

ROCKVILLE CENTRE UFSD
REOPENING PLAN FOR
SEPTEMBER 2020

Submitted July 31, 2020

INTRODUCTION

The following plan has been developed to address concerns raised by the COVID-19 Pandemic as we prepare to reopen schools in September 2020. This reopening plan has been developed through a great deal of deliberation between many groups including the Board of Education, District Administration, Teachers and other staff members, parents, health professionals and the Nassau County Department of Health. Guidance in the discussion and the elements of the plan was provided by the New York State Education Department (SED), the New York State Department of Health (DOH) and the Centers for Disease Control and Prevention (CDC).

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

DOH Guidance:

[https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K to Grade 12 Schools MasterGuidance.pdf](https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidance.pdf)

CDC: [https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening America Guidance.pdf](https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf)

The Board of Education created a Districtwide Reopening Committee which was broken down into four (4) subcommittees:

Safety

Instruction

Mental Health and Social/Emotional Learning

Extracurricular and Athletics

Each subcommittee was comprised of representatives from the Board of Education, Administration, Staff (including Union representation), Parents, local health departments, and health care providers. At least 20 individuals participated in each subcommittee for a variety of opinions and recommendations from different points of view. These committees met multiple times in July and will continue meeting after this plan is published on July 31, 2020, as the District expects this plan to be a fluid document and may change based on changing conditions in the community. The plan

must be flexible enough so that health concerns remain the priority as the educational opportunities change while we progress through the reopening process.

This reopening plan has been put together to follow the guidance provided by SED and will follow that format to ensure all required components are in place and can be addressed and reviewed by constituents seeking information about how the Rockville Centre Schools are reopening our schools in September.

TABLE OF CONTENTS

Introduction	1
Committees.....	7
Communication/Family and Community Engagement	13
Health and Safety	15
Requirements to Open.....	15
Health Checks.....	19
Screenings.....	21
Healthy Hygiene Practices.....	21
Social Distancing.....	22
Medically Vulnerable/High-Risk Groups.....	22
Personal Protective Equipment (PPE).....	22
Management of Ill Persons.....	23
Return to School after Illness.....	24
COVID-19 Testing.....	24
Contact Tracing.....	24
School Closures - Cleaning and Disinfection.....	25
Safety Drills.....	25
Facilities.....	27
Requirements to Open.....	27
Means to Control Infection.....	27
Space Utilization and Changes.....	28
Plumbing (Bathrooms, drinking water facilities).....	28

Ventilation	28
Child Nutrition.....	29
Requirements to Open.....	29
Safety and Sanitation.....	30
Food Service Staff.....	30
Contact Vendors and Suppliers.....	30
USDA Waivers.....	30
Meal Service.....	31
Transportation.....	32
Requirements to Open.....	32
School Bus.....	32
School Bus Staff.....	32
Students.....	33
Routing.....	33
Mental Health & Social Emotional Well-Being.....	34
Assessment of Functioning and Social-Emotional Needs.....	35
Student Support Crisis Teams.....	36
Social Emotional Learning Curriculum.....	37
Identification of Student Supports.....	39
Staff Support.....	40
Parent/Family Support and Engagement.....	40
Curriculum and Instruction.....	41
School Schedules.....	41

Attendance and Chronic Absenteeism.....	41
Educational Neglect and Persons in Need of Supervision (PINS).....	41
Technology and Connectivity.....	41
Teaching and Learning.....	41
Academic Intervention Services.....	42
ELL Bilingual Education and World Languages.....	42
Grading.....	43
Assessment.....	43
Athletics and Extracurricular Activities.....	43
Teacher and Principal Evaluation System (Education Law 3012-D/APPR).....	43
Special Education.....	44
Least Restrictive Environment (LRE).....	44
LRE Documentation.....	44
IEP Implementation.....	45
Programs.....	46
Provision of Services.....	47
Progress Monitoring.....	49
Best Practice for Contingency Plans.....	49
Compensatory Services.....	49
IEP Implementation Documentation.....	50
Child Find.....	50
Referral.....	51
Initial Evaluation/Reevaluation.....	51

Eligibility Determination/Annual Reviews.....	52
Communication/Coordination.....	52
Meaningful Outreach and Engagement with Parents of Students with Disabilities.....	52
Partnership and Collaboration to Reflect all Settings Where Students are Served.....	53
Accommodations and Modifications.....	54
Supplementary Aids and Services.....	55
Technology.....	55
Budget and Fiscal Matters.....	57

COMMITTEES

Districtwide Reopening Committee

June Chang (Anchor)	Superintendent of Schools
Kelly Barry	Board of Education Vice-President
Liz Dion	Board of Education Trustee
Jackie Wong	District Clerk
Robert Bartels Personnel	Assistant Superintendent for Business &
Dr. Christopher Pellettieri Instruction	Assistant Superintendent for Curriculum &
Dr. Noreen Leahy Education	Assistant Superintendent for PPS and Special
Shelagh McGinn	Principal South Side Middle School
Carol Roseto	Director of Athletics & Physical Education
Dr. Brian Zuar	Director of the Arts
Orly Gadon	Chairperson, Committee on Special Education
Tara Algerio-Vento	School Nurse Practitioner
Emma Travers	PTA Co-President, Parent
Laura Burns	PTA Co-President, Parent

Safety Subcommittee

Robert Bartels (Anchor)	Assistant Superintendent for Business & Personnel
Jackie Wong	District Clerk
Sue Flanagan	Secretary to the Superintendent
John Scalisi	Director of Facilities
Beth Sather	School Lunch Director
Erik Walter	Riverside School Principal
Ben Moss	High School Assistant Principal
Tavora Buchman	Nassau County Department of Health
Tara Algerio-Vento	School Nurse Practitioner
Leslie Dennino	Teacher
Gerry D'Angelo	Teacher
Jen Monsour	Teacher
Hilary Gursky	Teacher Assistant
Diane Sundermaier	Teacher Assistant
Tama Schoolfield Yuhas	Teacher Assistant
Cindy Vaupel	Parent
Kristina Johnson	Parent
Lisa Fusco	Parent

Instructional Subcommittee

Dr. Christopher Pellettieri (Anchor)	Assistant Superintendent for Curriculum & Instruction
Dr. Janine Sampino	Director of Curriculum & Instruction
Jen Pascarella	Watson School Principal
Jim Duffy	Wilson School Principal
Dr. Noreen Leahy	Assistant Superintendent for PPS and Special Education
Mike Anderson	Directory of Technology
Shelagh McGinn	Principal South Side Middle School
John Murphy	Principal South Side High School
Orly Gadon	Chairperson, Committee on Special Education
Kristi Bonino	Teacher
Lena Cobia	Teacher Assistant
Marissa Buckley	Teacher
Elizabeth Nisler	High School Assistant Principal
Michelle Ebel	Teacher
Keith Eckert	Teacher
Nicole Conneally	Teacher
Lynn Woods	Teacher Assistant
Michelle Pugliano	Teacher Assistant
Vincent Falavene	Teacher
Christine Ferazani	Board of Education Trustee
Kelly Barry	Board of Education Vice President
Donna Downing	Parent
Jennifer DiMarco	Parent

Mental Health and Social Emotional Learning Subcommittee

Dr. Noreen Leahy (Anchor)	Assistant Superintendent for PPS and Special Education
Orly Gadon	Chairperson, Committee on Special Education
Michael Duggan School	Assistant Principal of South Side Middle
Liz Pryke	Hewitt School Principal
Gina Bounds	Northwell Health
Tara M. Algerio Vento	School Nurse Practitioner
Nicole Knorr	Social Worker
Sue Buckheit	Social Worker
Carla Jones	Guidance Counselor South Side Middle School
Stephanie Markwalter	Guidance Counselor South Side Middle School
Nancy Chase	Psychologist
Elieen Votke	Teacher Assistant
Melanie Young Ceparano	Teacher Assistant
Phyllis Kelly	Teacher Assistant
Dr. Zoya Popivker	Psychiatrist
Deniz Cabas	Guidance Counselor Elementary School
Tricia Ganly	
Cindy Marasco	Teacher
Karen Feltkamp	Teacher
Johanna Medina	Teacher
Meredith Owens	
Shane Owens	
Kathy Baxley	Parent
Alanna Bender	Parent
Debra Cuevas	Parent
Colleen Gunn	Parent
Laurie Levy	Director of Guidance, South Side High School

Extracurricular and Athletics Subcommittee

Carol Roseto	Director of Athletics & Physical Education
Dr. Brian Zuar	Director of the Arts
Darren Raymar	Covert School Principal
Tara M. Algerio Vento	School Nurse Practitioner
Patrick Walsh	High School Assistant Principal

PE/Athletics Sub-Committee

Cheryl Scalice	Teacher
Steve Mariano	Teacher
Chris Colesanti	Teacher
Bob Baulch	Teacher
Mark Melkonian	Parent
Karen Parker	Parent
Gerry D'Angelo	Teacher
Kerry Figueiredo	Teacher
Liz Marshall	Teacher
Chris Mekelburg	Teacher
Janet Gruner	Parent
Kristen Aksinoff	Teacher

Music/Arts Sub-Committee

Maria LaSorsa	Teacher
Keith Gamache	Teacher
Doreen Fryling	Teacher
Christy Silecchia-Ferrone	Teacher
Anna Elias	Teacher
Myra Plonsky	Parent
Heather Teta	Parent

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

The Board of Education of the Rockville Centre Union Free School District is committed to keeping the parents and the general public informed about developments in addressing issues during the COVID-19 pandemic. The District has instituted letters from the Superintendent early on during the school shutdowns in the Spring and continued those informational letters on a weekly basis through the end of the 2019/2020 school year in June. That practice was continued this Summer in July as committees were developed to address reopening the schools for the 2020/2021 school year beginning in September.

These communications have been supplemented with ongoing changes and updates provided on the school district website at www.rvcschools.org . This reopening plan will be posted on this webpage upon completion.

In order to increase communication and involve all stakeholders for their input in the reopening plan the Board of Education and Administration set up a Districtwide Reopening Committee and four (4) subcommittees: Health & Safety, Instruction, Mental Health/Social Emotional Learning and Extracurricular/Athletics. Members of each committee were selected from Board members, District Administration, Teachers and other staff, mental and physical health professionals, the local health department, and parents/community members. These constituents represent various bargaining units within the District as well as the community at large in order to gather perspectives from multiple viewpoints. Each member was engaged in the decision-making process throughout the discussions and development of this plan.

These committees worked together to address a multitude of issues that would be required for effectively reopening schools in a safe and instructionally prudent manner. Parent surveys were used to collect data and information needed to assist in the development of the reopening plans. This planning included ways to provide communications to students, parents, and staff through training, signage, letters from the Superintendent, the district website, push text messages on the school app and social media. All of these means of communication are in use to assist in getting information out about our reopening plans.

Upon their return to school in September, staff will be reminded and trained as to the appropriate COVID-19 protocols for safety including hand hygiene and frequent washing with soap and warm water or utilization of hand sanitizer if soap and water are not readily available, proper face coverings and how to wear them, socially distancing and maintaining six feet of separation in all directions and to ensure a face covering is in place if that distance cannot be maintained and respiratory hygiene by covering the mouth when coughing or sneezing.

Signage will be posted in visible locations in all buildings regarding CDC and DOH guidance regarding the use of PPE and wearing face coverings when social distancing of at least six feet cannot be maintained. Periodic announcements will also be made in each building to increase awareness and remind individuals of the need to be diligent if following the appropriate protocols for fighting COVID-19.

This plan and other relevant communications will be provided in other languages for those students and community members who speak other languages at home. These plans and communications will also be made available to those with visual and/or hearing impairments.

Informational messages will continue to be provided to students, staff, parents, and the community on an ongoing basis through the District website, social media and push notifications through the school district app as developments occur, protocols are revised or the instructional plan changes.

All of the schools and buildings within the District will follow the same protocols for informational messaging and procedures to address the pandemic with only slight modifications that may be required based on the individual school's facility. Those modifications will be reflected within this reopening plan document where applicable.

The District Point of Contact (POC) in the event of the identification of a positive or suspected COVID-19 case is the School Nurse Practitioner whose office is located in the South Side High School. The POC shall be immediately notified by any building or location where a positive or suspected COVID-19 case is found. The POC shall be responsible for evaluating the information surrounding the case and for all subsequent communication with the individual. The POC shall be responsible for answering questions from students, faculty, staff, parents and/or legal guardians regarding the COVID-19 health emergency and the plans being implemented by the school.

HEALTH AND SAFETY

The health and safety of students, staff, parents, and other visitors to our buildings is an utmost priority and has been heavily considered during this planning process. The reopening of our schools is only effective if it can be done in a safe manner for all constituents. The District is following the recommendations of the CDC and DOH by putting into action protocols to help prevent the spread of COVID-19. Some of the recommendations being implemented and that will be communicated to students, staff and parents are:

- Health checks

- Healthy hygiene practices

- Social Distancing

- Use of Personal Protective Equipment (PPE) including cloth face coverings

- Management of Ill persons

- Cleaning and Disinfection

These recommendations will be reviewed on an ongoing basis to consider any changes in COVID-19 guidance issued by the CDC and DOH.

Requirements to Open

The District has reviewed at great lengths the numbers of students and staff that may be returning to all of our schools. Each of the school buildings within the District has its own unique constraints on physical classroom and common area space. In developing the reopening plan, the District looked at a number of factors when considering the resumption of in-person instruction including:

- The ability to maintain appropriate social distancing

- The availability of and the ability to use PPE and cloth face masks for students and staff

- The availability of safe transportation

- Local hospital capacity (the share of total hospital beds and total ICU beds available)

The Board of Education created a Districtwide Reopening Committee which was broken down into four (4) subcommittees (Safety, Instruction, Mental Health and Social/Emotional Learning, and Extracurricular and Athletics). Each subcommittee was comprised of representatives from the Board of Education, Administration, Staff (including Union representation), Parents, local health departments, and health care providers. At least 20 individuals participated in each subcommittee for a variety of opinions and recommendations from different points of view. These committees met multiple times in July and will continue meeting after this plan is published on July 31, 2020, as the District expects this plan to be a fluid document and may change based on changing conditions in the community and in guidance from the CDC and DOH. All stakeholders will continue to be engaged in the review and modification of all reopening plans. These plans must be flexible enough so that health concerns remain the priority as the educational opportunities change while we progress through the reopening process.

The District has implemented a communications plan for all students, parents/guardians, staff, and visitors that is detailed in the communication/family and community engagement section above. This communication is vital in disseminating timely and appropriate information to all constituent individuals on a consistent basis.

The District's School Nurse Practitioner, in conjunction with the nursing staff at all buildings, will work with all staff to observe and recognize signs of illness in students and staff. Students or staff identified as symptomatic for COVID-19 shall be sent to the school nurse and isolated in a designated area if necessary. The District, in conjunction with the School Nurse Practitioner, has provided written protocol that will instruct staff as to what to look for as signs that an individual may be symptomatic for COVID-19.

The School Nurse staff, in conjunction with appropriately trained other staff members, will conduct and review temperature screenings of all students and staff on a daily basis. In addition, faculty and staff shall complete a daily screening questionnaire and students shall complete a screening questionnaire on a periodic basis. The District, in conjunction with the School Nurse Practitioner, has provided a written protocol for daily temperature and questionnaire screenings.

All students and staff who are identified as ill will be sent to the school nurse for assessment. If a school nurse is not available, the ill student or staff member will be sent home and asked to follow up with a health care provider.

Any students or staff exhibiting COVID-19 symptoms and/or a positive response to the questionnaire will immediately be sent directly to an isolation area where further assessment may take place by the nursing staff. Supervision of students in the isolation area will be provided by the school prior to the students being picked up or otherwise sent home. The District has provided a written protocol to address the isolation of students and staff after showing signs of illness or a positive response to the questionnaire.

The District and the school buildings have a variety of visitors each day including parents, guests, contractors, deliveries, and vendors. The District has provided written protocol that these visitors shall follow the same guidelines as students and staff when entering buildings including screening protocols for signs of illness and a questionnaire.

Because the signs of illness are better caught at home before a student or a staff member ever gets to the school building, parents are urged to check their children each morning for signs of illness. The staff has been reminded that they should stay home if they are exhibiting any of the signs of illness for COVID-19. The District has provided written protocols instructing parents and guardians to check for signs of illness and has communicated those protocols to all staff, parents, and the community.

The District has provided written protocol and appropriate signage for students and staff to instruct them in the need for the correct hand and respiratory hygiene. That information has been communicated through letters to the community and posted through signage in each of the District's buildings.

In the same way, the District has a written protocol and has communicated the need for social distancing and the need to stay at least six feet apart when possible and to wear a face covering when it is not. There has also been signage placed in visible areas in all buildings to remind and reinforce the social distancing message.

The District recognizes that COVID-19 has been shown to impact individuals with certain high-risk conditions more negatively. To address this high-risk group, the District has provided a written protocol to address accommodations for students and staff who are at high risk or who live with someone at high risk.

The District has issued a written protocol that all employees, students, and visitors must wear an acceptable cloth face covering whenever social distancing cannot be maintained.

The District has issued written protocol that students and staff must be given face mask breaks.

The District has a plan for obtaining and maintaining an adequate supply of face coverings for students and staff and additional PPE for use by school health professionals in the event they forgot to bring them to school.

The District has a written protocol for actions to be taken in the event there is a confirmed case of COVID-19 in the school.

The District has a written protocol that complies with the CDC guidance for a return to school of students and staff following illness or diagnosis of a confirmed case of COVID-19 or following a quarantine due to contact with a confirmed case of COVID-19. Return to school for students and staff will be coordinated with the local health department.

The District has written protocol issues to all schools requiring the cleaning and disinfection of the school buildings to be completed following CDC guidance.

The District has a written protocol for all schools to conduct their required safety drills with appropriate modifications to ensure social distancing between persons.

The District has issued a written plan for the Project Great before and after school programs addressing COVID-19 issues. These programs will continue to follow the safe safety protocols for social distancing and wearing face coverings when appropriate distancing is not possible.

The District has designated a COVID-19 safety coordinator in each school building whose responsibilities will include compliance with all aspects of the reopening plan.

Other Considerations for Reopening

The District's School Nurse Practitioner (SNP) shall be a resource person for all health-related questions regarding COVID-19 and the protocols put in place for reopening. The SNP is in daily contact with nursing staff in all buildings and will also assist the designated school building safety coordinators in maintaining compliance with the reopening plan. Each school nurse shall also act as a resource to the individual building safety coordinator.

The District's reopening plan shall be made available in different languages through the District website and a text translation program so that it is available in any additional language spoken in the school community.

The District and all School Buildings will make efforts to limit visitors, if at all possible so that individuals not attending or working in the schools will be kept off school grounds or out of school facilities unless necessary.

The District will provide information to instruct parents and guardians in screening students at home for illness so that they may be able to keep them home and from entering a school facility if they are symptomatic for COVID-19.

The District plans to screen all students and staff prior to their entering a school facility. This screening will take place at different locations and by different staff who have been trained in the screening process.

Students and staff will be encouraged to continue wearing their cloth face coverings at all times, unless it is inadvisable, as an extra precaution to limit the spread of the illness.

School Health Personnel must wear appropriate PPE when assessing ill persons or conducting certain respiratory treatments.

Where possible, the District will have separate rooms designated for healthy students who need to obtain medication or require a nurse's assistance and a second room for isolating ill persons who need assessment or who are waiting to be sent home.

The District health professionals will use disposable supplies when possible.

Custodial and other staff will be provided with the appropriate PPE when required for cleaning and disinfecting facilities. School custodial staff will maintain a daily checklist to ensure they have sufficient supplies of PPE, cleaning products, and other products necessary for proper hygiene.

Health Checks

Parents/guardians and staff members have received written communication and instruction from the District educating them on the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school. They have been instructed that any student or staff member with a fever of 100 degrees Fahrenheit or greater and/or exhibits symptoms of possible COVID-19 virus infection should not be present in school. The CDC maintains an up to date list of the symptoms of Coronavirus on their website including the following most common symptoms: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting or diarrhea. Staff and parents/guardians are also urged to watch for signs of the illness such as flushed cheeks, rapid or difficult breathing, fatigue, irritability, frequent use of the bathroom.

Students and staff exhibiting these signs should be sent to the school nurse for assessment. If a school nurse is not available the school will contact the parent/guardian to pick up their child or send the staff member home. All staff, contractors, vendors, and visitors will require daily health screenings to include a temperature check and completion of a screening questionnaire. Students will be required to have a daily temperature check and a weekly completion of a screening questionnaire. Anyone who has a temperature of 100 degrees F or greater or has a positive response on the questionnaire must be isolated from others and sent home immediately. Students will be placed in a supervised isolation area while they are awaiting transportation home. Such persons shall be referred to a health care provider and provided resources on COVID-19 testing.

The screening questionnaire will determine whether the individual has:

1. Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has symptoms of COVID-19;
2. Tested positive through a diagnostic test for COVID-19 in the past 14 days;
3. Has experienced any symptoms of COVID-19, including a temperature of greater than 100.0 degrees F in the past 14 days; and/or
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.

Staff and parents/guardians shall be reminded of these screening protocols on a periodic basis via email, letters, the district website, and/or social media.

Students, or their parents/guardians, and staff are required to notify their school's nurse should they develop symptoms or if their questionnaire answers change outside of school hours.

A staff member in each building shall be designated to ensure that all staff and students have completed the required screening and to follow up with any individual who does not submit the required documentation. Students who may need to be contacted regarding a missing screening shall be treated in a confidential manner.

Screenings

All students, staff, and other visitors to the school buildings shall be given a temperature screening prior to entering the building past a security checkpoint at the door. To assist in this screening process, a number of staff members shall be trained on how to take temperatures with a non-contact thermal scanning device. These staff members will be utilized at various entrances to expedite the screening process. Students and staff will be asked to enter at designated checkpoints into the building. Students receiving bus transportation shall be checked by an aide prior to getting on the bus so that all students on a particular bus can enter the building as a group without the need for a second scan. Staff members conducting these thermal scans shall be provided with appropriate PPE. Any student, staff member or visitor who is determined to have a temperature of 100 degrees F or greater shall be denied access to the bus and/or school building they are trying to enter.

Healthy Hygiene Practices

Students, staff, and the school community shall be provided with instructions regarding healthy hygiene practices. This information will be available on the District website, promoted through social media and morning messages in the buildings on a periodic basis. In addition, there will be a number of instructional posters placed throughout the school buildings as reminders to stay home if sick, maintain six feet between others, wear appropriate face coverings if social distancing cannot be maintained, report symptoms and to follow appropriate hand and respiratory hygiene practices. These posters shall be placed by building entry points, bathrooms, the cafeteria, classrooms, administrative offices, hallways and other locations as appropriate.

Hand hygiene practices will be accommodated by ensuring available supplies of soap and water along with disposable paper towels. Hand sanitizer with at least a 60% alcohol concentration will be provided in all classrooms, high touch areas, and other areas as appropriate.

Students and staff shall be reminded to wash their hands upon entering the building and each classroom, after using shared objects, after using the bathroom, before and after eating, after sneezing, coughing or wiping nose and anytime hands are visibly soiled.

All individuals will be instructed and reminded to maintain appropriate respiratory hygiene including covering mouths and noses with a tissue when coughing or sneezing or utilizing the inside of the elbow/shirt sleeve to cover the mouth and nose if a tissue is not available. Hand hygiene must then be commenced after such an action.

Social Distancing

All individuals will be expected to maintain social distancing of six feet between themselves and others while in all school facilities or on school grounds. If social distancing cannot be maintained, individuals must wear appropriate face coverings, including transportation on school busses. Students will stay together in cohorts when possible and different entry points to buildings will be used to limit close contact. Once schools have officially started, all entries to the building will return to the main security entry point.

Student desks will be turned in the same direction whenever possible so that students do not face each other. Shared supplies are discouraged and will be limited to the extent possible when items have to be shared. Alternate locations for lunch will be available where possible to allow students to spread out to maintain six feet of space between others.

Posted instruction and verbal reminders will be provided to all individuals reminding them of the social distancing guidelines that must be followed.

All large gatherings (assemblies, performances, school-wide parent meetings) of individuals will be canceled until further notice.

Medically Vulnerable/High-Risk Groups

The District understands that certain students and staff members may be at increased risk for complications from COVID-19 and may need accommodations. These individuals may include those age 65 and older, pregnant individuals, and those with underlying health conditions.

Some students may have special needs or be medically fragile and may not be able to wear a face covering. Those individuals will require special care and will be accommodated by District staff as necessary.

Personal Protective Equipment (PPE)

The District shall provide all nursing personnel with appropriate PPE so that they may provide the appropriate care to ill individuals. Purchases of PPE have been made and items such as face masks, respirator masks, eye protection and face shields, gloves, and disposable gowns are available for medical personnel.

All students, staff members, and visitors must wear cloth face coverings when on the school campus and within six feet of someone, in hallways, in restrooms, and in other group settings including on the school bus. Students and staff are asked to wear their

own face coverings but the District has obtained a generous supply of face masks to be provided in the event an individual forgets to bring one, their own mask breaks, or other reasons which would necessitate one. These masks will be available at all entry points. Exceptions will be made for those individuals whose health would be adversely impacted by wearing the mask.

Individuals will be provided with instructions on the proper use of face coverings including the need to clean reusable coverings.

Management of Ill Persons

Any individual who enters the building who has been screened with symptoms of illness will be sent to the school nurse for final assessment to verify if the person does not have another condition that may present as COVID-19 symptoms. Should a nurse not be available, the individual will be sent home or isolated until they can be picked up. Students in an isolated area will be provided with a supervising adult. Students in isolation must still be separated by six feet.

If students or staff present with symptoms of COVID-19 while at school, they will be sent home immediately. The School Nurse Practitioner shall notify the local health department of any disease reportable under the public health law. School staff must notify the school nurse immediately of any illness of students or other staff.

All areas that have been used by a person suspected or confirmed to have COVID-19 shall be closed off until after cleaning and disinfection have been completed. Doors and windows shall be opened to increase air circulation. If more than seven days have passed since the person suspected or confirmed to have COVID-19 has entered the building, additional cleaning and disinfection are not necessary.

Nurses and school staff will be alert to the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19. Should any child be identified as possibly having this condition the parent/guardian will be notified, and a recommendation will be made that the child be referred for immediate follow up with a health care provider.

Should any student or staff member report testing positive for COVID-19, the school will notify the Nassau County Health Department for further guidance and determine next steps.

Return to School After Illness

All schools will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If the individual IS NOT diagnosed with COVID-19 by a health care provider they can return to school:

Once there is no fever, without the use of fever-reducing medicines and they have felt well for 24 hours:

If they were diagnosed with another condition and has a note from the health care provider that they can return to school.

If an individual IS diagnosed with COVID-19 by a health care provider they should not be at school and should stay at home until:

It has been at least 10 days since the individual first had symptoms:

It has been at least 3 days since the individual has had a fever (without using fever-reducing medicine); and

It has been at least 3 days since the individual's symptoms improved, including cough and shortness of breath.

COVID-19 Testing

The school district will not conduct COVID-19 testing or require antibody testing of students or staff members. That decision will be made by the individual's healthcare provider.

Contact Tracing

All schools will cooperate with any state and/or local contact tracing. In an effort to assist this process, the District will maintain accurate attendance records for students and staff, ensure student schedules are up to date, and keep a log of visitors. The District will not conduct the contact tracing activity.

Confidentiality of students and staff members will be maintained in accordance with federal and state laws and regulations.

School Closures - Cleaning and Disinfection

The District will work with the Nassau County Health Department to determine if a school should be closed in the event COVID-19 cases may be increasing in our region.

The District will follow CDC guidance for cleaning and disinfection in all schools. Normal evening cleaning activities using Environmental Protection Agency (EPA) approved disinfectants against COVID-19 will continue in all buildings with the following additional actions by our custodial staff:

Each room/area will be identified with a cleaning a disinfection frequency during the school day

A log shall be maintained to verify the cleaning frequency is being followed which includes the date, time and scope of cleaning

High touch areas will be cleaned more often. This includes tables, doorknobs, light switches, counters, reception areas, desks, phones, keyboards, bathrooms, and sinks. Custodial staff will perform this cleaning when students are not in the room.

Filters in all heating, ventilation, and air conditioning systems will be checked and replaced as necessary on a periodic basis. Windows and doors will be opened to increase airflow and ventilation as long as they do not create another safety concern. Fans will be provided on a limited basis to assist in air circulation for rooms which do not have a window or ventilation system.

School nursing staff have been provided with disposable wipes to aid in the cleaning and sanitizing of classroom shared materials and surfaces. These wipes will be made available to teaching staff upon request.

School nursing staff shall assist custodial staff in cleaning the health office by notifying them after each use of cots, bathroom, or other health office equipment that needs cleaning as necessary.

Safety Drills

All school buildings will continue to conduct the required evacuation and lockdown drills. These drills may be modified to minimize the risk of spreading infection and maintaining social distancing. Evacuation and lockdown modifications may include a staggered

schedule. However, all students must still receive training in these evacuation and lockdown drills.

In the event of an actual emergency, the number one priority is to get to safety and social distancing would not be the first priority.

FACILITIES

The District has considered all of its facilities in the determination of a reopening plan. Many classrooms are on the smaller side and cafeteria space is lacking in most of our elementary schools. In addition, the District must balance fire safety and security considerations along with the efforts to slow the spread of COVID-19 in order to minimize all risks to building occupants across a full range of potential concerns.

Requirements to Open

All schools in the District will follow all guidance related to health and safety including social distancing and cleaning of frequently touched spaces to prevent infection. Any space related changes will meet all building requirements.

Any changes or additions to school facilities will be submitted to the Office of Facilities Planning for review and approval.

No changes will be made to doorways or automatic door hold opens.

Fire Drills and Lockdown drills will continue to be conducted in accordance with State regulations. Any change in the evacuation drills will be incorporated in the Fire Safety Plans.

Building Condition Surveys and Visual Inspections will continue to be conducted in accordance with State regulations.

NYS DOH Lead-In-Water testing will continue as required by State regulations. Water systems will be run and purged in each school building to ensure clean and safe drinking water is provided upon reopening.

Means to Control Infection

The District continues to investigate options for maintaining social distancing and reducing the transmission of infection. Some of these considerations are as follows:

Managing time and staggering student schedules to limit congestion in classes and hallways

Leaving doors open to limit touching of handles and doorknobs

Partitions (SED authorized) to assist in areas where social distancing is difficult

Alcohol-based hand sanitizers will be supplied to all rooms to assist when handwashing facilities cannot be used

Providing six-foot tape markings in various locations where gatherings could occur such as the reception area and cafeteria serving lines

Space Utilization and Changes

Any space alterations considered to be implemented will be first submitted to the Office of Facilities Planning for review and approval. Any installation of movable partitions will first require submission to the Office of Facilities Planning for review and approval. Any changes to cafeterias, libraries, auditoriums, or gymnasiums will show floor plans with furniture layout, egress aisles, lighting, ventilation, and fire alarm coverage.

There are no anticipated space expansion considerations at this time. Should they be necessary for items such as portable classrooms, leased space, or tents, they will be submitted to the Office of Facilities Planning for review and approval.

Plumbing (Bathrooms, Drinking Water Facilities)

The number of toilet fixtures in School buildings cannot be reduced due to the number which must be available for occupant use. All individuals are expected to maintain social distancing to the extent possible in bathroom facilities and to wear a face covering when they cannot be socially distant.

Drinking fountains are a code requirement for school buildings. However, it is recommended that individuals take advantage of bottle filling stations which can be found in all school buildings.

Ventilation

All school buildings will maintain their ventilation systems as designed. Supplemental fresh air may be provided to certain locations by opening windows, doors, or through the use of fans to move the air in smaller rooms which may not have appropriate ventilation systems. Higher quality air filters are being reviewed and implemented in locations where it will not impact the designed airflow for heating and cooling of spaces. All ventilation systems will be provided with ongoing maintenance to ensure they are operating at maximum capacity.

CHILD NUTRITION

All school buildings will continue to operate their breakfast and lunch programs as in the past. In addition, school lunch will be made available to all students, regardless of their learning model, to ensure they have access to healthy meals. All activities will comply with the Child Nutrition Program requirements.

Requirements to Open

Students enrolled in all District schools will have access to school meals each day, whether in attendance at school or learning remotely. Students requiring meals while learning remotely will be directed by school lunch staff and building administration on how to acquire meals on days in which they are learning remotely.

All school buildings will continue to address all applicable health and safety guidelines.

All meals will continue to be provided in school cafeterias and protections for students with food allergies remain in effect.

An emphasis on hand hygiene will be provided in all school buildings through announcements to students by classroom teachers and administration. Students will be provided with time just prior to and just after eating to wash their hands with either soap and water or an alcohol-based hand sanitizer due to the availability of washroom space during a limited time. Sharing of food and beverages will be discouraged through periodic announcements.

Common areas for eating school lunch will be cleaned and disinfected prior to the next group of students using the same facility.

The District will comply with all Child Nutrition Program requirements.

Communications regarding the school lunch program and the need to perform hand hygiene will be provided in languages spoken by families through translation services when necessary or through website software when posted on the District website.

Other Considerations

Communications will continue regarding the school lunch program including postings on the District website regarding meal service, eligibility, and any changes in service.

Students will be reminded that meals are not free unless the student qualifies for free or reduced-price lunch and that while they may have received some free lunches during the shutdown period, those lunches are not free during normal school operations.

Families who have questions about their school's lunch operation should direct them to the main office in their building.

Families will be reminded of the availability of free and reduced-price meals if their individual circumstances have changed during the shutdown.

Safety and Sanitation

Cafeteria staff will review and update any standard operating procedures. Additional supplies, such as alcohol wipes and sanitizer have been provided to assist in maintaining a clean environment in the kitchen and cafeteria.

Barriers have been provided at the point of pickup/sale in the cafeterias.

Additional cleaning will be provided for high touch areas.

Disposable aprons and gloves will be provided.

Food Service Staff

All staff will be trained on the social distance protocols and any changes in service to maintain health and safety.

Contact Vendors and Suppliers

Cafeteria staff will review delivery procedures with all suppliers to ensure the safest way to handle deliveries. This will include a review of food supply chains to see if any changes to procurement are necessary. All suppliers must wear masks during their deliveries and go through a screening process if they will be entering the building.

USDA Waivers

The NYSED Office of Child Nutrition shall be notified upon a determination to utilize any of the available waivers for operations.

Meal Service

Food service plans shall be modified to account for the provision of services with the required social distancing and PPE requirements.

All meals will continue to meet meal pattern requirements with production records completed for each meal.

Meal counting will continue to be conducted for meals served outside the cafeteria. Daily logs will be maintained indicating the type of meal and the free or reduced-price status of the child.

Efforts will be made to utilize the online payment system.

Grab and go lunches will be increased to minimize congestion.

TRANSPORTATION

Transportation of students to school is a critical component of our reopening plan. All students who are eligible for transportation must be provided transportation during this pandemic. There will be obstacles with transportation such as social distancing on a school bus, the availability of funding, busses, and drivers to carry out our transportation needs.

Requirements to Open

The District will continue to provide transportation as mandated by NYS for all eligible students including homeless students, those in foster care, those with disabilities, and those that attend non-public schools and charter schools.

School Bus

All students who are able shall wear face coverings and socially distance on the bus to the extent possible.

All busses will be cleaned and disinfected each day. Drivers shall wipe down seats between each run.

Hand sanitizer will not be available on the school bus due to its combustible composition and drivers/aides will not carry personal bottles of hand sanitizer with them on the bus.

Wheelchair school busses will be configured to ensure social distancing of six feet.

Windows will be opened to provide additional fresh air flow when advisable.

School Bus Staff

Bus drivers and aides shall perform a self-health assessment screening each day prior to arriving at work. If any symptoms of COVID-19 are experienced, the employees will notify their employers, not report to work, and seek medical attention.

Bus drivers and aides shall wear face covering during their routes.

All transportation staff shall be trained on the proper use of PPE and the signs and symptoms of COVID-19.

The District shall provide necessary PPE as required for drivers and aides. Hand sanitizer shall be available in the transportation offices.

Drivers and aides who may have physical contact with students will be required to wear gloves.

All transportation staff should wash their hands just prior to and just after their routes.

Bus Students

Parents/guardians must ensure their children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees F or more prior to boarding the bus. An aide on the bus will take the temperature of every student prior to their boarding the bus by using a thermal scan non-contact device. Students registering a temperature of 100 degrees F or higher will not be allowed to board the bus.

Students must wear a face covering at all times while they are on the bus if they are physically able. Parents of students who are not capable of wearing a face covering for any reason must notify the bus staff so that accommodations can be made for the student during transportation. Students who do not come to the bus with a face covering will be provided with a face covering.

Students must maintain social distancing to the extent possible while on the bus.

Bus students will exit the bus in a socially distanced manner and enter schools through a designated entrance so that they will not have to have their temperature checked a second time. Students should, upon entering the school, either wash their hands with soap and water or utilize hand sanitizer available in the schools.

Siblings and students from the same household will be asked to sit together.

Students shall not eat/drink on the bus which requires the removal of face covering.

Bus Routing

The District shall continue to provide transportation to non-public, parochial, private, charter schools and students whose Individualized Education Plans have placed them out of District whose schools are meeting in person.

No students who are entitled to transportation under the law will be denied transportation.

MENTAL HEALTH AND SOCIAL EMOTIONAL WELLBEING

The recently released New York State Guidance laid out specific guidelines for developing District plans. A crosswalk of the guidance related to SEL/Mental Health was conducted.

The NYSED Mental Health/SEL Reopening Plan Priorities are listed below:

1. Addressing and Assessing increased social emotional needs and building capacity.
 - a. Student/Family Engagement
 - b. Trauma-Responsive Practices
 - c. SEL
 - d. Restorative practices
 - e. Fostering relationships
 - f. Screen Time
 - g. Access of families to resources
2. Importance of Clear communication with all stakeholders including students, parents, staff.
 - a. Leveraging community partnerships
 - b. Prioritizing SEL upon return
 - c. Ensuring Physical and Emotional Safety
3. Addressing Adults' Social Emotional needs before returning to school and on an ongoing basis.
 - a. System of support

The required elements of reopening plans are as follows:

1. Districtwide comprehensive School Counseling Plan reviewed to include current needs
2. Establishment of Advisory Council to advise plan
3. Address how the District will provide resources and referrals to address mental health, behavioral health, and emotional support services and programs
4. Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency as well as developing coping and resiliency skills for students faculty and staff.

Other Considerations for reopening plans follow:

1. Deepen understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.
2. Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.
3. Identify or build a team that will lead your implementation. Decide how students, staff, and family will contribute.

4. Determine how you will build upon existing strengths as a foundation for growth.
5. Examine opportunities to leverage community school strategies to support and sustain the work.
6. Leverage mental health and social emotional well-being strategies to support and sustain increased educational equity.
7. Leverage collaborative community partnerships to strengthen your initiatives.
8. Use data to identify SEL needs and incorporate strategies to meet those needs in the district's or school's comprehensive school counseling plan.
9. The district's or school's counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).
10. As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Questions related to this guidance may be directed to reopeningguidance@nysed.gov 67 should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.
11. Pupil personnel staff should develop or adopt a screening tool that, administered with parental consent and student assent, can assist the district or school with identifying the needs of returning students.
12. Once student needs are broadly and individually identified, tier 1, 2, and 3 activities and services can be developed or adopted to address those needs.

The MH/SEL Subcommittee was organized into the following Subcommittee Focus Areas/Task Groups. The task groups were asked to focus on the primary tasks listed below each title and come up with specific recommendations and action steps, which follow:

Assessment of Functioning

- 1. Identification of students at risk**
 - 2. Referral Process**
 - 3. Baseline Assessments**
- PPS and RISK team meetings will be held weekly at the Middle School and at SSHS during the 2020-2021 school year whether in remote or in-person status in order to identify and keep a careful eye on students at risk. Data regarding attendance, discipline, grades, and participation in remote learning will be collected by school counselors and reviewed at weekly meetings.
 - The District will track attendance, discipline, grade, and remote learning participation.
 - The District will administer a baseline mental health assessment to all students, grades 4-12. The protocol recommended is the PSC-17, the shorter version of the Pediatric Symptom Checklist, which should be administered using student iPads. If students are attending school in person, this assessment will be

administered during a class that all students are required to attend (Phys Ed, English, Social Studies). If in remote learning status, students will be assigned the assessment via google classroom.

- Order PSC-17 protocol
- Train staff
- Set schedule for administration of assessment

Student Support Crisis Response Teams

- 1. Review of Building Plans and Protocols**
- 2. Ensuring Trauma Informed Care**
- 3. Addressing Physical and Psychological Safety**

- District will review Crisis Response Plans on File in Central Office and share these plans with all staff members. These plans lay out the reporting and referral of mental health concerns and emergencies, during the school day, evenings, or on weekends. These plans should be reviewed to ensure students in a remote learning status are carefully monitored.
 - Dr. Leahy will gather and disseminate plans to all Principals and PPS staff, who will ensure all staff members have access and understand the plan contents.
- PPS and RISK team meetings will be held weekly at the Middle School and at SSHS during the 2020-2021 school year whether in remote or in-person status in order to identify and keep a careful eye on students at risk. Data regarding attendance, discipline, grades, and participation in remote learning will be collected by school counselors and reviewed at weekly meetings.
 - Determine means to track attendance, discipline, grade, and remote learning participation.
- If in remote status, the District will use teaching assistants to follow up with identified students and join all cluster meetings. All staff working with identified at risk students in a remote status will complete service logs to document this work.
- Elementary Schools will create “student of concern” meetings which will include social workers, psychologists, and Principals.
 - Discuss with Elementary School Principals
 - Determine means to track attendance, discipline, grade, and remote learning participation.
- District will maintain a Google document listing at risk students, which was created in June, 2020. The students on this list will be shared to ensure all staff members working with these students are aware of heightened concerns.
- District will create a short survey to conduct a SEL check-in for all students. (K, 1-5, and 6-12)
- District will create Kindergarten and sixth grade and continue existing ninth grade SEL push-in lessons.

- District PPS staff will schedule mental health check-ins when students return to school. If in remote status mental health staff will schedule mental health check-in of students, teachers and parents as needed
- District will create a quiet, meditative space for students who need a quiet moment in each building.
 - HS-Library already in place
 - MS-Quade outside nurse's office, space outside Intervention Office, or counseling office.
 - Elementary students will be told they can see the SW or Psych office.
- District will administer a SEL survey at incoming Kindergarten screening.
 - Use Deniz Cabas' google check in form.
- District will create resources for parents "tips for getting your child ready to return to school.
 - Include tips on changing sleeping patterns
 - Include tips on building resiliency and flexibility

Social Emotional Learning Curriculum

- 1. Review of current Mental Health and SEL curriculum**
- 2. Identification of gaps and additional programming**

- The District will identify essential skills necessary for students to navigate the effects of the pandemic, the return to school, and the possibility of having to return to a remote status. The topics covered with students will be dependent on in-person or remote learning status.
 - Topics identified if back in school building
 - Transitioning back to school-routine
 - Practicing physical distancing and personal space
 - Empathy and respecting feeling and experiences of others
 - Impulse control
 - Frustration tolerance
 - Resilience
 - Coping skills
 - Fear of illness or death of self or family member
 - Social responsibility
 - Self-awareness of fatigue
 - Topics identified to help students in remote learning status
 - Transitioning back to a remote learning environment
 - Organizing a productive work schedule
 - Being efficient and productive in a remote platform
 - Frustration tolerance
 - Resilience
 - Coping skills
 - Responsibility to follow schedules
 - Self-awareness of fatigue

- The District will implement SEL throughout the course of the school day as follows:
 - Elementary-daily morning meetings and weekly SEL lessons. If remote, these morning meetings will be live and interactive with classroom teachers.
 - If in remote learning status, teachers will be trained to use Google Classroom and Seesaw to effectively integrate SEL lessons into the curriculum.
- In order to create relationships between and across buildings, the District will create a Buddy program pairing high school and elementary students. High School counselors will match high school volunteers with Elementary School students identified by Elementary School Social Workers and School Counselor.
- During the first 3-4 days of the 2020-2021 school year, the District will make SEL topics, discussions, and push-in lessons a priority in order to ease students back into school routines and allow them to process the feeling they may be experiencing upon their return. This will be especially important if students are asked to continue remote learning. Priorities include:
 - If we return in person:
 - Establishing Expectations and Safety
 - Allowing students to process the closing of school.
 - Identifying who are the resources to go to
 - Recognizing and Coping with Feelings
 - If we return and then close again
 - Establishing Expectations and Safety
 - Allowing students to process the closing of school.
 - Identifying who are the resources to go to
 - Recognizing and Coping with Feelings
 - Zoom Etiquette
 - If we are remote
 - Establishing a Work Routine
 - Establishing Space for Learning
 - Coping with Frustration and Disappointment
 - Zoom Etiquette
- The District will incorporate existing Mindfulness training in morning meetings and social circles
- The District will incorporate the use of Librarians and STELLAR teachers in promoting SEL through identification of SEL videos, Books, Gonoodle activities, and existing Sanford Harmony lessons. If the District returns to remote learning, librarians and STELLAR teachers can be used to push into live classroom lessons using these resources.
- The District will make use of Advisory periods in the Middle School to promote SEL in live and remote status using the Second Steppe Program already in place.
- The District is concerned with the potential for increased use of drugs and alcohol amongst youth. Health teachers will address these concerns in

scheduled health classes (Middle and High School) and classroom health lessons in the Elementary Schools.

Identification of student supports

- 1. Clinic Staff**
 - 2. Identification of Trusted Adults**
 - 3. PPS Staff Role**
 - 4. School Counselor Functions-Grades/Discipline/College Prep**
- The District has conducted a thorough review of current student supports and means by which referral of students who are having issues are made by teachers, parents, or other students. Once referred, PPS staff assesses the need for school counseling or referral to outside providers if necessary.
 - The District PPS staff will meet with students in groups or individually and conduct parent meetings/phone calls.
 - The District will discuss changes to sixth and Ninth Grade orientations as needed. Current plans include dividing students into smaller groups for counselor introductions and or tours of buildings. Final plans for building orientations will be dependent on the status of COVID-19 infection rates and whether we return to school in person or remotely.
 - The District will identify the trusted adult relationships which currently exist for our students and determine if there are gaps in this area.
 - The District will Email/mail list of PPS staff and contact info. and collect student demographic info including student cell phone numbers.
 - The School Counselors will set up Google classrooms.
 - The District will create and send a Parent survey to identify current stressors related to COVID-19. School counselors will also meet with students to conduct needs assessment (paper or Google form). Counselors will meet with students based on responses.
- Questions will include:
- How was remote learning?
 - Do you have an adult to talk to?
 - What are your concerns coming back to school?
- If students are in a remote learning status, counselors will use office hours and remind app to communicate with students. They will also push into every remote English class and or use Google classroom to cover topics listed above, remotely.

Staff Support

1. Professional Development

2. Staff social emotional support

- The District will survey staff to assess what professional development they feel they need to deal with student mental health issues related to COVID-19.
- District will provide professional development to help teachers support students to include:
 - Provide teachers with language (scripts) on what to say to students regarding student fears and transition back to school
 - Provide staff with training in recognizing PTSD, ACE
 - Allowing instructional time for students to process feelings. If remote, include SEL check-in moments.
- The District will create a “resources at a glance” document for distribution to the community (digitally and hard copies)
- The District will identify sources of support for staff members using existing relationships at Northwell Health Systems and explore other professional organizations for support as well.

Parent/Family Support and Engagement

1. Distribution of Resources and Parent Communications

2. Parent Education

- District will work with existing behavioral health center clinic staff to schedule bi-weekly or monthly parent support groups/training if in a remote status.

CURRICULUM AND INSTRUCTION

School Schedules

The schools and District reopening plan describe the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling model. Currently, the district is planning for: in-person utilizing the traditional times and periods for the start and end times, for the hybrid schedule these same times and for fully remote a school day which begins at 9 am and ends at 3:30 pm with daily interactive lessons and engagement opportunities.

Attendance and Chronic Absenteeism

Each day whether in person or remote student attendance will be taken and recorded via PowerSchool. Those found to be chronically absent will be contacted by school officials be it teacher, guidance counselor, or principal.

Educational Neglect and Persons in Need of Supervision (PINS)

PINS mandates are in effect throughout the school year no matter the District approach to teaching and learning at any time.

Technology and Connectivity

The District will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence via survey. Any teacher or student that requires a device for remote learning will be provided one. Any teacher or student that does not have access to Wi-Fi will have access provided by the District.

The District will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in person, remote, and hybrid models.

Teaching and Learning

In order to have a continuity of learning for the 2020-2021 school year. The District plan prepares for in-person, remote, and hybrid models of instruction.

The District will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in-person, remote, and hybrid models.

Our schools and the District have an educational program that is aligned to the New York State Learning Standards regardless if instruction is delivered in-person, remotely, or in a hybrid model.

The District reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction

Equity must be at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, hybrid, or remote, due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities will be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

Students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information along with other important communications is accessible to all, available in multiple languages based on district need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

Academic Intervention Services

AIS services will continue as per the District's AIS plan whether in person, hybrid, or remote model of instruction.

ELL Bilingual Education and World Languages

Each Rockville Centre School which reopens using in-person, hybrid or remote instruction will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

The District will provide required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

The District will maintain regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

Grading

The grading policy will remain as is and be consistent for all three reopening models.

Assessment

Assessments be they formative or summative will be the same for all three plans.
Report cards will remain as is.

Athletics and Extracurricular Activities

Athletics will be dependent upon New York State Public High School Athletic Association (NYSPHSAA). All other extracurricular activities will be postponed until further notice.

Teacher and Principal Evaluation System (Education Law 3012-D/APPR)

APPR stays in effect as currently negotiated unless waived by NYSED regulation or Executive Order by NYS Governor

SPECIAL EDUCATION

The recently released New York State Guidance laid out specific guidelines for developing District plans. A crosswalk of the guidance related to Special Education and other PPS related matters was conducted.

The required elements of reopening plans are as follows:

1. Reopening plan must address provision of FAPE whether instruction is in person, remote or hybrid.
2. Plan must address meaningful communication with parents provision of services as required by IDEA.
3. Plan must address collaboration between CPSE/CSE and providers to ensure understanding of provision of services as recommended and plans to monitor progress and share resources.
4. Plan must lay out assurances that student will have access to modifications, accommodations, program supports, supplementary aides, and technology to meet unique disability related needs of students.
5. Plan must include ways in which the services will be documented and communicated to parents.

Other Considerations for reopening plans follow:

1. Plan must include contingency plans for remote learning needs in the event of intermittent or extended school closures.
2. Plan makes in-person services a priority for high needs students.

The NYSED Special Education Reopening Plan Priorities for special education related matters are listed below along with District plans to address these priorities:

Least Restrictive Environment (LRE)

The District will ensure that students with disabilities will have equal access to all instructional programs based on their individual needs. The District will ensure that while students are receiving in-person instruction students receiving special education services will receive such instruction with their non-disabled peers consistent with their IEP.

LRE Documentation

The Rockville Centre School District is working with administrators, teachers, Board of Education Members, and parents to plan for the reopening of schools and to make determinations about how students with disabilities will receive access to the LRE.

Included in that planning is the establishment of protocols to assess functioning, review IEP goals, monitor those goals, and document all services.

Documentation of Services

- CSE decisions are documented in individual IEPs.
- Services will be provided as per the mandates of the individual IEP and written logs of this service will be required throughout any period of remote instruction (hybrid or full time remote).

District Plan to Assess Functioning

- At the beginning of the 2020-2021 school year, after a short period of transition, every SWD will be assessed to establish academic functioning. Both literacy and numeracy skills will be measured. Decisions regarding which protocols will be administered to students will depend on age, disability status and programming.
 - Running records
 - QRI
 - LLI Benchmark assessments
 - Academic Achievement testing subtests
 - NWEA

The District will use per-diem psychologists to help administer these assessments where possible so as to allow teachers and PPS staff to continue to provide instruction and support.

District Plan to Review Goals

- Special education teachers establish progress monitoring goals on an annual basis and will do so in the same manner during the 2020-2021 school year. Goals, as currently written on student IEPs will remain until teachers are able to monitor progress on these goals for at least two months. If goals are deemed to be inappropriate (unattainable in one year) teachers will request a review of these goals at CSE meetings or through amendment no meeting. The review of goals written during the annual review season in 2020) is essential to ensure targeted, specialized instruction is made available to students in their specific areas of need.

IEP Implementation

The District will replicate the services, programs, modifications and supports of each student's IEP to the greatest extent possible whether instruction is provided in person or remotely.

Programs

Related Services

Federal and State guidance has and continues to allow for flexibility with respect to IEP implementation in the delivery of services during school closures due to the COVID-19 outbreak. This applies to programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

ESY: During the summer months, ESY related services are offered in-person or remotely as mutually agreed upon by the related service provider and parent. These services have been provided at Hewitt Elementary School. All services are provided as per the student's IEP.

Academic School Year: The provision of related services will replicate the student's IEP to the greatest extent possible. Services will be provided in both in-person and remote modalities, depending on the availability of the student to the provider.

The District will implement the following:

1. All related service providers (speech language teachers, occupational and physical therapists, counselors, vision teacher, teacher of the deaf and hard of hearing) will provide services in their home school assignments. (The exception to this will be in the case of providers with documented medical conditions requiring workplace accommodations, including working remotely). If a child is in the school building, the service will be provided in person. If a child is in a remote learning status, the service will be provided online.
2. Group therapy sessions will be conducted in ventilated rooms where social distancing measures can be implemented. Masks will be worn unless not tolerated by children due to medical or emotional conditions. All related service providers will be provided with clear masks and face shields. Groups will be scheduled with consideration for keeping the same children together whenever possible. Hand sanitizers and sanitizing cloths will be made available to all therapists so that any materials used by students can be immediately sanitized.
3. The Rockville Centre School Speech teachers attended training this summer to develop effective and creative remote learning opportunities for students, should that need continue.
4. Related service providers are encouraged to schedule sessions in outside areas as weather and space allows.
5. Related Service providers will document all services provided in-service logs created for each child. This documentation will be uploaded to the Frontline Direct document repository by the related service provider.
6. Related service providers will continue to monitor individual progress toward IEP goals whether providing services online or remotely.

Provision of Services

The School District will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, the District may not be able to provide all services in the same manner typically provided. The District's final decisions regarding instruction (in-person and remote) will advise decisions regarding the provision of special education programs and services. The District planning is based on state guidance including the Office of Special Education's March 27, 2020 and April 27, 2020 guidance documents. The District is carefully weighing the specific and unique learning needs of students with disabilities in their decisions.

Specific plans regarding the provision of services include:

Self-Contained Special Classes

12:1:1 (Pathways)

12:1:2 (CORE Primary/Intermediate/Middle School/High School)

8:1:2 (RISE Primary/Intermediate)

1. If in-person, staff will socially distance children according to guidance. Protocol attached.
2. Students in the high school CORE program who are eligible to participate in job training will be assigned limited job sites until January 2021. Students will be scheduled for in school job shadowing opportunities, vocational training, or electives as needed.
3. Students will be separated into classes with no more than 12 students per room at any time. When possible, class sizes will be reduced further by using small group instructional spaces or common areas which may be subdivided.
4. The District will consider additional staffing to facilitate social distancing of students who need more intensive supervision to appropriately social distance
5. The Rockville Centre School District will consider other scheduling and programming options to maximize opportunities for providing substantive and meaningful instruction whether in an in-person or remote status. These include:
 - a. Shortened school day
 - b. Implement commercial online programming
 - c. Additional PPE...plastic barriers, gowns
 - d. Speech kept remote and facilitated to prevent student cross contamination? or push in speech services

Integrated Co-Teaching

Students in integrated co-teaching will receive academic enrichment special class instruction daily as per their IEP.

Students assigned to the integrated co-teaching classes will attend classes according to the district plan. They will be in a remote status when their classes are remote and in-person when their classes are in the buildings.

The District will offer facilitated remote learning for students assigned to integrated co-teaching programs.

- Space in school buildings, if available, will be identified for facilitated remote learning. This space must be able to accommodate requisite social distancing. Children will be expected to wear masks.
- District will explore opportunities for community learning centers to facilitate remote learning for SWD in integrated co-teaching programs.

Resource Rooms

Students who receive Resource Room services will be scheduled to be in-person on the same days so as to receive their resource room services in-person and remotely as a group. Resource room services will be provided according to IEP mandates.

Consultant Teacher

Consultant teaching services will be provided in person when students are in the building and remotely if students are learning remotely.

- Consultant teachers will be required to check in with their students weekly (these meetings must be scheduled and can be scheduled in groups). These meetings must be documented.
- In addition, consultant teachers will be required to join one of the consultant student's classes three times per week.

Out of District Students Parentally Placed

Students placed in out of District private settings by parents will receive special education supports and services as per their IEPs and private school allowances.

Progress Monitoring

Rockville Centre teachers and related services providers will continue to collect data and use data to monitor students' progress toward the annual goals and to evaluate the effectiveness of the student's special education services.

Rockville Centre teachers and related services will evaluate student progress for up to two months in order to understand levels of academic achievement and functional performance, and for determining whether, and to what extent the school closures may have disrupted the student's learning. In case monitoring of goals is deemed to be inappropriate (unattainable in one year) teachers will request a review of these goals at CSE meetings or through amendment no meeting.

Teachers and Related service providers will continue to frequently monitor progress on goals. Reports of progress to parents will be made via telephone at least every other week. Reports of progress will be made when the Committee on Special Education convenes for a program review, requested review, parent request or annual review. Further, electronic reports will be sent to the parent/guardian at the same time report cards are sent to families. In the elementary schools, reports will be sent three times and middle school and high school students will receive progress reports four times a year.

Best Practice for Contingency Plans

In March 2020, NYSED provided guidance in conformance with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, District CPSE/CSE have been asked to and will prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.

Compensatory Services

The District recognizes that students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance. In these circumstances, the CSE/CPSE will make an individualized determination whether and to what extent compensatory services are to be provided once school reopens and how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year. Compensatory services will not be based on the amount of service time lost (if any) but rather the effect (if any) on individual students. Compensatory services, if needed individually, might include:

- Before and After School Intervention
- Related Services outside the School Day
- Home Services

The District will consider universally implemented programmatic interventions including academic interventions before and after school, facilitated learning centers, and related services outside the school day.

IEP Implementation Documentation

The District will continue to review how we will process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction.

•During the Spring 2020 closure due to COVID-19, the District required all special education teachers and related service providers to document all remote services and program support in service logs. At the conclusion of the 20-21 school year, all teachers and providers were required to upload this documentation to the document repository in Frontline Direct. This documentation is available to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.

•As described above, the District is planning to administer formative assessments and monitor student progress on an ongoing basis. This progress will be documented and maintained and will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication.

•The District will also maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.

•The District will document the ongoing provision of compensatory services to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE, and other relevant parties, in their preferred language or mode of communication.

Child Find

The Rockville Centre School District understands its responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

Referral

The district will continue all practices of child find and take into consideration all factors that may have influenced the student's progress during school closure due to COVID-19.

Before referring a student to special education, multi-disciplinary teams will review previous functioning (Instructional Teams). The educational team will collect previous observations, functioning levels, interventions, and academic levels. The multi-disciplinary team will consider what educational supports students received and the impact of the school closures to rule out a referral that may be unwarranted. Before referring a student to special education the district will arrange a meeting with the parent/guardian to discuss concerns, the district will consider Response To Intervention RTI measures in tiers for additional support.

If the district suspects a disability, the team will refer the student to special education. The team will obtain parental consent. All referrals to the committee will be in writing. Referrals will continue to be student specific including at least a social history, psychoeducational evaluation, classroom observation, results of physical, and any other area of concern (e.g., behavioral for Functional Behavior Analysis, Speech and Language Evaluation, Occupational Therapy, Physical Therapy, Vision, Hearing, etc.) Social History will include questions pertaining to COVID-19 impact on the family/student (e.g., loss of a family member, physical health, mental health, employment considerations, etc.)

All parent referrals and requests for referrals by school staff will be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Initial Evaluation/Reevaluation

The district is conducting in-person evaluations in a dedicated testing center designed to follow all CDC guidelines. Individual testing of students by multidisciplinary teams will meet individually with students to conduct evaluations. A district psychologist will be evaluating students and social workers will complete social histories. Additional testing in related services areas will be scheduled individually with the student. In case instruction is in-person, evaluations will be conducted at each school building; elementary, middle school and high school. Evaluations will be conducted by each school dedicated multidisciplinary team.

The district is utilizing technology to assess students with reduced contact and to minimize contamination of testing kits, supplies, and equipment. The district is utilizing Pearson's Q-Interactive, an iPad based testing system that can help administer and score ability and achievement, executive function, speech, and language, etc. The

district will purchase additional technology-based testing moving forward. In the case of remote instruction and complete lockdown (when no in-person evaluations can continue) it is expected that technology may assist with remote testing.

The educational support teams, psychologists, and principals of schools will continue to monitor students that may require additional evaluations.

The district addressed the backlog of evaluations by evaluating the students who required testing before the pandemic school closures. The district will continue to utilize district staff for evaluations as well as contracted per diem evaluators or other contracted related services providers to help with the proper evaluations of all students in a timely manner.

The district will continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Eligibility Determination/Annual Review Meetings

The District will continue to follow procedures and expectations for CPSEs/CSEs to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. During the 20-21 school year, CPSE/CSE meetings will be held via Google Meet for full and safe participation of all members including educational teams, parents/guardians, and outside providers.

Communication/Coordination

Ensuring clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. The Rockville Centre School District will collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

Meaningful Outreach and Engagement with Parents of Students with Disabilities

Updates on Special Education programs and protocols during any COVID-19 related closure or change in school schedule will continue during the 2020-2021 school year. The District will make every effort to inform parents of SWD regarding the identification, evaluation, educational placement, and the provision of FAPE to their child. Whether special education programs and services are provided in-person, remotely, or through a hybrid model, effective communication between Rockville Centre teachers and related service providers will include:

- Providing information on the provision of services according to the student's IEP
- Progress monitoring of IEP goals
- Procedural Safeguards

- Prior Written Notices provided in a timely manner before a change in the identification, evaluation, educational placement or provision of FAPE to their child.

Communication with parents will be provided in their preferred language or mode of communication. Efforts to communicate with parents will be documented in the Frontline Direct communication log.

Prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and tele-practice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement. If, however, based on current circumstances, revisions or additions to a student's IEP need be made to continue to meet the student's needs while school is closed due to COVID-19, such changes must be made by the CPSE/CSE at a meeting or through a written agreement with the parent to amend the IEP without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).

Partnership and Collaboration to Reflect All Settings Where Students are Served

The diverse educational needs of students with disabilities are reflected through the continuum of services that are provided in a variety of settings. As school districts are ultimately responsible for the provision of FAPE, frequent opportunities to interact with representatives from all applicable school settings will best facilitate the collective review of effective service delivery and student progress monitoring. For Rockville Centre resident students who are receiving special education programs and services in a charter school, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county, the district will conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.

Rockville Centre CSE will continue to maintain frequent communication with all out of district schools to collaborate plans and ensure aligned plans to allow for IEP implementation and for attendance and ascertain that all students have proper access to technology and transportation.

The district CSE will follow up with parents and families in out of district placements as needed or on a regular basis (at least monthly email) to ascertain that the students are engaged in learning and receiving the mandates of the IEP.

For those special education programs and services delivered via a contract with Rockville Centre schools, the provision of instruction and related services must continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities are communicated to the CSE for purposes of developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements.

Successful and continued partnerships between program providers and school districts will reflect coordinated efforts necessary to best respond to student needs.

Accommodations and Modifications

Rockville Centre District Committee on Special Education teams will review instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. With a plan to return to school all accommodations and modifications will be carried out as stated on the IEPs. Designated testing centers will be utilized by students to receive testing accommodations. Protocols for health and safety guidelines will be implemented in the testing center. In case of remote instruction or hybrid model special education teachers and teacher assistants will require training in establishing accommodations and modifications that are parallel to the one written on the IEP and accessible remotely following teacher direction. In the case of remote instruction, students will receive accommodations or alterations in the way tasks and/or assignments are presented to every extent possible within the Google Classroom or in breakout sessions with the special education teacher or teacher assistant. Students will receive accommodations and modifications in remote instruction in small groups with the support of the special education teacher or teacher assistant. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Supplementary Aids and Services

Supplementary aids and services mean aids, services, and other supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment. Rockville Centre will continue to ensure students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.

The district will continue providing support of supplementary aids and services in educational settings or other-related settings to enable students with disabilities to be educated with nondisabled students to the extent appropriate in accordance with the least restrictive environment and based on individual IEPs.

Integrated co-teaching classes will continue to be supported by a teacher assistant

Special classes will continue to have the support of at least one teacher assistant and one aide.

The district will ensure that students with disabilities will continue to have access to supplementary aids and services as indicated on their IEPs and as recommended by their teams.

Aides will continue working with students in their classrooms, as indicated on their IEPs. Aides for instruction or for behavioral support, or for the purpose of including students in the mainstream will continue to address students' needs.

The district will ensure training for all aides and teacher assistants

The district will provide protective gear for aides and teacher assistants including masks and gloves. Additional gear may be required.

In case of remote instruction - teacher assistants or instructional aides will be guided by the special education teacher to work with students individually or in small groups in the Google Classrooms.

Technology

Rockville Centre is contracted with an assistive technology expert to support teachers, families, and students by providing students with disabilities assistive technology that is used to increase, maintain, or improve their functional capabilities. All special education teachers will contact the district assistive technology consultant in case of difficulty with student technology and any accompanying programs. For in-person instruction, the Assistive Technology provider will service students per the mandate of the IEP.

- Parents and families will turn to the Special Education teacher for additional concerns regarding AT or device. In the case the concern is not resolved, the special education teacher will contact the provider for additional assistance.

- Training - Assistive Technology provider will work with educational teams via Google Meet to provide support and guidance.
- In-person assistive technology evaluations per the recommendations of the CSE

In case of remote instruction:

- Assistive Technology provider will service students per the mandate of the IEP
- Training for families of students with AT consult will resume online with Google Meet
- Training for educators of students who have students with AT service will be set up at least according to the mandate of the IEP and per the request of the teacher.
- Parents and families will turn to the Special Education teacher for additional concerns regarding AT or devices. In the case the concern is not resolved, the special education teacher will contact the assistive technology provider for additional assistance.

BUDGET AND FISCAL MATTERS

The National, State and Local economies have all been drastically impacted by the coronavirus pandemic and the business shutdowns that resulted. It is unknown whether or when the economy will recover. It is important to note that NYS Government operations, including budgets for state aid, are dependent on many revenue sources including those impacted by the pandemic including personal income tax, sales tax, and corporate taxes.

The School District is keeping a close watch on finances and preparing for the possibility of cuts in state aid funding. The shutdown at the end of the 19/20 school year allowed the District to curtail spending in a number of areas which will be utilized to increase the District's fund balance in an effort to prepare for the possibility of these cuts and put the District in a healthier financial position. Any use of fund balance for the 20/21 school year must be planned to also mitigate future aid cuts and must not be exhausted within a single year.

In the 20/21 Enacted State Budget, there was a reduction in state funded aid that was offset by emergency federal funds through the Coronavirus Aid, Relief and Economic Security (CARES) Act. While the District will receive less in state aid, it will be able to apply for the shortfall through the CARES Act. This CARES Act funding also requires a portion of the funding to be used for equitable services in non-public schools.

There is also the possibility of further mid-year cuts in state aid due to reduced revenues being recognized by the State. Unless there is corresponding additional federal funding authorized, our projected state aid figures are not stable and could be compromised. The District is prepared to address this possibility through fund balance reserves and planned spending holds during the 20/21 school year.

The District shall continue to consistently report the 180 Day Calendar for enrollment and attendance purposes which are used to generate state aid. The District must continue to maintain 180 school days of instruction in order to generate fully authorized state aid unless a situation arises in which the State waives the 180 day requirements.

The District commends the State for looking to possibly enact policy changes which would allow flexibility in certain regulations such as the use of reserve funds, the adoption of transportation contracts, the use of shared services and BOCES purchases of PPE and the ability to transfer funds to equipment budget lines to address equipment purchases to address COVID-19 issues.

The District depends on the Town of Hempstead and Nassau County to collect and distribute tax receipts. While there were some slight delays in these payments in the

Spring of 2020, all receipts were received and we do not anticipate the Town or County withholding any of these funds for the 20/21 school year.

The District will continue to provide the required state aid reporting on a timely basis.

Charter School payments will continue as required by State Law.