase their projects and work, while sharing templates, assignments, videos, etc. with the teachers that are in attendance.
- View our Highlight Reel Part 1 video for a sneak peek into some of the potential!
- Compiled by: Alise Pulliam, District Mentor and Victoria Pappas, Technology Integration Specialist

# Best Practice in K-2 Distance Learning

The research outlined here includes information on:

- Parents as partners
- Music as motivation
- Relationship building
- The importance of morning meeting
- Pre-recorded and small group sessions

[Link to Document](#)

Research compiled

by: Laura Kimball, Principal



# Integrating Seesaw in K-2



Seesaw is a digital portfolio where students are able to retrieve and submit assignments to their teachers.

[FAQ for Teachers](#)

[FAQ for Families](#)

# Re-Opening Plans for Examination

The research below includes information about:

- Staggering staff remotely (telework)
- Semester reorg
- Use of technology by Universities in remote learning scenarios
- Comparison of approaches by country
- Link to a block remote learning plan

Link to Document

# Links to Student Survey Forms

Secondary Student Survey: [Click here](#)

Elementary Student Survey: [Click here](#)

# Plan Proposals

Contingent upon the state's released guidelines and the educational plan developed by the district we propose the following:

- One platform (Seesaw) grades K-2 and one platform grades 3-12 (Google Classroom)
- Continued parent, teacher, and student support via pre-recorded and live tutorial sessions for emerging challenges throughout our time in remote or hybrid learning
- A more tailored student/parent IT ticketing system
- Additional IT staff to support the increase in devices and need for mobile support from parents, students, teachers, administration, etc.
- A mixture of live, small group experiences and recorded, interactive lessons
- Regular opportunities for digital student feedback worked into the weekly instruction schedule
- Time for teacher collaboration

# Plan Proposals Continued

- Teacher leaders to promote best practices in the virtual world through regular professional development and collaborative work-share opportunities
- A hybrid learning model that accounts for seamless transition from in-person to remote learning with very little loss of instruction time
- Attention to whole child education and SEL through technology driven platforms in an effort to increase student interaction and engagement
- A focus on the process rather than the product through project based learning and digital projects (portfolios, etc.) for student assessment when and where testing is a challenge
- Clear goal of technology as a tool and not a learning outcome. Focus on skill development through the use of web tools and platforms.





# Re-opening of Schools Transportation Committee



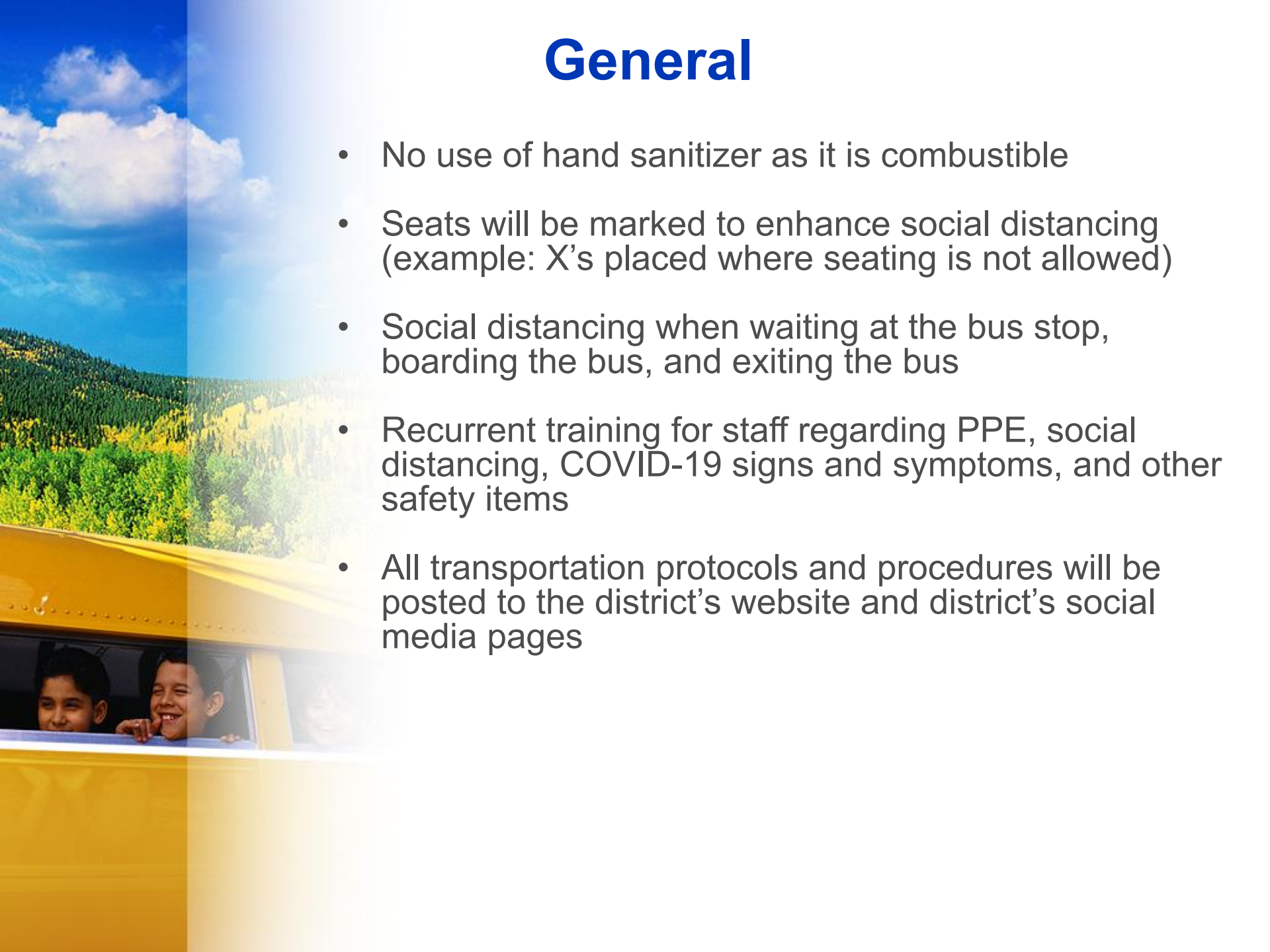
# General

- Daily cleaning of buses in between use (2x)
- Fleetwash (clean and disinfecting)- monthly basis
- Personal Protective Equipment to bus drivers (extra readily available for students)
- Signage for mask use, social distancing, no eating/drinking to be posted in each bus
- Cleaning products safely stored and away from students on bus
- All buses installed with sneeze guard behind bus driver
- All students must be masked; district to recommend that parents provide their child(ren) with a face covering based on district-wide survey results; disposable face masks will be provided by district
- District cannot deny transportation to child(ren)



# General

- No use of hand sanitizer as it is combustible
- Seats will be marked to enhance social distancing (example: X's placed where seating is not allowed)
- Social distancing when waiting at the bus stop, boarding the bus, and exiting the bus
- Recurrent training for staff regarding PPE, social distancing, COVID-19 signs and symptoms, and other safety items
- All transportation protocols and procedures will be posted to the district's website and district's social media pages



# Priority: Student/Staff Health and Safety

## Health and Safety

Focused on preventive actions in schools:

### Health Checks



- schools must instruct staff to recognize signs and symptoms of illness in students and staff, and health screenings per DOH guidance.

### Health Hygiene



- schools must instruct students and staff in proper hand and respiratory hygiene and provide necessary supplies.

### Social Distancing



- schools must develop plans to maximize social distancing whenever possible.

### Face Coverings and PPE



- requires students and staff to wear face coverings (or PPE based on job functions), per DOH guidance.

### Management of ill persons



- requires persons with signs and symptoms of COVID-19 to be isolated until they can be sent home.

### Cleaning and Disinfecting



- reviews cleaning and disinfecting procedures for the school in accordance with CDC recommendations.



Source: July 2020 Presentation to the Board of Regents

*["Recovering, Rebuilding, and Renewing the Spirit of New York's Schools: Reopening Guidance"](#)*



# SED Mandatory Requirements

## Transportation: Mandatory Requirements

### School Bus

- Regular Cleaning/Disinfecting

### School Bus Staff

- Must be trained and supported

### Routing Considerations

- Sharing, Municipal, Piggybacking, Parents, Students with Disabilities, Foster Care, Homeless, Nonpublic, and Charter School Students

### Student Riders

- Training to social distance at stops, at unloading times
- Wearing masks, per DOH guidance

### School Site Loading/Unloading

- Safety, Separation, Staggered

# NYSDOH Interim Guidance

WEAR A MASK.

GET TESTED.

SAVE LIVES.

2

- **Transportation:** Consistent with State-issued public transit guidance, Responsible Parties must develop protocols and procedures, which include that individuals must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated), and that individuals should maintain appropriate social distancing, unless they are members of the same household. Responsible Parties should encourage parents/legal guardians to drop off or walk students to school to reduce density on buses.

Source: [NYSDOH Interim Guidance for Reopening Schools](#)

# 22-Passenger Plan

- Elementary only will have staggered bus schedules 20 minutes apart for two drop-off times and two pick-up times

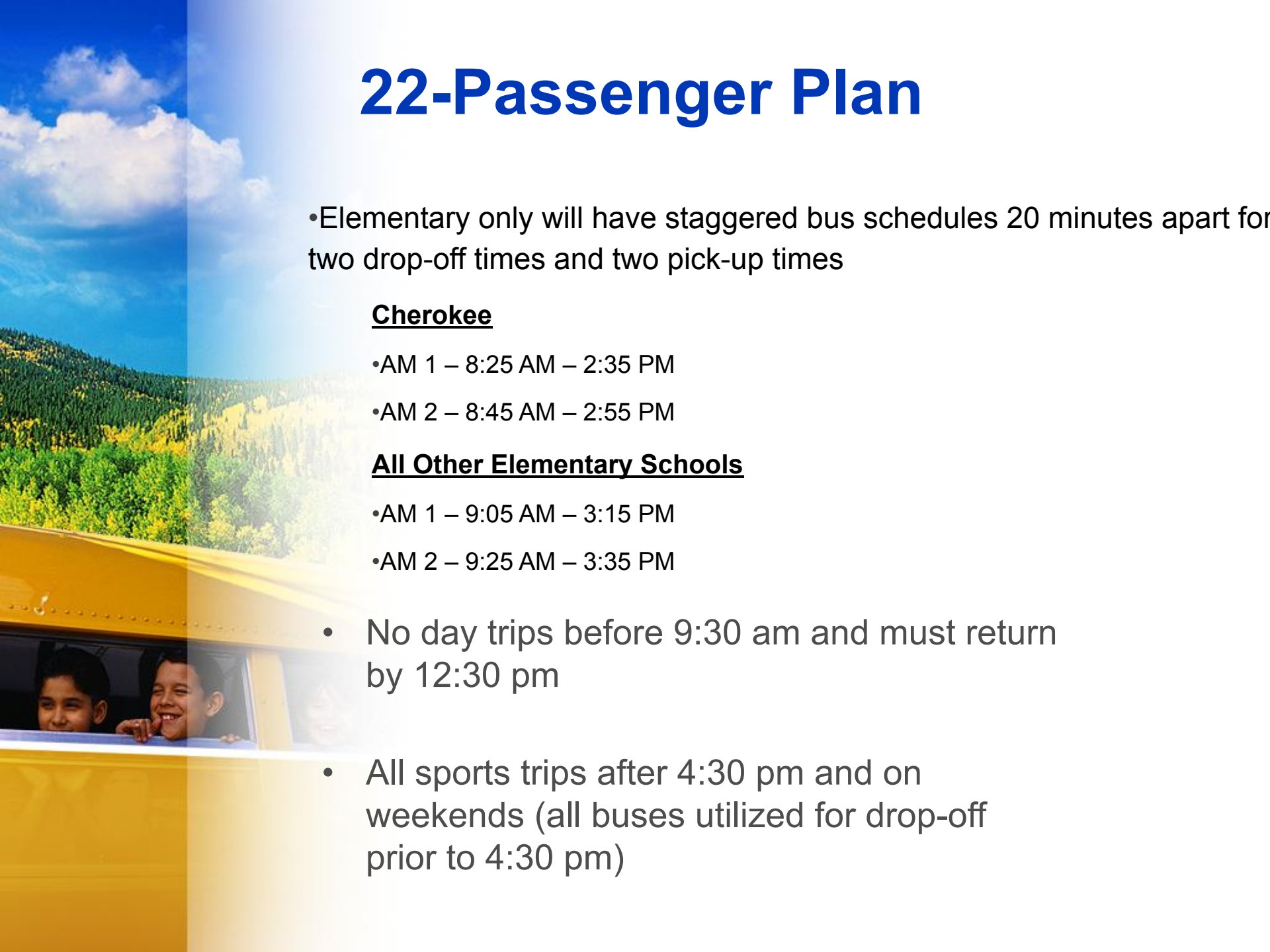
## Cherokee

- AM 1 – 8:25 AM – 2:35 PM
- AM 2 – 8:45 AM – 2:55 PM

## All Other Elementary Schools

- AM 1 – 9:05 AM – 3:15 PM
- AM 2 – 9:25 AM – 3:35 PM

- No day trips before 9:30 am and must return by 12:30 pm
- All sports trips after 4:30 pm and on weekends (all buses utilized for drop-off prior to 4:30 pm)





## DDI – EARLY CHILDHOOD SERVICES

### Fall Re-opening Plan for Universal Pre-K

School Year 20-21

At DDI our primary commitment is to the students and families we serve. Our priority is keeping them safe.

The health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to insure that students and employees continue to feel comfortable and safe in our schools. The plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\) and Office of Children and Family Services \(OCFS\)](#)

All staff and students will receive a daily health screening prior to entry to the building.

All staff and visitors must complete a health questionnaire and have a temperature check upon arrival.

Anyone whose symptoms response changes from a NO to YES during the day, must contact their supervisor immediately and await further instruction.

Parents/guardians must complete questionnaire OCFS form 6040 periodically.

- Parents are encouraged to monitor for temperatures and symptoms prior to sending their children to school on the bus.
- All children will have their temperature taken upon arrival to school. If temperature is above 100 degrees they will be taken to the isolation room for further assessment by the nurse. Children who arrive to school in parents/guardians cars will have their temperature taken before being taken out of the car. If they have a temperature over 100 degrees the nurse will be called to the car for further assessment.

All employees and visitors on DDI premises must maintain social distancing and wear a face covering when social distancing cannot be maintained.

Occupancy of all Early Childhood classrooms will follow OCFS guidelines and will not exceed 15 students.

Classroom design will be modified to consider the following:

- Each student has their own bin with frequently used teaching supplies such as crayons, markers, pencils, pens, scissors, glue sticks, etc. Materials in the child's bin will be cleaned at the end of each day.
- Toys that are not easily cleaned will not be accessible to students
- Small group instruction is encouraged as much as possible
- No lessons that include the preparation of food
- Adults are strongly encouraged to wear smocks/large shirts etc. that can be changed frequently during the day
- Children are strongly discouraged from bringing toys from home but if they do they must remain in the child's back pack during the school day.
- UPK students will be provided a snack that is individually packaged.

All instruction will continue to be aligned to the New York State Learning Standards and IEP goals will be addressed.

DDI will offer two options for UPK students while the Governor and SED requires social distancing in schools and until the COVID-19 public health emergency has ended:

- 5 day per week distance learning (DL) for any family that requests this model.

Or

- A hybrid model for students consisting of 2 days per week in-person instruction (T, Th) and 3 days per week distance learning (M,W,F)

Class times are the same as prior to the COVID health crisis:

AM Session = 9 to 11:30 AM

PM Session = 12:30 to 3 PM

Continuity of instruction will be maintained as lessons will be linked through the week. All classes will be implementing the NYC Explore Units of Study, Building for Math and Foundations and follow all NYSED UPK regulations.

Should the Governor and SED mandate 100% remote instruction DDI has created an instructional plan that will allow this to occur seamlessly and without instructional interruption.

Early Childhood Services will review the hybrid model in December 2020 to determine whether classes can return to in-person instruction 5 days per week for January 2021 and maintain the safety and well-being of all students and employees.



## Debra Pisano

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**From:** Angela Servedio <aservedio@cpclongisland.org>  
**Sent:** Thursday, July 30, 2020 10:59 AM  
**To:** Debra Pisano  
**Subject:** RE: UPK Reopening Plan

**CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or on clicking links from unknown senders.**

Hi Debby,

Our reopening plan hinges in what comes down from the state as we are licensed through OCFS- Office of Children and Family Services. They give out guidelines for child care reopening based on the CDC recommendations and the mandates from the Governor. We plan to follow the district's plans for UPK. Our concern right now is the number of children allowed in the room of 15 – we have 17 and 16 so that will be a challenge for us with OCFS.

Besides UPK, we do have a Birth– Five Program (Head Start/ Early Head Start) in the remainder of the building and we have plans for reopening the building for children in September.

We have spent the time closed to do all the necessary preparations in order to reopen. We do have addendums to our current illness policy (staff and children), which addresses the COVID and the Multisystem Inflammatory Syndrome symptoms. We have health screenings set in place and switched to bleach and water for cleaning. We are still finalizing the drop off and pick situation as it has been highly recommend not to have parents come in the building.

We have the proper PPE, wall hand sanitizers, automatic paper towel dispensers, have our cleaning company complete electrostatic cleaning twice a week through the fall.

I hope this is what you needed. If you require any additional information please do not hesitate to contact me.

Regards,

*Angela Servedio*

Center Director/ B-5 Health Supervisor  
The Community Program Centers of L.I.  
2210 Smithtown Ave  
Ronkonkoma, N.Y. 11779  
(631) 585-2020 x202

**From:** [Debra Pisano](#)  
**Sent:** Thursday, July 30, 2020 9:50 AM  
**To:** [Angela Servedio](#); [Mellisa Krauss](#); [Meryl Halfon](#)  
**Cc:** [Joann Collins](#); [Dean Mittleman](#)  
**Subject:** UPK Reopening Plan



Dear Mr. Mittleman,

As you are aware, SCOPE operates UPK/Pre-K programs in your school district. We wanted to touch base with you and let you know that we are preparing for the reopening of school in September and will be ready to continue to offer this service. SCOPE will be complying with all guidelines of the New York State Office of Children and Family Services, The Centers for Disease Control and Prevention and The Department of Health in order to ensure a safe and healthy environment for the children and staff. SCOPE guidelines for the safe reopening of UPK/Pre-K will include:

- Screening of all SCOPE employees, visitors and children prior to entering the program.
- Social distancing of the children where practical and possible.
- Limiting visitors to the program to only those that are essential.
- Cohorts of students will be assigned with reasonable group size limits.
- Staff are required to wear face coverings at all times. Face coverings will be worn by children that cannot maintain appropriate social distancing (six feet of space in all directions between individuals).
- Sanitation of all equipment and items handled by staff and children.
- Plan for students or staff with signs of illness to be sent to an isolated area where they are supervised prior to being picked up or sent home.

SCOPE Education Services is committed to ensuring the health and safety of everyone in our programs while providing a quality educational experience. We are prepared to offer a Pre-Kindergarten program that includes in-person instruction, remote instruction or a hybrid of both in-person and remote.

We look forward to the re-opening of schools. If we may be of any assistance as you develop your reopening plans, please call or contact us by email.

Best Regards,

Mellisa Krauss

Assistant Director Instructional Services

## **SCOPE Education Services Guidelines to UPK/Pre-Kindergarten Reopening**

SCOPE Education Services is prepared to provide a pre-kindergarten program under the guidance of the following: the cooperating school district, New York State Education Department, New York State Department of Health and The Office of Children and Family Services (where applicable).

### **Health and Safety**

- Health screening, including temperature checks of all children and staff each day
- Use of daily screening questionnaire for children/parents and staff
- Children or staff with a temperature greater than 100.0 will not be permitted into the program
- Students and staff with symptoms of illness during program time will be isolated and dismissed for follow-up to health care provider. SCOPE will notify the school health office
- Children or staff who have tested positive for COVID-19 will only be permitted to return to the program based upon the guidelines set forth by the Department of Health (DOH), Center for Disease Control(CDC) and The Office of Children and Family Services (OCFS)
- Only essential visitors will be permitted into the program

### **Hygiene/Cleaning/Disinfecting Requirements**

- Adhere to hygiene, cleaning and disinfection requirements from the CDC, DOH and OCFS. Will maintain logs that include date, time and scope of cleaning and disinfection
- Train all children and staff on proper hand washing and appropriate respiratory hygiene
- Follow all guidelines on hand washing times and techniques
- Conduct regular cleaning and disinfection of materials and surfaces

### **PPE Usage**

- SCOPE will provide hand sanitizer, face coverings and gloves for staff. Families will provide face coverings for children to wear when necessary
- Groups/cohorts of students will be determined by the number of students who can be in each classroom while maintaining six feet social distancing. Face coverings will be worn when social distancing is not taking place
- Face coverings will be worn in common areas



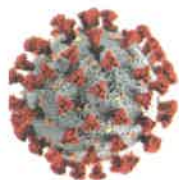
## **Social Distancing**

- Children will be in small consistent groups, paired with social distancing
- Each small consistent group of children will be maintained
- Desks and furniture will be situated and turned to maintain social distancing
- Class schedules will be modified to keep small groups together
- Students belongings will be separated and each student will have their own supplies
- Visual aids will be used to mark classroom traffic flow and spacing to support social distancing

## **Instruction**

- SCOPE is prepared to provide flexible instructional scheduling models in collaboration with each school district. We have a Continuity of Learning Plan in place to address in person, remote and hybrid models of instruction

# What you should know about COVID-19 to protect yourself and others



## Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.



## Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.



## Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.



## Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.



## Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.



## Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.

