

RETURN TO LEARNING

2020-2021

GREAT NECK PUBLIC SCHOOLS
2020-2021 Reopening Plan

Submitted to the New York State Education Department



GREAT NECK PUBLIC SCHOOLS
Where Discovery Leads to Greatness

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INTRODUCTION

The Great Neck Public Schools is committed to delivering an outstanding educational program that supports the academic, social, and emotional growth of all students in a safe learning environment. Safety has always been the number one priority of our district, and our focus on health and safety is even stronger in light of the current COVID-19 pandemic.

Our school buildings have been closed to students since the issuance of Governor Andrew Cuomo's Executive Order in March. On July 13, Gov. Cuomo announced that school districts in New York can follow plans to reopen for in-school instruction in September if COVID-19 infection rates stay at 5% or lower in a given region. Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues.

As we prepare to return to learning in September, this plan outlines the considerations that our district will address in order to reopen schools and sustain their safe operation. The development of this plan was guided by and grounded in the following guiding principles:

- Designed with everyone's safety in mind;
- Delivers equity and equal access to educational excellence for all students;
- Consistent with best practices;
- Meets the unique academic, social, and emotional needs of all learners;
- Practical and manageable to implement; and
- Predictable and sustainable over an extended period of time.

We have developed a plan that intends to ensure that students and staff feel comfortable and safe returning to school buildings. It is aligned with regulations set forth by the New York State Education Department (NYSED), and guidance from the New York State Department of Health (NYSDOH) and the Centers for Disease Control and Prevention (CDC). In addition to recommendations from education and health experts, the district also solicited input from stakeholders across our school community to drive the development of our plan.

This past spring, the district established a School Reopening Advisory Committee and five subcommittees to evaluate potential scenarios for the delivery of instruction for the 2020-21 school year. More than 100 individuals representing stakeholders across our school community dedicated countless hours to evaluate the needs of our community, review guidelines, discuss options for the safe delivery of instruction, and offer valuable recommendations for the start of the new school year. As a result of their contributions, our district has a comprehensive plan that addresses concerns and presents strategies in support of a safe return to learning for September.

Recommendations from state health and education officials will remain at the forefront of decision making as we move to open our schools. This reopening plan is fluid and will change as necessary. We recognize that regional changes in infection rates and new directives from the Governor may result in the need to alternate between in-school and remote learning throughout the year, and plans are in place to support a smooth transition between modes of instruction if needed.

Dr. Joseph Hickey, Assistant Superintendent for Special Education and Pupil Services (441-4970), has been designated as the district's COVID-19 Safety Coordinator. Dr. Hickey will serve as a central contact for schools and the Nassau County Department of Health, stakeholders, families, staff, and other community members, to ensure the district is in compliance and following the best practices per state and federal guidelines.

We strongly believe that the services described throughout this plan are in the best interests of our students, families, staff, and the entire school community. We will continue to closely monitor developments related to COVID-19 and communicate updates to our school community.

Content Outline

- Communication/Family and Community Engagement
- Health and Safety
- Facilities
- Building Practices
- Child Nutrition
- Transportation
- Social Emotional Well-Being
- Attendance
- Technology and Connectivity
- Teaching and Learning
- Special Education
- English as a New Language (ENL)
- Teacher and Principal Evaluation System
- Teacher Certification



COMMUNICATION/FAMILY & COMMUNITY ENGAGEMENT PLAN

Summary

Throughout the development of the Great Neck Public Schools reopening plan, the District sought input from stakeholders, including administrators, faculty, staff, students, parents/guardians, health professionals, law enforcement, and board of education members. Engagement efforts included surveys and stakeholder representation on various subcommittees of the District's School Reopening Advisory Committee. The plan is available to all stakeholders via the GNPS website at www.greatneck.k12.ny.us/reopeningplan, and it will be updated throughout the school year, as necessary, to respond to local circumstances.

The District has developed a plan for communicating all necessary information to the school community, including staff, parents/guardians, students, and other key audiences, using existing communication channels as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements, and options related to school operations throughout the pandemic.

Topics

1. Stakeholder Engagement

- a. School Reopening Advisory Committee - The district established a School Reopening Advisory Committee in May 2020 to help guide a safe and measured reopening of school for September. The Committee convened in late May to begin the process of looking at the potential scenarios for the delivery of instruction for the 2020-21 school year.
- b. Subcommittees - Five subcommittees were created in early June 2020 to assist the School Reopening Advisory Committee, each with a particular area of focus for the final overall reopening plan. More than 100 individuals representing stakeholders from all sectors of the school community were involved in the work of the School Reopening Advisory Committee and the subcommittees, including:
 - i. Central administrators (superintendents and directors)
 - ii. Building administrators (elementary and secondary)
 - iii. Teachers (Pre-K–12)
 - iv. Building and Grounds supervisors
 - v. Building custodians (elementary and secondary)
 - vi. Transportation dispatchers
 - vii. Technology staff developers
 - viii. District physician
 - ix. School nurses (elementary and secondary)
 - x. Psychiatrist, psychologists, and social workers
 - xi. Paraprofessionals

- xii. Office staff
 - xiii. Support staff
 - xiv. Law enforcement
 - xv. Parents
 - xvi. Board of Education trustees
- c. Surveys - Committee and subcommittee members reviewed survey feedback provided by students, teachers, and parents to help inform their recommendations for the reopening plan.

2. Communication Plan

- a. Communication Goals
 - i. Involve and engage stakeholders in the development and rollout of the district's reopening plan.
 - ii. Provide key audiences with consistent information through instructions, training, signage, a reopening web page, emails and other existing communication channels.
 - iii. Provide students and staff with training and materials about how to follow COVID-19 protocols safely and correctly based on guidance from the Centers of Disease Controls (CDC) and Department of Health (DOH), including social distancing, wearing face coverings, handwashing hygiene, and respiratory hygiene.
 - iv. Use regular written and verbal communications to encourage all students, faculty, staff, and visitors to adhere to CDC and DOH guidelines regarding the use of personal protective equipment (PPE) when safe social distancing cannot be maintained.
 - v. Develop communications that are available in the language(s) spoken at home throughout the school community, and accessible to those with visual and/or hearing impairments.
- b. Audiences
 - i. Internal Audiences
 - 1. Staff
 - 2. Faculty
 - 3. Administrators
 - 4. Board of Education
 - 5. Union leadership
 - ii. External Audiences
 - 1. Students
 - 2. Parents/Guardians
 - 3. Community Organizations
 - 4. Taxpayers
 - 5. External Partners
 - 6. Vendors
 - 7. Media
 - 8. State Education Department
 - 9. State and Local Health Authorities

- c. Communication Channels
 - i. District Website
 - ii. Blackboard Mass Notification/ParentLink (automated call and text system)
 - iii. Email
 - iv. Telephone Calls (specific audience)
 - v. Social Media
 - vi. GNPS/TV (internal closed-circuit channels and public access TV stations)
 - vii. Surveys
 - viii. Web-based Meetings and Live Streams (Zoom, Google Meets)
 - ix. Internal Communications (supervisor to staff, teacher to student)
 - x. Signage
 - xi. Media
 - xii. Postal Mail
- d. Coordinated Communications Process
 - i. All communication regarding the Great Neck Public Schools reopening and contingency planning will be posted on the district website at www.greatneck.k12.ny.us/reopening. The website will be the main source for accurate, updated information.
 - ii. Other communications channels will be used to point audiences to the website when updates are announced. It is important that all updates be posted to the website, as this allows for instant translation into other languages (using the website Google Translate) and ensures accessibility for those with visual and/or hearing impairments.
 - iii. When communicating with staff, students, and parents/guardians, communications will be translated into other languages as necessary and practicable. This may require a staggered release — first in English, followed by other languages when the translations are available.
- e. Strategies and Tactics
 - i. The district will utilize various strategies and tactics to meet communication goals. A sampling of these strategies include:
 - 1. Establishing the School Reopening Advisory Committee and subcommittees to guide the development of the reopening plan.
 - 2. Inviting stakeholders to serve on subcommittees to prepare recommendations for the reopening plan.
 - 3. Surveying stakeholders to gain input and feedback.
 - 4. Creating a dedicated web page on the district website to serve as a central hub for information regarding the reopening of schools for the 2020-21 school year.
 - 5. Promoting the availability of information on district website so stakeholders know where to look for accurate and timely information.
 - 6. Posting the reopening plan directly on the district website to ensure immediate translation, as well as accessibility for the visual and hearing impaired.

7. Communicating regularly with stakeholders using various channels to provide updates leading up to the opening of school and throughout the school year.
 8. Preparing and providing continuous training to ensure staff, students, and their families are taught and re-taught new expectations related to public health policies and protocols. Methods of delivery may include instructional videos, printed materials, websites, in-person trainings and demonstrations, infographics, and signage.
 9. Developing or reproducing signage, including posters, signs, wall/floor decals, to remind students, faculty, staff, and visitors to adhere to health and safety protocols and recommendations, especially the proper use of PPE, acceptable face coverings and requirements related to their wear, hand washing, respiratory hygiene, and social distancing instructions.
- f. Evaluation
- i. The effectiveness of this communication plan will be measured periodically using key metrics. Results of the evaluations will be used to improve upon the plan for ongoing communication with the school community.



HEALTH & SAFETY

Summary

The health and safety of our students and staff is paramount. Health and safety considerations are a priority in every decision made and every action taken by the District. Schools have an important role to play in educating and communicating with our community about everyday preventive actions that can be taken to prevent the spread of COVID-19. Prevention is accomplished by following the recommendations from the New York State Department of Health (DOH) and the Center of Disease Control and Prevention (CDC) in the following areas: health checks; healthy hygiene practices, social distancing, use of personal protective equipment (PPE) and face coverings; the management of ill persons; and cleaning and disinfection.

Topics

1. Safety and Security

- a. Daily temperature screenings of all students and staff, along with a daily screening questionnaires for faculty and staff is required.
- b. Staff or students with a temperature, signs of illness and/or a positive response to the questionnaire must be sent directly to a dedicated quarantine room where students are supervised, prior to being picked up or otherwise sent home.
- c. Staff will be trained regarding the enforcement of social distancing.
- d. The District Safety Plan has been revised to include pandemic response.
- e. Hygiene and etiquette expectations have been developed.
- f. Create messaging for parents regarding the prevention of the flu and COVID spread.

2. Building Physical Modifications

- a. Direct hallway traffic in one direction only to reduce congestion.
- b. Use of visual aids (e.g., painter's tape and traffic cones) to cue appropriate social distancing.
- c. Hand washing and/or sanitizing stations readily available in classrooms.
- d. Stagger arrival and dismissal times.
- e. New and revised policies should be in place (as needed) and communicated externally and internally (e.g., travel, events, external use of facilities, visitors, etc.).
- f. Temperature scanning at the school building main entrance for students and visitors.
- g. Staff must conduct a GNPS-approved self assessment daily before arrival to their work location.
- h. Allow staff to enter and exit buildings through multiple entry / exit points (with card readers).
- i. High school students will temporarily remove masks upon entry at the main entrance for security screening.
- j. Only essential personnel will be allowed entry into buildings.
- k. Students requiring pick-up during the day should be brought outside to a guardian.

- l. If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, then face coverings are required. Physical guides, such as tape on floors and signs on walls, help ensure that staff and students remain at least six feet apart in lines and at other times.
- m. Signage around school buildings to promote respiratory and hand hygiene (e.g. GCN Training slides, TV75, Smart Boards).
- n. Use of facilities by outside groups is restricted.
- o. Fire (evacuation) drills and lockdown drills are required as per Education Law requirement.

3. Building Entry Procedures

- a. Masks required to enter buildings.
- b. Use of hand sanitizer station upon entry to building.
- c. Limit unnecessary visitors into the building.

4. Acceptable Masks

- a. Surgical masks - ASTM Level 1 or above (preferred).
- b. Form-fitting cloth mask – two layers of material.
- c. N-95 masks with valves are permitted for designated staff members (nurses and teachers in self contained classes where students are not able to wear a mask).
- d. Masks must fully cover both the NOSE and the MOUTH at all times.
- e. Availability of N95 face mask, face shield, gown, gloves for all nursing staff and self-contained special education staff.

5. Student Masks

- a. The UPTC and PTOs will research obtaining compliant cloth masks with school logos.
- b. Disposable ear-loop ear face masks will be available for students without a mask.

6. Nurses' Offices

- a. Medical evaluations should be performed in a separate evaluation room (not in the Nurses' office space).
- b. Rooms will be disinfected and cleaned in between evaluations.
- c. Students with any COVID-19 symptoms and/or a temperature of 100 degrees and above must be sent home.

7. Ventilation Requirements for Nurses' Offices and Evaluation Rooms

- a. HEPA air purifier ("Blue Air" brand) and MERV-rated filters.
- b. Purchase largest machine possible to increase the air exchange.

8. Nurses Office Traffic Flow Management

- a. Students waiting to see the nurse must wait in physically (socially) distanced chairs in the hallway outside the nurse's office. This practice may vary from building to building based upon layout and location of the office.

9. Pickup Policies if a Student is being Sent Home

- a. Elementary School - A staff member will bring the student to the building exit for parent pick-up.
- b. Secondary School - A staff member will bring the student to the building exit. Student will be instructed to meet parent outside of building.
- c. The healthcare provider must fill out a form prior to a student's return to school.

10. Increased Daily Nursing Staffing

- a. The District will hire additional substitute nurses.
- b. Increase working hours of part-time nursing staff.

11. Absence Screening and Absence Tracking

- a. To be done by nurses.
- b. Nurses to track and notify Dr. Joseph Hickey (the Safety Coordinator) of any clusters and/or spikes in illnesses.
- c. District will confer with the Department of Health (DOH) if clusters and/or spikes occur.

12. Return to School Policies for Staff and Students (with and without a positive test)

- a. Requires a medical clearance note to return to school.

13. Notification of Positive COVID-19 Cases to DOH

- a. Request that parents and staff notify the District of a confirmed COVID-19 test.
- b. If there is a positive COVID-19 case within any of our schools, the District will confer with the DOH.
- c. Nurses must track cases within their buildings and report any positive cases to Dr. Hickey.

14. Disincentivize Students from Coming to School Sick in Order to Decrease Exposure to Students and Staff

- a. Medical clearance from a doctor is required for students to return to school.
- b. Accommodations will be made for making up missed assignments or exams.

15. Communicating with Parents Regarding Preparations Necessary for Return to School

- a. Update immunizations letter and send to parents.
- b. Update physicals letter and send to parents.
- c. Share CDC Checklist for Parents.
- d. Draft and send a letter notifying parents of COVID-19 symptoms and prohibition of students attending school with a temperature of 100.0 degrees and higher.
- e. Draft and send a letter notifying parents and students of stricter repercussions for vaping in school due to the increased risks of aerosolizing virus particle.
- f. Draft and send a letter notifying parents and students of returning to school policies after COVID-19.
- g. Launch a social media, video, and poster campaign to educate parents about self-reporting symptoms and to get families to buy-in to the community idea of protecting

one another. The campaign could feature class presidents, team captains, and others, modeling best mask-wearing protocol.



FACILITIES

Summary

When students and adults return to their school buildings for in-person instruction, it will be vitally important that the physical spaces they occupy are configured and maintained in a way that provides the maximum possible protection from spreading the coronavirus. The District will follow health guidance related to social distancing and other safety measures to slow the spread of COVID-19. To meet the requirements of that guidance, schools may need to rearrange or re-purpose physical space within their buildings or make changes in programming or operation. Our overarching theme is to follow “The Three W’s” (**1. Wear** Masks **2. Wash** Hands **3. Watch** Distance) and to establish protocols to support these considerations.

1. Cleaning/Sanitizing During the Day while Building is Occupied

- a. Personal Hygiene: Face covering, Social distancing, Hand washing/sanitizing
 - i. Students/staff wear face coverings when present in school facilities/while working - encourage use of personal face masks, but District will provide masks as needed.
 - ii. Wash or sanitize hands upon entering a new space.
 - iii. Hand sanitizing stations will be strategically placed (e.g., main entrance, auditorium, cafeteria, gym, library, particular hallways, other common areas, etc).
 - iv. Partner with parent organizations (PTOs and the UPTC) to provide students/staff with personal hand sanitizer.
 - v. Implement hand-washing routine for younger grades (e.g., upon entering/exiting, before/after eating, after working in groups).
- b. Classrooms
 - i. Clean during periods/between classes, as feasible.
 - ii. Provide spray bottle cleanser and wipes (e.g., Everwipe).
 - iii. Add additional and larger trash receptacles for meals/snacks eaten in classrooms.
 - iv. Ventilate rooms with air conditioning, windows and/or unit ventilators, as applicable, and put air conditioners on fan/exhaust setting for outside air.
 - v. Ensure ventilation systems operate properly; increase circulation of outdoor air; maintain filters and replace according to manufacturer recommendations.
 - vi. Remove/store rugs, mats, blankets and other plush/fabric items.
- c. Common/Large Areas (e.g., auditorium, cafeteria, gym, hallway, library, multi-purpose rooms, etc.)
 - i. Repurpose large areas as classrooms only if needed.
 - ii. Clean during periods/uses, as feasible.
 - iii. Add additional and/or larger trash receptacles for meals with same group.
 - iv. Ventilate rooms with air conditioning, windows and/or unit ventilators, as applicable, and put air conditioners on fan/exhaust setting for outside air.

- v. Ensure ventilation systems operate properly; increase circulation of outdoor air; maintain filters and replace according to manufacturer recommendations.
 - vi. Secure/ziplock student lockers to prevent usage.
 - vii. Install small devices to open certain doors for no touch entry/exit (e.g., stairwells).
- d. Bathrooms
- i. Increase cleaning schedules throughout the day.
 - ii. Install flushometers to toilets/urinals and sensors to faucets/soap dispensers, as needed.
 - iii. Install paper towels dispensers (versus air dry), when available and as applicable.
 - iv. Ventilate bathrooms through exhaust systems; maintain filters and replace according to manufacturer recommendations.
 - v. Staff will monitor bathrooms initially until social distancing and hygiene protocols are understood.
- e. Equipment & Technology
- i. Provide spray bottle cleaning products and/or wipes (e.g., Everwipe) to staff, as needed.
 - ii. Provide hand sanitizers by all commonly used technology.
 - iii. Use 1:1 devices instead of shared computers and laptops where possible.
- f. Quarantine Room
- i. Designate an area where students and/or staff are temporarily detained when exhibiting COVID symptoms, preferably by the nurse's office.
 - ii. Nurse and/or building administrator will notify Buildings & Grounds staff for immediate cleaning protocols.
- g. Nurse's Office
- i. Ongoing disinfection of hard surfaces within Nurses' offices with DOH approved solutions.

2. Cleaning/Sanitizing After Hours

- a. Revise cleaning and sanitizing shifts/responsibilities
- i. Day shift, 7:00 am - 3:30 pm: Revise duties and increase staff to clean/sanitize during the day, including bathrooms, frequently touched surfaces (e.g., push plates, door handles, railings, etc.), empty trash (e.g., food waste), assist at meal times.
 - ii. Split PM staff to two shifts: 3:30 pm - 11:30 pm to clean building; implement additional shift M-Th 11:30 pm - 7:00 am for sanitizing, and additional garbage removal /cleaning.
 - iii. Create, maintain and review cleaning schedule and logs.
- b. Increase of sanitizing equipment and products
- i. Provide electro-static misting equipment for each school location.
 - ii. Purchase and implement BioProtect AntiMicrobial Technology Surface Protection Systems, which can protect surfaces for 60-90 days.

3. Signage & Markings

- a. Signage throughout all locations, as applicable (e.g., “Help Prevent the Spread”, “Protect Yourself”, “Wash Your Hands”, “Confined Spaces/ Limited Occupancy”, “Clean/Sanitized”, “No Entry”, etc).
- b. Markings, as applicable (e.g., one way directional on floors or walls in hallways, stairwells, entrances/ exits, etc.; six-foot perimeters in common spaces, e.g., lobbies, offices, waiting areas, bus platforms, libraries, cafeterias, multi-purpose rooms, etc).

4. Capacity Planning

- a. Establish inventory of rooms within each building with detailed data points (e.g., square footage, sinks, A/C, furniture, room purpose, etc., to understand how various spaces may be used and how many occupants may be accommodated.



BUILDING PRACTICES

Summary

Consistent procedures regarding the day-to-day operations of a school building will support the health and wellness of students and staff. Clear expectations regarding the many aspects of an instructional day are provided following a review of current laws and regulations, new and evolving research, op-ed pieces, as well as various health and regulatory agencies' guidance documents. The following sources were instrumental in shaping the Building Practices Advisory Committee's recommendations:

1. American Academy of Pediatrics report on the "Guidance for School Re-entry":
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
2. School Nutrition Association report on school reopening:
<https://drive.google.com/open?id=1s0sHZDjV8oijXByt760INvglOQtoepoC&authuser=0>
3. Massachusetts Department of Elementary and Secondary Education report on the "Initial Fall School Reopening Guidance."
4. Illinois State Department of Education report on "Starting the 2020-21 School Year":
<https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>

Topics

1. Classroom Setting/Structure

- a. Elementary Specific
 - i. All classrooms will utilize individual student desks and chairs spaced six feet apart. No shared tables or group seating. One desk/chair per child. Desks organized in rows with a teacher desk in front of the room.
 - ii. Classroom rugs/carpets should not be used as gathering areas and will therefore be removed from the classroom.
 - iii. Limit student movement throughout the day. Special area teachers rotate between classrooms whenever possible.
- b. Secondary Specific
 - i. Passing time would have single direction hallways and staircases.
- c. All levels
 - i. One designated window will remain open during the school day in each classroom. As we look to start with a multitude of new processes/procedures, additional Superintendent's Conference Days are recommended.

2. Breakfast/Lunch/Recess Setting/Structure

- a. Limit daily meal options. This includes "cold only" breakfast and lunch in sealed trays for purchase until further notice.
- b. Eliminate the purchasing of ala carte items until further notice.
- c. No cash transactions for meal/food purchases PreK-12.
- d. Acquire and put into place an automated online purchase and ordering system.
- e. Individual healthcare plans will be developed for students with airborne food allergies.

- f. Elementary Specific
 - i. All Pre-K through Grade 5 students eat in their applicable classroom. Schools may consider allowing some students to eat in the cafeteria if six feet of social distancing is attainable.
 - ii. Large garbage cans will be placed outside of the classrooms.
 - iii. Recess (elementary and middle level only) discussions will be handled at the building-level with administration and building-based committees.
- g. Secondary Specific
 - i. Students would eat in the cafeteria and/or alternative locations while maintaining six feet of social distancing.
 - ii. Possible use of larger areas, e.g. gymnasium, auditorium, during lunch periods to accommodate the high number of students assigned to lunch.
- h. Surfaces for students with food allergies will be disinfected before/after eating.
- i. Potential use of satellite locations in the school for food purchases. Technology would be needed to provide ports/jacks for Point-of-Sale systems to process transactions.

3. Extra Curricular Activities

- a. Elementary Specific
 - i. Morning Enrichment courses will not run until further notice.
- b. Secondary Specific
 - i. Clubs/activities may meet virtually.
 - ii. Morning intramurals will not run until further notice.
 - iii. Athletics will follow the guidelines aligned to New York State Public High School Athletic Association Section 8 athletics.

4. Arrival/Dismissal Times

- a. Elementary Specific
 - i. Arrival
 - 1. Discontinuing the 7:45 am early morning care. All elementary school doors would open no earlier than 8:45 am.
 - 2. All students who enter the building (either by school bus or parent drop-off) will wear masks and report directly to their classroom. Elementary locker usage will be prohibited until further notice.
 - ii. Dismissal
 - 1. Student dismissal will take place from the classroom. School bus numbers will be called over the PA system as they arrive in the bus circle. All students will wear masks during this timeframe and report directly to their respective bus from the classroom. Eliminate private bus/program pickup.
- b. Secondary Specific
 - i. No early arrival permitted. Students would not be permitted to enter the building prior to the start of the school day. Students would enter the building and report directly to their class. Students would not be permitted to use school lockers.

- ii. Departure time would be staggered at the end of the day. Begin to dismiss students 5-6 minutes prior to the end of the school day.
- iii. Use several points of entry to alleviate student arrival (bus and parent drop-off).

5. Use of District/School Facilities

- a. Eliminate the use of facilities by out-of-district organizations.

6. Field Trips

- a. Eliminate physical field trips until further notice.

7. Large Group Assemblies/Gathering

- a. Eliminate large group assemblies and gatherings until further notice.

8. Safety Drills

- a. Continue all safety drills as usual. All students and staff will wear masks for the entire duration of each drill since social distancing may not be feasible.

9. Health Protocols

- a. Students and staff are required to wear masks during the school day. Students will be allowed to use their own masks from home, and face mask breaks will be incorporated into the school day.
- b. Hand sanitizer dispensers will be located in the hallways and inside each classroom that does not have a sink.
- c. Increase window ventilation in classrooms and hallways, if possible.
- d. Eliminate the use of multiple restrooms being open during the day. Sanitize the available restroom multiple times during the school day.
- e. One student permitted in the restroom at a time.
- f. No uniform bathroom passes (i.e., wood block).
- g. Establish a quarantine room for students exhibiting symptoms of illness.
- h. Limit or eliminate visitors into buildings to the greatest extent possible. When entry is needed, visitors must have their temperature taken and be provided with sanitizing products.
- i. Elementary Specific
 - i. No more than one student, per gender, will be permitted to leave the classroom to use the bathroom. Masks are to be worn at all times.
 - ii. If two students are already in a multi-stall “gang-style” bathroom, the student will take a seat at one of the staged chairs placed in the hallway outside of each bathroom entry. There will be three chairs, placed three feet apart, outside of each bathroom.
 - iii. No drinking directly from water fountains. Personal water bottles may be filled, or drinking from a school provided (and disposable) dixie-cup only.

10. Use of Shared Supplies

- a. No “community” supplies will be made available (pens, pencils, calculators, instructional support materials, etc.).
- b. Parents must label all personal belongings and materials clearly before sending anything to school with their child. Only essential learning tools should be brought to school. Toys, personal items, etc. must stay at home.

11. Strict Adherence to Physical Distancing Guidelines

- a. In classrooms
 - i. Desks must be in rows; use assigned seats for DOH tracing purposes.
 - ii. Adults should maintain six feet from students and one another.
- b. In bathrooms
 - i. Staff monitor to enforce one student in the bathroom at a time.
- c. In hallways during passing times
 - i. Use tape to establish lanes and directions in each hallway.
 - ii. Increase time between classes to avoid crowding.
- d. Build supervised mask breaks into student schedules
 - i. Outside with social distancing.
 - ii. If indoors, use the open cafeteria and gym spaces, using spacing circles.
 - iii. If during a class, student needs to ask permission and must stand in the hallway within the teacher's line of vision.
- e. Students should be properly masked at all times when six feet or more of social distancing cannot be accomplished.

12. After-school SCOPE Program

- a. Eliminate the use of facilities by out-of-district organizations until further notice.



CHILD NUTRITION

Summary

A successful nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are hungry. School meals boost learning, and studies show that students perform best academically when they are well-nourished. School districts around the State did an incredible job, with tremendous community support, in ensuring that students received nutritious meals while schools were closed this past year. No child should ever go hungry, and school reopening plans must provide for the feeding of all students who require food assistance.

Topics

- 1. The District will provide all students with access to school meals each day. This includes students in attendance at school and students learning remotely.**
 - a. Remind families that they can submit a new application for free or reduced-price meals right now and at any time during the school year.
- 2. The District will follow all applicable health and safety guidelines.**
 - a. Ensure staff are trained on district policies and protocols on health and safety.
 - b. Review and retrain staff as needed on standard operating procedures for food service.
 - c. Install barriers at the Point-of Sale/Point-of-Pickup.
 - d. Have adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas.
 - e. Routinely clean and disinfect high-touch surfaces, including tables, chairs, and Point-of-Service touch pads.
- 3. Students will practice hand hygiene before and after eating. The District will promote appropriate hand hygiene and how sharing of food and beverages is discouraged.**
- 4. Require cleaning and disinfection of common areas prior to the next group of students arriving for meals is necessary.**
- 5. Students must social distance (six feet of separation) while consuming meals in school.**

6. Breakfast and Lunch Setting and Structure

- a. Limit daily meal options. This includes “cold only” breakfast and lunch in sealed trays for purchase until further notice.
- b. Eliminate the purchasing of ala carte items until further notice.
- c. No cash transactions for meal/food purchases PreK-12.
- d. Acquire and put into place an automated online purchase and ordering system.
- e. Individual healthcare plans will be developed for students with airborne food allergies.
- f. Elementary Specific
 - i. All Pre-K through Grade 5 students eat in their applicable classroom. Schools may consider allowing some students to eat in the cafeteria if six feet of social distancing is attainable.
 - ii. Large garbage cans will be placed outside of the classrooms.
 - iii. Recess (elementary and middle level only) discussions will be handled at the building-level with administration and building-based committees.
- g. Secondary Specific
 - i. Students would eat in the cafeteria and/or alternative locations while maintaining six feet of social distancing.
 - ii. Possible use of larger areas, e.g. gymnasium, auditorium, during lunch periods to accommodate the high number of students assigned to lunch.
- h. Surfaces for students with food allergies will be disinfected before/after eating.
- i. Potential use of satellite locations in the school for food purchases. Technology would be needed to provide ports/jacks for Point-of-Sale systems to process transactions.



TRANSPORTATION

Summary

Transportation is a major function of our school system's operation. The Office of Transportation provides services for over 8,000 pupils, including those attending schools within the District and out-of-district private, parochial, and special schools. School districts are expected to fulfill existing mandates regarding the safe and effective transportation of students who are homeless, in foster care, have disabilities and attend non-public schools. Our goal is to provide for the safe, efficient, economic transportation of all Great Neck school-aged children (public, private and parochial) under current and anticipated COVID-19 conditions for the opening of schools in September 2020.

Topics

1. Personal Protective Equipment

- a. School bus drivers and monitors must wear a face covering along with optional face shield. We will provide masks if the staff does not have one.
- b. Drivers and monitors who have direct physical contact with a student must wear gloves.
- c. Students are required to wear face coverings while boarding, riding, and exiting the bus. Students who do not have masks will be provided one by the District.
- d. Students with a disability which would prevent them from wearing a mask will not be forced to do so nor will they be denied transportation.
- e. Parents are encouraged to put masks on elementary children before they board the school bus.
- f. Students and staff are encouraged to wash/sanitize hands before boarding the bus.
- g. School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability.
- h. Signage about COVID-19 prevention will be posted on each school bus.
- i. Additional PPE equipment will be available, i.e. shield/isolation for sick students.

2. Rider Health Screening

- a. Parents/guardians are required to ensure their child(ren) are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to boarding the bus.
- b. School bus drivers and monitors shall perform a self-health assessment for symptoms of COVID-19 before arriving to work.
- c. Monitors will ensure compliance with student personal protective equipment.
- d. Students unable to medically tolerate a mask will be socially distanced from other students.
- e. School bus drivers should not be expected to put masks on students.

3. Rider Seating and Limits

- a. When students embark and disembark the bus, social distancing protocols are followed.
- b. Siblings or children who reside in the same households are encouraged to sit together; if possible, assign seats by cohort.
- c. If the District is in session remotely, pupil transportation must be provided to nonpublic, parochial, or private schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.
- d. The District will reduce capacity on all public, private and special needs school bus routes.
- e. Loading and Unloading Process & Seating
 - i. For elementary routes, the youngest students should be seated near the front of the bus (which is current practice).
 - ii. For secondary schools, students who board the bus first should be seated at the rear of the bus. The bus will be filled from the back to the front.
 - iii. Students at the front of the bus will come off the bus first, one seat at a time, for all levels.

4. Communications

- a. The Office of Transportation will communicate with parents via ParentLink and mailings about procedures implemented to keep bus riders safe.
- b. No seats will be allocated for “courtesy passes” (students normally not eligible for school transportation based on distance of home to school).

5. Cleaning and Sanitization

- a. Drivers are required to sanitize and wipe down high contact touch points after each AM and PM bus route.
- b. Cleaning crews will perform a more thorough task of disinfecting and sanitizing school buses.
- c. Bus cabin air filters and the HVAC filters will be replaced more frequently.
- d. School bus windows will be kept open as much as possible while bus is in operation.



SOCIAL AND EMOTIONAL WELL-BEING

Summary

Following the disruption of the COVID-19 pandemic, members of our school community will likely experience varying degrees of anxiety and adjustment as we begin the 2020-21 school year. Beginning in September, the importance of mental health needs must be addressed globally in each school through dedicated time for reflection, sharing, the teaching and learning of coping skills/anxiety reduction strategies, and connection with others. A positive, flexible and supportive approach is key to setting the tone upon return to school whether in person, remote or hybrid. From this initial work, we will be able to determine who might need more targeted intervention and proceed accordingly. Mental health struggles and the willingness to seek help need to be de-stigmatized and normalized. A critical component of this initiative is regular communication from district and building leadership about the importance of mental health, helpful resources available, and acceptance.

Topics

MENTAL HEALTH

1. Summer Mental Health Support Plan

- a. Communicate with families about the District's focus on mental health for the new school year.
- b. Recognize that families and staff may have been impacted during the closure (mental health struggles, illness and grief, food insecurity, etc.) and may wish to seek help from mental health professionals or be provided with resources.
- c. Offer thematic parent Zoom meetings by student age levels and share via parent link/PTOs. Possible topics for consideration include: Routines for September, Coping Skills, Behavior Management, School Refusal.
- d. Provide transition planning for students starting new schools (Grades Pre-K, K, Lakeville 1, 6, 9) to ease anxiety and familiarize students with new buildings, staff, schedules, student expectations.
- e. Offer guidance to all families with support on issues related to anxiety, coping skills, transition to new school year.
- f. Update GNPS Crisis Resource Guide.

2. School Year Mental Health Support Plan - Supporting Staff

- a. Superintendent's Conference Day and/or Faculty Meetings
 - i. Share resources to help teachers respond to students' concerns and support conversations as they naturally unfold throughout the curriculum.
 - ii. Presentation/resources on how teachers can identify students who might be struggling more and may need to be referred to mental health staff.
 - iii. Present information on ways to manage personal stress.

- b. Continue regularly scheduled PPS mental health staff meetings via Zoom in addition to in-person meetings.
- c. Offer reminders from the Office of Human Resources about supports and referrals available.
- d. Provide ways to support staff on a regular basis by creating a safe time and a safe place to speak with colleagues, promote mindfulness activities, walk and talk activities, etc.

3. School Year Mental Health Support Plan - Supporting Students

- a. Embed instruction for coping skills, stress management, mindfulness in general education curriculum.
- b. Dedicate time for students to talk about their feelings and experiences, especially at the start of the school year.
 - i. Use of elementary morning meeting time.
 - ii. Middle and high school advisory periods (SMS Gr. 7-8, NMS, NHS Gr. 9-10).
- c. Use visuals aids in building addressing mental health.
 - i. Signs reminding students that emotions and seeking support are okay; themes of inclusiveness (ex. We are all in this together, etc.).
 - ii. Identify professionals in the building who are available to help students.
- d. Screener for kids identified by teachers or in the small groups (PREPaRe resources).
- e. Create counseling groups for targeted issues including concerns about social injustice.

4. School Year Mental Health Support Plan - Supporting Parents and Families

- a. Continue Parent Education and Training meetings via Zoom; expand topics to handling behaviors related to remote instruction, consider other areas of need in the fall.
- b. Regularly disseminate and raise awareness regarding the GNPS Crisis Resource Guide. Send link and reminders frequently in building and District communications.
- c. Inform families about resources in multiple languages by Parentlink emails, texts, mailings, postcards, including QR codes (and instructions for downloading a QR reader), flyers in community locations such as libraries, food stores, post office, houses of worship.
- d. Promote the District-wide evening SHAI/UPTC presentation to be held in September. The topic is: The Anxieties of Living Through a Pandemic: Uncertainty and Fear of the Unknown. It will be held in September and Dr. Oris and a mental health staff panel from District middle and high schools will address the impact on the mental health of students and their families.
- e. Coordinate with community providers for therapy/teletherapy, bilingual providers list, food resources.



ATTENDANCE

Summary

Students are more likely to succeed in academics when they attend school consistently. Research has shown that a student's attendance record may be the biggest factor influencing academic success. By attending class regularly, students are more likely to keep up with daily lessons and assignments and take quizzes and tests on time.

Topics

Schools are responsible to developing a mechanism to collect and report daily attendance regardless of the instructional setting.

At the elementary level, the classroom teacher is responsible for taking attendance each day.

At the secondary level, daily student attendance will be taken, whether remotely or in-person, during a dedicated homeroom period.

School districts report certain enrollment, attendance and school calendar information through the State Aid Management System. The data provided should be consistent with all other attendance reporting and requirements.

An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child's prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress.



TECHNOLOGY AND CONNECTIVITY

Summary

Sufficient access to computing devices and high-speed internet are essential for educational equity. Regardless of whether in-person, remote, or hybrid models are utilized, schools will seek to provide students and teachers, for use in their places of residence, with access, to the extent practicable, to a computing device and consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning via a hotspot.

Topics

All students in grades 3 - 12 are issued a district iPad as part of the Great Neck Public Schools 1:1 iPad initiative. The District has issued free GNPS WiFi Hotspots to those households without internet access to close the digital divide in our community.

The District will ensure that students with limited or no accessibility to the Internet and/or a device remain engaged by providing devices and/or Internet service to families in need. To accomplish this, the District will undertake an assessment of technology readiness for remote learning targeting students in grades Pre-K through grade 2 through our school administrators, social workers, and classroom teachers. The District technology loan program of district-owned iPads, WiFi Hotspots, or both will be issued to identified families in need to address the digital divide in our community.

The District offers all students, including the homeless, English as a New Language (ENL) and special education students, a plethora of educational technology, devices, educational websites, and online databases to support the unique needs of students in support of remote learning. The GNPS G Suite Applications include Google Classroom and Conferencing Solutions. In addition, the District provides access to an abundance of elementary and secondary-specific apps, websites, and online databases.



TEACHING AND LEARNING

Summary

The GNPS School Reopening Instruction Subcommittee was composed of members that represented a cross-section of key stakeholders, including one Board of Education trustee, district-wide and school-based administrators, classroom teachers, special area teachers, special education teachers, support service staff, and parents representing the elementary, middle school, and high school levels on the north and south sides of town. The subcommittee was divided into three teams with each team being focused on one of the three scenarios.

The GNPS School Reopening Instruction Subcommittee recommendations are based on the health and safety guidance provided by a combination of the American Academy of Pediatrics (AAP) and the Centers for Disease Control (CDC), research-based best practices for supporting the academic, social, and emotional growth of all students, and survey feedback provided by key stakeholders including students, teachers, and parents.

The committee viewed a more rigorous and enhanced remote online education program that continues to embrace best practices blending synchronous and asynchronous methods of instruction and leverages our instructional technology readiness as a viable fallback option if it becomes necessary due to the spread of COVID-19 in our community. The District recognizes that the best remote online education offering possible cannot replicate all of the academic and social-emotional benefits of in-person schooling regardless of the standards put into place.

Great Neck Public Schools students should be physically present in our elementary and secondary schools to the extent possible commencing September 2020. Although a typical schedule is the preferred structure in which the schooling of all our students would ideally take place, our responsibility to adhere to AAP and CDC recommendations within the space confines of our buildings, requires that we offer a varied approach for the return of our staff and students. It is our recommendation to:

- Reopen schools fully for students in grades PreK - 5 with recommended safety protocols in place.
- Commence a hybrid model for students in grades 6 - 12 with recommended safety protocols in place.

Reopening our elementary schools fully and our secondary schools in a hybrid model is dependent upon available space and teaching staff to implement social distancing with masks and other safety protocols as recommended by top medical organizations and as determined by the other School Reopening Subcommittees. It is also dependent upon NYS and NYSED guidance.

Recommendations to implement the above scenarios are detailed below. However, we must also remain mindful that a fully remote instruction model could be possible at any time during the 2020-2021 school year. A remote instruction model offers a remote pathway to learning for children who

cannot safely return to the classroom due to underlying medical conditions. It would also remain in reserve as a last resort if there comes a time in which a second wave of the pandemic would make it unsafe for some or all students and staff to be physically present in our school buildings or if schools are ordered to partially or fully close by the Superintendent of Schools, the Nassau County Executive, or the New York State Governor.

In-person Instruction

1. All Elementary Students Return to School: Classroom Sections Remain Intact

- a. Elementary: Grades Pre-K-5
 - i. Students return to school for a full day with six feet social distance required between students in the classroom.
 - ii. All students and staff will be required to wear masks for the entire school day (if possible, clear masks are recommended). Mask breaks will be built into the daily schedule as well as frequent hand-washing.
 - iii. Classroom locations should be assigned in a manner that keeps all classroom sections intact.
- b. Classroom Arrangement
 - i. Pre-K-5 students will be seated in rows with desks six feet apart. All desks will be arranged facing forward.
 - ii. The teacher will instruct students from the front of the classroom. Movement in the classroom will be limited and movement breaks will be scheduled throughout the day.
 - iii. To the extent possible, outdoor instruction will be scheduled.
- c. Special Area Instruction
 - i. Specials should be scheduled in grade level rotations or modules.
- d. Fun for Fours (FFF)
 - i. Fun for Fours should be offered if space is available to do so.
- e. Before and After School Clubs
 - i. Clubs may be scheduled unless the activity does not align with AAP or CDC safety guidelines.
- f. Intramurals
 - i. Not recommended unless six feet social distancing can be honored during all activities. Unless outside, masks would need to be worn during all activities.

2. All Secondary Students Return to School: Classes Remain Intact

- a. Secondary Schools: Grades 6-12 (Scenario A)
 - i. If social distancing is not required, secondary students should return to school with every student and staff member wearing a mask for the entire day.
- b. Secondary Schools: Grades 6-12 (Scenario B)
 - i. If three feet of social distancing is required, secondary students should return to school with every student and staff member wearing a mask for the entire day utilizing classrooms and large spaces for instruction.
- c. Secondary Schools: Grades 6-12 (Scenario C)
 - i. If more than three feet of social distancing with every student wearing a mask is required, a hybrid schedule will be implemented.

3. District-Wide Considerations

- a. Special Education 6:1:2/8:1:2 Classes
 - i. Special Education students and teachers in small group classes will follow social distancing protocols and wear clear masks to the extent possible.
 - ii. Teachers should wear a face shield and any additional recommended PPE.
- b. Mandated Services
 - i. AIS, ENL, OT/PT, and speech services should continue to be delivered in-person with attention to limiting the number of students each service provider meets with over the course of a semester.
 - ii. Any materials utilized should be sanitized before and after use.
 - iii. When possible and considered equally effective, these services should be delivered remotely.
- c. Music Education
 - i. Vocal music education should focus on music history and appreciation. Singing and chorus activities are not recommended for in-person instruction but may take place virtually.
 - ii. In-person Instrumental lessons should be offered to students whose instruments can be played while wearing a mask. Instrumental lessons that cannot be conducted while wearing a mask are not recommended for in-person instruction but may take place virtually.
- d. Art Education
 - i. Each student should possess his or her own art supplies and materials. Shared supplies are not recommended.
- e. Physical Education
 - i. Physical education should focus on non-contact activities.
 - ii. Physical education should take place outdoors to the extent possible.
- f. Technology Considerations
 - i. Elementary and secondary teachers should continue to use standardized technology platforms when school is in session so that there could be a seamless transition to remote education if that becomes necessary.
- g. Extracurricular Clubs
 - i. Clubs may be scheduled with six feet social distancing maintained unless the activity does not align with AAP or CDC safety guidelines. Masks must be worn.
- h. Meetings
 - i. All meetings throughout the school year should be held virtually.
- i. Professional Development
 - i. All professional development scheduled throughout the school year should be held virtually. There should be a continued focus on best-practices in delivering remote instruction as well as a continued focus on best practices in using technology to support instructional delivery and student learning.
- j. Ongoing Parent Feedback
 - i. The District should elicit ongoing feedback from parents about educational programs and services throughout the pandemic.

Hybrid Instruction (in-person and remote)

1. Elementary School Hybrid Plan

- a. Elementary schools should follow an A/B day schedule beginning with grade five and including subsequent lower grades until required population reductions are met. The goal is to keep primary, ENL, and self-contained special education students in school full-time if at all possible, even if split among locations within the building of attendance.

2. Secondary School Hybrid Plan

- a. School would follow an A/B day schedule that follows the class schedule for fully present instruction. Provisions/adjustments would be needed for alternate day classes such as Physical Education and laboratory sections.
- b. Students not in attendance could be assigned required asynchronous work or synchronous, live virtual attendance could be required.
- c. Traffic flow/one way protocols would be established in all settings.
- d. Virtual daily homeroom attendance for students to be mandated.
- e. Academic integrity, attendance, and participation are supported by live mic/live camera.
- f. ENL and self-contained special education students are advised to remain in school full-time if at all possible, even if split among locations within the building of attendance.

3. Days of Virtual Attendance

- a. Teachers should use a combination of synchronous and asynchronous instructional practices. Students will be expected to complete work for each of their assigned classes during their regularly scheduled class periods. With the understanding that the established schedule will not require students to be virtually present for nine consecutive periods of instruction on any given day, teachers have the option to require virtual student attendance from home. One such schedule would allow teachers to require student presence on an odd/even class period basis on alternate days.

4. Scheduling Considerations

- a. Alternating days of attendance (A/B day) will be established by household district-wide such that all students in any given family will follow the same attendance schedule. Provisions would be made at the secondary level for alternating live and remote participation in alternate day classes such as Physical Education and science labs.

Remote Instruction

1. Remote Education Model

- a. The District will follow best practices for its remote education model by utilizing a blended approach of synchronous and asynchronous methods of instruction if remote education is necessary in the future.

2. Synchronous Instruction

- a. Within our blended remote education model, the District will increase the frequency of whole class and small group live video lessons at all instructional levels as part of its plan to improve social-emotional connections and academic learning if remote education is necessary.

3. Asynchronous Instruction

- a. Within our blended remote education model, the District should continue to supplement live video instruction with high quality recorded lessons and screencasts presented in varying ways, standardized learning management platforms, educational apps, websites, online databases, digital ebook libraries, and email if remote education is necessary in the future.

4. Attendance

- a. Teachers should take attendance during live video lessons to ensure all students are present if remote education is necessary. Absences should be resolved in the usual manner but take into account extenuating circumstances related to the pandemic.
- b. Turned-in assignments should be used as attendance verification for asynchronous instruction activities.

5. Elementary Schedule (Primary Grades)

- a. Students will start each remote education day with a live video morning meeting and participate in small groups created based on assessments to meet individual student needs. Manageable schedules should take caregivers, teachers, and support staff working with one child into account (ENL, remedial, enrichment).

6. Elementary Schedule (Intermediate Grades)

- a. Students will start each remote education day with a live video morning meeting followed by ELA and math lessons, and small group instruction as needed. Special area instruction should also be part of daily instruction.

7. Live Instruction Lesson Frequency (Pre-K and 1st Half of Kindergarten)

- a. Pre-K and Kindergarten students will have daily live video lessons with their teachers and classmates to build social-emotional learning and basic skills. As the year progresses, live handwriting, literacy, and/or math lessons will be added, and small group and extra help instruction will be provided as needed. Social studies and science

should be a combination of synchronous and asynchronous lessons. Special area instruction will be provided weekly for all students.

8. Live Instruction Lesson Frequency (2nd Half of Kindergarten - Grade 5)

- a. Primary and intermediate grade students will meet daily with their teachers and classmates for social-emotional learning, participate in at least one live ELA lesson, one live math lesson, and have small group and extra help meetings as needed. Social studies and science instruction should be a combination of synchronous and asynchronous lessons. Special area instruction will be provided weekly for all students.

9. Live Instruction Lesson Duration (Elementary)

- a. Elementary teachers should take student age and attention spans into account as they plan the duration of live lessons, which may therefore vary in length from day to day, class to class, and grade to grade. The recommended minimum standard for live lesson duration by grade is: PreK-K: 20-30 minutes; grades 1-2: 25-35 minutes; grades 3-5: 30-45 minutes. This includes both classroom and special area instruction.

10. Special Education Schedule

- a. Self-contained (12 students) and co-teaching classes should follow the regular education grade level schedule. Intensive needs classes (6/8 students) should have live lessons for grade K: 30 minutes; grades 1-2: 45 minutes; grade 3: 1 hour; grades 4-5: 1.5 hours (as per functioning levels, minutes/hours per grade without related services). Morning meetings should occur at least 2x weekly for 15 minutes each as well. Intensive needs classes (6/8 students) should have daily asynchronous lessons for: grades K-1: 45 minutes; grades 2-3: 1.25 hours; grades 4-5: 1.75 hours. Regular mask wearing practice will help students learn this important skill. TAs, paras and support staff should be included in chat rooms, working 1:1 during live group lessons or during 1:1 lessons set up at other times.

11. Special Education Special Area Schedule

- a. Restrictive special education classes should receive weekly special area live classes of shorter duration.

12. Secondary Schedule

- a. The secondary school bell schedule should be followed in order to avoid live instruction conflicts and provide a structured school day for students. Buildings should have flexible discretion within that structure to meet individual student needs without overwhelming them with a nine period remote education schedule, which is neither a best practice nor a recommendation.

13. Secondary Live Instruction Lesson Frequency

- a. Secondary live instruction lessons should take place a minimum of 2-3 times per week per class. Small group and extra help office hours should be scheduled without creating conflicts on an as-needed basis in addition to class lessons to meet individual student needs.

14. Secondary Live Instruction Lesson Duration

- a. The minimum duration of secondary live lessons should match the number of minutes of the normal middle school or high school period, which ranges from 38-41 minutes in duration depending on the school schedule.

15. Scheduling Considerations (Staff Conflicts)

- a. Elementary schedules should avoid conflicts between classroom, special area and support service teachers, and take primary grade parent availability into account to the extent possible. Secondary schools should follow their bell schedules and be mindful of part-time and split-schedule teachers, and encore courses.

16. Scheduling Considerations (Assignment Conflicts)

- a. Students should complete classwork during scheduled class time. Secondary departments, teams, and teachers should be mindful of assignment length and frequency.

17. Scheduling Considerations (Assessment Conflicts)

- a. Secondary assessments should follow the regular school testing schedules. Live assessments should be designed to fit within the live video lesson time slot.

18. Pre-Assessment

- a. Elementary and secondary teachers should develop pre-assessments to establish a baseline of student proficiency if school is closed to start the school year.

19. Ongoing Assessment

- a. Elementary and secondary teachers should develop ongoing assessments to evaluate student proficiency during remote education. Secondary teachers are required to make assignment grades visible in the Campus Parent Portal for the 2020-21 school year.

20. Special Area Considerations

- a. Elementary and secondary schools should create a process by which special area teachers can request supplies for students to have at home to fully participate in special area remote education activities.

21. Support Service Considerations

- a. ENL and Academic Intervention programs should continue during remote education.
- b. Programmatic Speech live video lessons for:
 - i. 8:1:2 should be 1 hour per week
 - ii. 6:1:2 for 1.5 hours per week
 - iii. 6:1:3 for 2 hours per week
- c. Programmatic OT live video lessons should be 2 x 30 minutes per week minimum.
- d. Individual Speech live video sessions should be 2 sessions if 3 or 4 sessions are mandated, and 3 sessions if 5 sessions are mandated.

- e. Individual OT/PT live video lessons should be:
 - i. if a student gets 1 x 30 minutes per week, then it will be 1 x 30 minutes every other week
 - ii. if a student gets 2 x 30 minutes per week, then it will be 1 x 30 minutes per week
 - iii. if a student gets 3 x 30 minutes per week, then it will be 3 x 15 minutes per week minimum
- f. Asynchronous Individual Speech/OT/PT should constitute the remainder of the sessions to fulfill the mandate. Counseling should be per IEP mandate since it is a low frequency service. Programmatic Counseling should be scheduled jointly with classroom teachers.
- g. Behavior intervention consultations with staff should continue as before. Based on consultations with an individual student's team, behavior intervention support may be offered to an individual family/parent directly.

22. Extracurricular Programs

- a. Enrichment, intramurals, clubs, and fine and performing arts programs that can continue remotely should have the opportunity to do so and should collaborate on best practices.
- b. Intramural programs may be limited to yoga, guided meditation, and fitness activities.
- c. Teachers and librarians should consider informal/nontraditional methods to meet enrichment needs. An example could be setting up an online Zoom hangout for club students or offering new activities such as a "virtual book club."

23. Fun For Fours

- a. Fun For Fours should continue to be offered if school is closed with a combination of pre-recorded videos and daily live instruction which may include read alouds on thematic science topics, science based experiments and crafts, weekly "science snaps" of their children, and a "sneak peek" into the following week.

24. Meetings

- a. School committee meetings should continue according to the same schedule as if school was open through live videoconference meetings using Zoom or Google Meet.
- b. All CSE Meetings will be conducted virtually by Google Meet audio-conference with videoconference exceptions to be decided by the PPS department on an as-needed basis.

25. Technology (Equipment)

- a. The District should expand our 1:1 iPad Initiative to all 389 anticipated grade 2 students using iPads collected from graduating seniors in the event of an extended school closure, with the rest available for loan to PreK students and new Kindergarten through grade 2 entrants based on demonstrated need.

26. Technology (Video Camera Use)

- a. Cameras should be turned on during live video lessons if remote education is necessary in the future, unless there is a pedagogical reason, technical issue, or student privacy concern approved by the teacher. Key stakeholders should follow all district remote education guidelines.

27. Technology (Chat Functionality)

- a. The District should encourage the use of chat rooms during live video lessons and enable Google Hangouts Chat, a free stand-alone application included in our GSuite domain, if remote education is necessary in the future. This will facilitate greater online communication between and among students and teachers.

28. Technology (Recording Live Instruction)

- a. Upon student request and teacher approval, teachers should record live instruction and make it available to students who are unable to attend the live lesson.

29. Technology (Apps)

- a. If free offers to lift time restrictions are rescinded, the District should consider paying to upgrade either Google Meet or Zoom to allow teachers, if needed, to conduct extended online lessons and/or collaborative planning meetings that are longer than 45 or 60 minutes in the event of an extended school closure.

30. Technology (Websites)

- a. Seesaw and Google Classroom should continue to be utilized as our standardized learning management systems. In addition, library departments should continue to provide teachers, students, and parents with a centralized location in which it is easy to search and retrieve web resources relevant to classroom learning activities. Ideally, the best and most commonly used resources should be catalogued into the Follett OPAC.

31. Technology (Online Databases)

- a. Library departments should discuss school-wide learning goals and individual teacher projects for the upcoming year. If current database offerings are insufficient to meet grade level and department needs, the additional databases should be investigated for possible acquisition. School libraries should utilize public library resources to enhance, enrich, and expand database offerings from school.

32. Technology (Email)

- a. District policy on student email should be reviewed and modified to begin email account activation at the middle school level.

33. Technology (eBooks)

- a. The District should contribute additional funds beyond school library budget allocations to expand the eBook collections in our school libraries at the elementary and secondary levels using the Overdrive platform.

34. Supplies (Books)

- a. Libraries should develop a curbside pickup and drop-off process for the distribution and collection of books used to facilitate independent reading activities, if safe to do so, and investigate a bookmobile option rotating daily by school. Library departments should meet with ENL, Special Education, and Study Skills teachers to identify books that will be read during the year and students who may need accommodations in the form of audio books, large print, or non-English language.

35. Supplies (Materials and Manipulatives)

- a. Elementary and secondary schools should provide a package of materials such as workbooks, manipulatives, art supplies, and an iPad stylus to students in the event of remote learning. JFK and Parkville should provide craft kits and Science Experiment Kits to facilitate Fun For Fours remote instruction.

36. Media

- a. Library departments in each school, in coordination with technology departments, should explore possible streaming services for fiction and nonfiction films.
- b. Services should allow copyright compliant viewing by students and classes.

37. Professional Development (Formal and Informal)

- a. Inservice Institute and Teacher Center courses and building-based training focused on remote learning platforms and educational apps should continue to be offered to regular education and special education teachers.

38. Professional Development (Documentation)

- a. Recorded professional development sessions, screencasts, and reference documents should be shared with library staff who should create a centralized web-based archive for easy access and reference.

39. Professional Development (Parent Communication and Training)

- a. Schools should schedule a series of parent workshops targeting adopted online platforms so that regular education and special education parents understand how to support their children during remote education.



SPECIAL EDUCATION

Summary

Students with disabilities were particularly impacted by the closing of schools in spring 2020. Consistent with the Office of Special Education (OSE) guidance, the District will ensure that, to the greatest extent possible, students with a disability will be provided with the special education and related services identified in the student's Individualized Education Program (IEP). The District considers in-person services a priority for high needs students.

Topics

The District recognizes the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing the special education and related services.

Special education evaluations (i.e. initial and reevaluations) are conducted to the greatest extent possible, whether in-person or remotely within required timelines. Supplemental measures and performance information will be considered if standardized measures are unavailable.

To the greatest extent possible, programs and services will be provided as per each individual student's IEP and all services on the continuum will continue to be available. Progress reporting will be done on schedule aligned with the school's trimester or quarterly report cards.

Communication with parents (in their preferred language) regarding the provision of special education services will be maintained as per past District and building practices.

Collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communication student progress, and commitment to sharing resources.

All IEPs will be followed to the greatest extent possible, including program modifications, testing accommodations, supplementary aides, and services and technology.

Programs and services will be provided as per each individual student's IEP. All services on the continuum will continue to be available to the greatest extent possible. Progress reporting will be done on schedule aligned with the school's trimester or quarterly report cards.

Teachers and service providers will continue to collect data, whether in-person or remotely, and use these data to monitor student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services.

To the extent possible, the District is committed to providing a five-days-a-week in-person instruction for students in smaller self contained classes. If the District moves to a hybrid model, the plan for our students who require small classes will be full day, in school, five-days-a-week, in-person instruction. If COVID-19 cases spike in our community and the region does not meet the Governor's criteria to remain open, the District would be required to modify the method of instruction provided to students.



ENGLISH AS A NEW LANGUAGE (ENL)

Summary

English as a New Language (ENL) is a specialized instructional program for students whose first language is not English. In an ENL program, trained and certified teachers use methods, techniques and materials designed to meet the needs of English Language Learners (ELLs).

The Great Neck Public Schools is committed to a comprehensive, high-quality, and culturally responsive instruction for ENL students. We provide the required instructional units of study to all English Language Learners (ELLs) based on their most recently measured English language proficiency level during in-person or hybrid instruction. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process which includes: telephone contact, text messages, social media, emails, and regular mail in their preferred language. We provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

Topics

Support of English Language Learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If the District reopens using in-person or hybrid instruction, we 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.

Students will be provided with academic supports needed to close the potential learning loss that may have been a result of the school closures due to COVID-19.

The District will continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools. We will also engage students on a regular basis to assess their need for social and emotional wellness supports that address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote of hybrid learning.

With the cancellation of the 2020 New York State English as a Second Language Achievement Test (NYSESLAT), the District will determine new methods to measure the English language proficiency levels of our ELLs to ensure that these students are receiving the appropriate level of instruction.



TEACHER & PRINCIPAL EVALUATION SYSTEM

Summary

Pursuant to Education Law 3012-d, school districts must fully implement its current Annual Professional Performance Review (APPR) plan each year. In accordance with regulations established by the Commissioner of Education relative to APPR, the Great Neck Public Schools established a Committee to help support educator growth and development. With this goal in mind, the measures that are used as part of an annual evaluation should provide useful information and feedback to district administrators and the educators who are being evaluated in order to support educators and enhance their expertise.

The District APPR Committee is comprised of teachers, building and district administrators. The committee meets regularly to review implementation of the plan.



TEACHER CERTIFICATION

Summary

Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must possess a valid certificate for their teaching assignment. Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. For the 2020-21 school year, if a substitute teacher is employed for more than 90 days by a school district, the substitute must be employed in an area for which they are certified.

The District may assign a certified teacher to teach a subject not covered by their certificate (incidental teaching) for periods not to exceed ten classroom hours during the 2020-21 school year, when no certified or qualified teacher is available after extensive and documented recruitment.