Gardiners Avenue ES

2020-2021

School Reopening Plan

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Building Administrators

Elementary Schools

Abbey Lane	Dr. George Maurer, Principal
	Andrea Ferrari, Assistant Principal
East Broadway	Jordan Margolis, Principal
	Andrea Ferrari, Assistant Principal
Gardiners Avenue	Dr. Jared Vanderbeck, Principal
	Dyanne Case, Assistant Principal
Lee Road	Jami Anspach, Principal
Northside	Frank Mortillaro, Principal
	Dyanne Case, Assistant Principal
Summit Lane	Keith Squillacioti, Principal

Middle Schools

Jonas A Salk	John Zampaglione, Principal
	Amy O'Grady, Assistant Principal
Wisdom Lane	John Avena, Principal
	Craig Arvelo Shaw, Assistant Principal

High Schools

Division Avenue	John Coscia, Principal
	Jaclyn Guidice, Assistant Principal
	Sam McElroy, Assistant Principal
Gen Douglas MacArthur	Joseph Sheehan, Principal
	Anthony Allison, Assistant Principal
	Anne Rao, Assistant Principal

District Directors/Supervisors

Art	Frank Creter	Music	Vince Dulisse
Computer/Media Svcs	Todd Connell	Physical Ed/Health	J. Keith Snyder
Data/Testing/ENL	Michele Ortiz	Pupil Services	Dr. Susan Farber
Elementary Ed	Michelle Kelly	Science	Kevin McDermott
ELA	Kerin Slattery	Social Stud/Wrld Lang	Steve Costello
Facilities	Chris Milano	Transportation	Dajuana Reeves
Math/Business	John Towers		

Plan Development

This plan was developed using the most recent <u>NYSED Guidance Document</u> with input or written guidance from school stakeholders and community members, including administrators, faculty, staff, students, parents/legal guardians of students, Nassau County Health Department, Levittown District Medical Director, Levittown District Legal Counsel and affiliated organizations such as unions. Work Groups were established in May 2020 in the following areas.

Health and Safety	Elementary Instruction
Secondary Instruction	Special Education
Building Protocols	Transportation

The work groups were facilitated by Administrators who were supervised and guided by Central Office Administration, Todd Winch, Debbie Rifkin and Christopher Dillon.
1. On a District wide level, the COVID-19 Safety Coordinator will be Michele Ortiz.
2. The Principal of each school, in conjunction with the School Nurse will have the responsibility to ensure continuous compliances with all aspects of the school's reopening plan, as well as any phased in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.
   a. Role Of The School Nurse During The COVID-19 Pandemic.
      i. Act as Building Level COVID Safety Coordinator
      ii. Assist administrators on implementing New York State guidelines for the re-opening of schools.
      iii. Assist administration on educating the parents, students and staff regarding COVID-19 and assist in writing district protocols and policies.
      iv. Contact parents regarding student's health status and symptoms during the school day and necessary steps regarding student exclusion and follow-up medical care.
      v. Give local referrals to parents, staff for COVID-19 testing.
      vi. Educate parents/staff regarding proper ways to isolate/quarantine during a COVID-19 outbreak in a classroom or family.
      vii. Assist administrators with DOH notification and contact tracing of students/staff if they test positive for COVID-19.
      viii. Assist staff, teachers and students in regards to proper use of PPE and proper cleaning of surfaces to maintain proper cleanliness in student work areas.
      ix. Establish policies for safely isolating, caring for and dismissing students and staff who exhibit possible COVID-19 symptoms so that others are not unnecessarily exposed to the virus.
      x. Addressing students' emotional needs and coordinate with school counselors, psychologists, and social workers to ensure students' emotional health needs are being met.

At the district level, the following individuals are responsible for ensuring that specific tasks are attended to:
Superintendent of Schools
      Submission of Reopening Plans and amendments; Community/Family and Community
      Engagement; Overall supervision of compliance
Assistant Superintendent of Human Resources

Health and Safety; Social, Emotional Well Being; Attendance and Chronic Absenteeism; Special Education; Staffing; Teacher and Principal Evaluation System

Assistant Superintendent for Instruction

School Schedules; Technology and Connectivity; Teaching and Learning; CTE

Assistant Superintendent for Business and Finance

Facilities; Child Nutrition; Transportation; Budget and Fiscal Matters; Economic Overview; Athletics and Extra Curricular Activities

(Mandatory Assurances, 20, page 5)

Levittown Public Schools
Superintendent's Task Force
Reopening Work Groups

Elementary Instruction/School Schedules/Attendance & Chronic Absenteeism/Technology

Facilitators: Michelle Kelly and George Maurer

Tracy Alber	Maureen Eagle	Jennifer Lores	Jane Rossi
Marissa Aramini	Jennifer Engel	Maureen Madigan	Carol Rimler
Cheryl Bamberger	Tina Farley	Bridget Maniscalco	Lauren Russo
Mary Jo Bergerson	Andrea Fitzpatrick	Michelle Matos	Tara Scarola
Elba Bocardo	Brittany Frenger	Jennifer McCarty	Jeanie Schadt
Kristine Boyd	Diane Furlong	Amy McEntee	Morgan Seiden
Tom Carriero	Robert Galino	Kim McGrath	Marissa Shapiro
Rochelle Cascio	Anne Garcia	Maureen McLaughlin	Ryan Shutka
Amanda Causeman	Melissa Garibaldi	Kathleen Mundy	Sara Siebert
Parbatee ChuCheong	Jennifer Gorkse	Jennifer Nadolny	Pam Smith
Carisso Ciaravino	Sue Graham	Tina Napoli	Katie Stewert
Carol Clingen	Suzanne Gunning	Brittney Nelligan	Jeanne Swint
Jenna Conrad	Marissa Hall	Melissa Nunes	Kerry Sykora
Nicole Corron	Madeleine Hayes	Jennifer O'Brien	Debra Tommasulo
Cynthia Dano	Christine Haering	Tara O'Connor	Cristin Tripp
Donna DeLorenzo	Eirene Hekimian	Genevieve Panell	Karen Vaiano
Lynn Dionisio	Mirna Hughes	Christopher Pappas	Jessica Vitolo
Donna DiPalo	Marie Johnson	Christine Pase	Eileen Vogel
Valerie Dillon	Jessica Kaufman	Christine Pena	
Cathy Droll	Amanda Leyden	Kathleen Rogan	

Secondary Instruction/School Schedules/Attendance & Chronic Absenteeism/Technology

Facilitators: Steve Costello, Kevin McDermott, Kerin Slattery and John Towers

Kirsten Anderson	Mark Curtiss	Carole Going	Veronica Miller
John Avena	Nicole Dawson	Jacklyn Guidice	Amy O'Grady
Christine Boyle-Perciballi	Nara Denson	Elizabeth Hammer	Kate Osterman
Sean Breves	Vince Dulisse	Margaret Ippolito	Maura O'Sullivan
Pat Burke	Mary Lynn Eisele	William Kind	Sal Pulice
Deiy Cai-Hsui	Dave Friedman	Melissa Lawrence	Rob Storrie
Todd Connell	Johanna Garschina	Nancy LiVolsi	Kristen Stritzl
John Coscia	Michael Gibbone	Samantha McKevitt	Dawn Wang
Frank Creter			

Bilingual and World Languages Sub Group

Mirna Hughes	Michele Ortiz	Genevieve Pannell	Carol Rimler

Levittown Public Schools
Superintendent's Task Force
Reopening Work Groups

Special Education

Facilitators: Susan Farber, Dawn Wang

Stephanie Addona	Rob Galino	Milton Josephs
Rich Cirillo	Lee Gardner	Julie Joshuakutty
Lisa Dimitri	Sean Haggerty	Edel McCarville
Amy Ennix	Margaret Ippolito	Rocco Ognibene

Mental Health Sub-Committee/Social Emotional Learning

Danielle Bantileskas	Kara-Grace Flanney	Maria Miceli
Maureen Conway	Dr. Lee Gardner	Leigh Rust
Lisa Dimitri	Milton Josephs	Marissa Shapiro
Donna Resti	Lisa Lombardo	Jaime Spencer
Chris Fives	Desiree Mendoza	Noreen Williams

Health and Safety

Facilitators: Chris Milano and Michele Ortiz

Stephanie Addona	Chris Letts	Sal Tese
John Coscia	Jordan Margolis	James Tosner
Carol Fitzpatrick	Kevin McDermott	Shirley Waldron
Karen Gallo	Frank Mortillaro	John Zampaglione
Gale Glicksman	Heidi Savino	
Mike Gunn	Keith Snyder	

Building Protocols/Child Nutrition

Facilitators: Keith Squillacioti, Joseph Sheehan, John Zampaglione

Jeff Aiello	Sam McElroy
Jami Anspach	Chris Milano
John Avena	Keith Snyder
John Caulfield	

Transportation

Facilitators: Dajuana Reeves, Cathy Rust

Dan Agovino	Margaret Lamberson	Donna Portanova
Craig Arvelo-Shaw	Amanda Malizia	Jesse Romero
Janet Cohen	Edel McCarville	Patricia Sabella
Rosemary Kallas	Chris Milano	Noreen Visconti
Laura Korista		

Communication/Family and Community Engagement

The District developed a communication plan for students, parents or legal guardians of students, staff and visitors that includes applicable instructions, training, signage and a consistent means to provide individuals to provide individuals with information. The district has and will continue to use the following means of communication as we reopen schools for our children.

- The district maintains a webpage www.levittownschools.com, where a section for comprehensive information relating to coronavirus protocols has been maintained since March 2020. There is a section for each school as well. The website and all pages have a translation feature so that anyone reading it can choose the language of display. Printed documents are translated to language of choice for families. This includes lunch menus.
- The district maintains a list serve to disseminate information to any resident who chooses to sign up. Messages are delivered through email
- The district uses an automated messaging system to disseminate pertinent information to residents who sign up to receive them. These are available and are used at the district and building levels.
- Information has also been added to our printed calendar which is mailed to all households in the district. The calendar gives directions on how to access the foregoing methods of communication.
- Direct mailings are sent to school age families when necessary
- The District maintains a social media presence on Twitter and Instagram and will use these platforms to disseminate information about instructions, trainings and other pertinent items.

In addition to these methods which are used regularly, the district used or will use these specific methods of communication related to reopening procedures/protocols

District level:
- Presentation to Board of Education regarding changes for 2020-2021 school year.
- Letter from Superintendent will be sent outlining changes for 2020-2021 school year.
- Ongoing communications during the year related to health protocol reminders and updates.
- In July, 2020 a public presentation was made to the Board of Education on the draft plan. Subsequently, meetings were held with members of the PTA of each school, SEPTA and the Levittown Council of PTAs to discuss the draft plan and to obtain feedback. Meetings were also held with the three Unions in the Levittown School District: Levittown United Teachers, Association of Levittown School Administrators and CSEA Local 1000. During each meeting, the plan was presented and feedback obtained.
- Finally, in late July, the plan was posted on the Levittown School District Website, www.levittownschools.com and a feedback email was created for all residents, students and former students to comment and provide feedback.
- The feedback received from all sources were considered in the final submission of this plan.
- Names of the participants for each of the work groups are contained in the beginning of this document.

Building level:
- Letter from principal outlining changes for the 2020-2021 school year.
- Video presentation providing families showing changes to hallways, classrooms, entry processes, etc.

- o Kindergarten video with teachers greeting new students.
- o Ongoing communications during the year related to health protocol reminders and updates.

(Mandatory Assurances 5, page 15)

Health Protocols and trainings:

- Staff members and students will be trained on new health protocols, including observation of signs of illness in their child that require staying home from school, hand hygiene, proper face covering, social distancing and respiratory hygiene by September 8. The same training will be made available to parents. (See Sample Parent letter). Virtual, recorded trainings will be available before school begins
- All parents will be provided with a link on new health protocols before school begins
- All students will be trained on new health protocols by September 8nd . Virtual, recorded trainings will be available before school begins. On first day of school, teachers will review protocols (elementary classroom teacher, secondary English teacher)

Signage:

- Gardiners Avenue ES will use signage developed by the CDC, NYSDOH, other public health outlets, the NYS Department of Education, and create new signs where appropriate. Appropriate signage and markings will be placed throughout Levittown Public School offices and school buildings to remind staff, students, families, and visitors (when permitted) to maintain physical distancing, wash hands adequately, wear face coverings as defined on page 10 of this document.

- Specifically, signage will be posted at all building entrances, restrooms, cafeterias, classrooms, administrative offices, auditoriums, and custodial staff areas. Signage will also be installed to mark the direction of flow in hallways to limit exposure.

(Mandatory Assurances: 1-5; page 3 / 2, 3,10; page 4 / 7; page 8)

Health and Safety

To ensure the health and safety of all individuals who use our schools, the District has and will continue to provide training to all stake holders on new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing and respiratory hygiene. Students who are at high risk or live with a person at high risk will be provided with accommodations, including but not limited to:

- Additional PPE
- Remote learning, even if the school is operating on an in-person or hybrid model

(Mandatory Assurance 12; page 5)

Social Distancing:
The district has reviewed each classroom and made a determination on how many students can fit in the room in a socially distant manner.

(Mandatory Assurance 11; page 4)

Safety Drills:
Each school will ensure that school safety drills with modifications to ensure social distancing between persons will be conducted.

Evacuation (Fire) Drills will be conducted in a manner that regardless of what in-person educational model is utilized all groups of students will participate in the drill. This means that split schedules or alternate day education will need to provide evacuation drills in a manner that all students are included. In some instances this may result in more drills (possibly double) the number of normally required drills in order to cover all students. In order to maintain social distancing, evacuation of the entire building at one time may not be possible. Each building Principal/Administrator will determine based, on total building attendance, the best practice for their site which may include: (1) Due to reduced building occupancy following the usual evacuation process; (2) Conduct drills with each split schedule group; (3) For total in-building occupancy conduct drills in limited portions of the building until the entire building is complete and (4) Any alternate combination which will reduce the number of students evacuating the building at any given time. It will be imperative that all students and staff wear face coverings during drills. Evacuation locations outside the building will be supervised by each teacher to avoid congregation and maintain social distancing while maintaining security and control over the class they supervise. **In the event of an actual evacuation social distancing will not be the priority.**

Lockdown Drills will not be able to be conducted in the normal manner and students will refrain from gathering in corners of the classroom. Instead, the normal lockdown drill procedure will be initiated over the loudspeaker or other defined notification method but students will remain in their seats. The classroom teacher will explain the reason for a lockdown and the normal process that would take place. Time will be given for questions and answers. The lockdown drill will end with a loudspeaker announcement explaining that if it was a real event a Police Officer would be coming to every classroom to release students. This concept will be reinforced by the classroom teacher. As noted for evacuation drills, regardless of the educational in-person model utilized, all students in every group will need to participate. **It should be noted that in the event of an actual lockdown the normal lockdown procedures will be followed and social distancing will not be the priority.**

(Mandatory Assurance 18; page 5)

PPE:
Individuals have been instructed on what kinds of face coverings and other PPE are acceptable for use. In the event that individuals do not have the proper coverings, the District will provide one for them. All staff and students are required to wear PPE).

Personal Protective Equipment (PPE) Protocol, Generally
- The Levittown School District reviewed the OSHA COVID-19 guidance on how to protect staff from potential exposures as well as CDC guidance on proper PPE use. Training will be provided on proper PPE use including:
- The proper way to wear face coverings
- Washing hands before putting on and after removing their face covering
- Proper way to discard disposable face coverings
- The importance of routine cleaning of reusable face coverings
- Face coverings are for individual use only and should not be shared

Staff PPE
- All staff should wear face coverings as required. Levittown Schools will provide face coverings as defined on page 10 of this document if the employee does not have a face covering.
- Teaching staff can use face shields, in addition to clear facemasks, which enable students to see their faces and to avoid potential barriers to phonological instruction. These will be provided by Levittown Schools as needed.
- For any staff wearing a face shield it is required that they also wear a surgical mask.
- Levittown Schools will supply other PPE appropriate for work assignments (complying with OSHA requirements).
- Employees engaging in symptom screening: surgical masks, face shields, and disposable gloves will be provided.
- Nurses will have access to a higher degree of PPE due to the nature of their work.
- Front office and food service employees: face coverings, and disposable gloves will be provided.
- Custodial staff: equipment and PPE for cleaning and disinfecting (disposable gown, gloves, eye protection, and mask in addition to PPE as required by product instructions) will be provided for regular surface cleaning and deep cleaning and disinfecting as well as for the protection of the staff against transmission of COVID-19.

Student PPE Protocol
- The NYSDOH states that an acceptable face covering, which is strongly recommended to be worn by all individuals at all times but is required to be worn any time or place that individuals cannot maintain appropriate social distancing, in hallways, in restrooms, and in other congregate settings including buses.
    1. However, since face coverings are always to be worn by all individuals, Levittown Schools will permit students to remove their face covering during meals and for short breaks so long as they maintain appropriate social distance.
- Acceptable face coverings include but are not limited to cloth-based face coverings (Homemade sewn, quick cut, gaitors and bandanas), and surgical masks that cover both the mouth and nose. Face coverings must be appropriate for school (no profanities, questionable symbols)

- Exceptions include children under the age of two, or for anyone who is unable to medically tolerate such covering. This includes students for whom such covering would impair their physical health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction, and anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
- Levittown School District Instructional plans have built in time for face covering breaks for students when they can maintain social distance.
- Training on appropriate use of face coverings will be provided to students via video prior to the first day of in-person instruction. This will be followed up with regular reminders and training while attending school.

*A daily checklist will be used by school personnel to inspect their areas and ensure that they have sufficient supplies each day. Inventory checklists will be monitored by the Facilities Department.

(Mandatory Assurance 13 and 14; page 5)

Health Protocol to instruct staff to observe for signs of illness in students and staff.
(note: Health protocols have been developed with input from the District Medical Director)

- All students at the secondary level are required to fill out a COVID screener each day and will be required to present the result upon arrival. http://entry.neric.org
- Students at the elementary level are required to fill out a COVID screener that will be emailed to them each day: http://www.edvistas.com/.
- Temperatures will take place upon arrival to all buildings, and are required for all staff and students and any individual whose temperature exceeds 100° F will be denied entry.
- Students will be assessed by the School Nurse, and placed in the isolation room until their parents can pick them up and staff will be sent home.
- All staff will observe students and staff for signs of illness:
    - Fever or chills (100°F or greater);
    - 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; and/or
    - Diarrhea

- Symptomatic persons will be sent to the isolation room where they will be checked by the School Nurse (RN),
- A list of testing sites in the area will be provided to parents and staff upon their dismissal from school/work.
- A log of all visitors will be maintained by the Nurse on duty in the isolation room.

(Mandatory Assurances 4 – 7; page 4)

Health Office Well/Sick Care Room Protocol

The objective of having separate health offices is to provide health care while reducing the risk of cross contamination and spread of illness. Each school will have a "Well Care Room" and a "Sick Care Room".

The purpose of the "Well Care Room" is to have a designated area for general assessment; treatment of injuries, scrapes, cuts and bruises; and to dispense medications and general well care to students and staff throughout the school day.

The purpose of the "Sick Care Room" is to have a designated area for any student/ staff who may be suspected of having and/or show signs of illness. This room will be where ill students will be assessed and wait for their parent/guardian/designated individual to pick them up.

Guidelines for Both Rooms:

1. Must be monitored by a nurse or health assistant at all times
2. Must contain markings to maintain a social distance of 6 feet from others individuals (Example: desk, chairs, cots, or floor markings)
3. Must have access to a sink or portable water source (Example: portable handwashing station)
4. Must maintain stocks of proper PPE (personal protective equipment) that is appropriate for said room
5. Must be equipped to give care without having to borrow from the other room to prevent cross contamination
6. Must maintain proper cleaning and disinfecting procedures throughout the day such as:
   a. Health room cots, chairs, door handles, and any other surface that can be touched should be periodically cleaned/wiped down with disinfecting wipes.
   b. Thermometers can be wiped with 70% isopropyl alcohol between each student.
   c. Stethoscopes can also be wiped with 70% Isopropyl alcohol. Do not use hand sanitizer as a cleaning agent as there are additives that may damage parts of the stethoscope.
   d. Blood pressure cuffs may be wiped down with disinfecting wipes between use.
   e. Pulse oximeters can be cleaned with a disinfecting wipe or wiped with 70% ethyl alcohol between use.
   f. Cold packs can be placed in a disposable ziploc baggie for each individual use. Once the cold pack is returned, discard the baggie and place the cold pack in warm soapy water to soak. Wash, rinse, pat dry. Then place in the freezer. Disposable ice packs may be used.
   g. Inhalers/nebulizer- follow inhaler/nebulizer protocol.
7. It is suggested that no shared coloring books, crayons, pencils, toys, puzzles, stuffed animals, etc. be available in the health office at this time to avoid cross contamination.

Guidelines for the "Well Care Room":

1. Must have a supply of face coverings as defined on page 10 of this document, gloves, face shields, and gowns available
2. Personnel must wear appropriate PPE to be determined by nurse
3. Must have bathroom within walking distance

Guidelines for the "Sick Care Room":

1. Must have a supply of face coverings as defined on page 10 of this document, N95 masks, face shields/goggles, gloves and gowns available.
2. Personnel must wear appropriate PPE to be determined by nurse
3. Must have bathroom access inside the room. Only to be used by individuals being treated in the sick room.
4. Must have adequate ventilation
5. Door must remain closed at all times
6. Individuals being treated in the sick room must wear a mask/face covering at all times

Criteria for being sent to the "Sick Room":

- Fever or chills
- Stomachache
- Sore throat, swollen glands
- Vomiting
- Upset stomach/diarrhea
- Shortness of breath and/or difficulty breathing
- Headache
- Congestion, or runny nose
- New loss of taste or smell
- Muscle aches- other than physical activity related
- Fatigue- other than inability to sleep the night before
- Rash
- Cough

*Being sent to the "Sick Room" is a sensitive topic for some individuals. Healthcare personnel and school staff will maintain student and staff members' confidentiality in the event that an individual is sent to the "Sick Care Room"

Staff, Student, Parent Training

Re-Opening Overview:
- All parents will be provided with a video reviewing the changes for the 2020-2021 school year before school begins. Videos will be school specific.

Health protocols (General):
- Staff members and students will be trained on new health protocols, including observation of signs of illness in their child that require staying home from school, hand hygiene, proper face covering, social distancing and respiratory hygiene by September 8. The same training will be made available to parents. (See Sample Parent letter). Virtual, recorded trainings will be available before school begins
- All parents will be provided with a link on new health protocols before school begins
- All students will be trained on new health protocols by September 8nd . Virtual, recorded trainings will be available before school begins. On first day of school, teachers will review protocols (elementary classroom teacher, secondary English teacher)

(Mandatory Assurance 3; page 3 and 9, page 4)

Protocol for a Positive COVID-19 Case In The School Building

The school nurse is the liaison between the school system and the Department of Health. Their purpose is to maintain public health and safety in the event an individual is confirmed to have been infected by COVID-19.

The following steps should be implemented by the School Nurse if a student or staff member has been confirmed to have tested positive for Covid-19:

If a student tests positive:

1. If the student is currently in class, he or she will be removed and placed in the Isolation or Sick Care Room until arrangements have been made for the parent to pick the student up.
   - Students will be moved to another location so that the classroom can be sealed and disinfected according to NYS, OSHA and DOH guidelines
   - The School Nurse or designated member will notify the Principal or building administrator in charge and Nassau County DOH at (516) 227-9570 that there is a positive case of COVID-19 in the building.
   - Student's class members and staff will be contained in another room until guidance or directions are given from the Nassau County Department of Health.
2. If a student is absent and student or parent calls in to the health office that they are confirmed positive for COVID-19:
   - The school nurse or designated member will notify the building administrator and Nassau County Department of Health (516) 227-9570 that there was a positive case of COVID-19 in the building.
   - Follow the Board of Health's recommendations and protocols.
   - See attached Flowchart at the end of this document "Can my Child Go To School Today?"

If a staff member tests positive:

1. If a staff member is confirmed and comes into work, he or she will be sent home immediately with contact tracing protocol initiated
2. Students and staff members in the class will be moved to another location so that the classroom can be sealed and disinfected according to NYS, OSHA and DOH guidelines
3. The School Nurse or designated member will notify the Principal or building administrator in charge and Nassau County DOH at (516) 227-9570 that there is a positive case of COVID-19 in the building.
4. If a staff member or a student is absent and calls in to the health office that they are confirmed positive for COVID-19:
   - The school nurse or designated member will notify the building administrator and Nassau County Department of Health (516) 227-9570 that there was a positive case of COVID-19 in the building.
   - Follow the Board of Health's recommendations and protocols
   - See attached Flowchart at the end of this document "Can I Go to Work at the School Today?"

Contact Tracing*

See Levittown Public Schools Response to Coronavirus Testing and Contact Tracing Plan, which is incorporated in this document as Appendix B for detailed information on this topic.

Returning to Learning after a Positive test for COVID 19:

1. School Nurse will be in contact with DOH and families.
2. Student/Staff must isolate at home for 10 days and be fever free for 72 hours at a minimum before returning to school.
3. See Flowcharts attached at the end of this document, "My child has COVID 10 symptoms. When can they go back to school," AND "I have COVID 19 symptoms. When Can I go back to work at the school?"

(Mandatory Assurances 15, 16; and 17 page 5)

Before and After School Programs (LAP and LAMP)

LAMP (morning program):
- All students and LAMP staff will be screened for temperature prior upon entry.
- Cafeteria, APR, Gym, Reading Rooms or any rooms that are not used during the school day. These rooms will be identified and shared with the building principals so that these locations can be sanitized after LAMP usage, and prior to regular student usage.
- Groups will be outside as much as possible, weather permitting.
- Students will be in groups of no more than 15 students with two counselors assigned to them.
- Each individual group (cohort) will be together the whole time from start to finish. They will be in separate locations throughout the building.
- Separate attendance sheets will be made for each exit location.
- Students will be separated 6 feet apart, counselors will monitor this separation and support with prompts. EG. "Airplane Arms"
- Staff and students will wear face coverings when inside. Breaks will be instituted.
- Each group will have a designated area to keep supplies like jackets and book bags. If possible, each student will be given a plastic bag with their name on it to keep their supplies in.
- During pick up, multiple locations will be used for pick up to avoid congestion.
- Parents will no longer enter the building for pick up.
- Supplies given to students will be individual and not reused, such as pencils, crayons, paper.
- If a student exhibits symptoms, they will be brought to the isolation room and parents will be called.
- If a student or LAP staff member tests positive for COVID, the same testing and training protocols will be followed as during the day.

LAP (afterschool program):
- Cafeteria, APR, Gym, Reading Rooms or any rooms that are not used during the school day. Rooms will be identified and shared with the building principals so that these locations can be sanitized prior to usage.
- Groups will be outside as much as possible, weather permitting.
- Students will be in groups of no more than 15 students with two counselors assigned to them.

- Each individual group (cohort) will be together the whole time from start to finish. They will be in separate locations throughout the building.
- Separate attendance sheets will be made for each exit location.
- Students will be separated 6 feet apart, counselors will monitor this separation and support with prompts. EG. "Airplane Arms"
- During homework, counselors will no longer circulate and sit with students to check and guide them.
- Staff and students will wear face coverings when inside. Breaks will be instituted.
- Each group will have a designated area to keep supplies like jackets and book bags. If possible, each student will be given a plastic bag with their name on it to keep their supplies in.
- During pick up, multiple locations will be used for pick up to avoid congestion.
- Parents will no longer enter the building for pick up.
- Supplies given to students will be individual and not reused, such as pencils, crayons, paper.
- If a student exhibits symptoms, they will be brought to the isolation room and parents will be called.
- If a student or LAP staff member tests positive for COVID, the same testing and training protocols will be followed as during the day.

(Mandatory Assurance 19; page 5)

Facilities

In the development of this plan, the District and each school, in conjunction with its Architect, will:

- Ensure that all changes or additions to facilities are in compliance with the requirements of the 2020 NYS Uniform Prevention and Building Code and the State Energy Conservation Code and will submit all changes to OFP
- Comply with the 2020 Building Condition Survey and Visual inspection, where applicable;
- Conduct Lead-In-Water Testing as required by NYS DOH regulation 67-4
- Follow detailed floor plans to OFP for review should it decide to install partitions or dividers in instructional and non instructional spaces;
- Follow guidance for all new building construction and temporary quarter project and will submit same to OFP for review;
- Follow any guidelines for the temporary or permanent use of Tents. If the district plans to include tents in the district, plans will be submitted to BCNYS
- Provide the minimum amount of toilets and sinks under BCNYS regulations
- Provide drinking water at the rate of one drinking fountain per one hundred occupants
- Maintain adequate, code required ventilation as designed;
- Label all project submissions only dedicated to "COVID-19 Reopening" as such
- Ensure that plastic separators comply with the 2020 BCNYS Section 2606

The district does not plan to offer any new facilities for leasing

(Mandatory Assurance, 1-3 and 5-13; pages 6 & 7)

Cleaning & Sanitizing:

- Hand sanitizer, which is compliant with FCNYS 2020, Section 575 available in classrooms.
- Hand washing, which is compliant with FCNYS 2020, Section 575 /Hand sanitizing stations located throughout the building.
- Doorknobs and handles cleaned throughout the day.
- Classrooms disinfected at the end of the day.
- Bathrooms are cleaned/sanitized throughout the day.

(Mandatory Assurances 4, page 6)

Use of indoor Facilities by outside groups:
Prohibited.

Use of outdoor Facilities by outside groups:
New process initiated July 15, 2020, which is compliant with COVID guidelines issued by the CDC.

Child Nutrition

The District is committed to ensuring that all students are able to have access to school meals each day and makes the following assurances:

1. All students enrolled will have access to school meals each school day. This includes students in attendance and students learning remotely. As always, the school lunch program in the Levittown School District will be in compliance with Child Nutrition requirements.
2. For students in attendance:
   - Elementary
     o Students will eat in classes, socially distanced and will remove face coverings while they are eating.
     o Students will be instructed to wash their hands prior to and after eating.
     o Students will not be permitted to share food with any other student
   - Secondary
     o Students will eat in the cafeteria and will be seating at least 6 feet away from other students in the same space.
     o Students will all be facing in the same direction.
     o Tables will be sanitized after each lunch period.
     o Students who have food allergies will be seated in a separate area from other students
4. Students who are not in attendance may purchase lunch at their school of attendance.

(Mandatory Assurances 1-6 and 8; page 8)

Transportation

The District maintains its own fleet and will work to ensure that students can be transported safely and within the guidance from SED and the Department of Health.

- All buses in use by the Levittown School District to transport students comply with Federal Motor Carrier Safety Standards.
- Buses will be sanitized between each route.
- ~~Buses will not be equipped with hand sanitizer nor will drivers, attendance or monitors be permitted to carry personal bottles of hand sanitizers on the bus.~~ Hand sanitizer will be available in the break rooms, garages and dispatch offices
- Drivers and bus attendants will be provided with PPE daily. Drivers, monitors and attendants who must have direct physical contact with a child will wear gloves.
- All staff will perform a self-health assessment for symptoms of COVID 19 before arriving to work. This district has set up an electronic collection method for this data.
- All transportation staff members will be trained on new health protocols, including hand hygiene, proper face covering, social distancing and respiratory hygiene by September 8. Virtual, recorded trainings will be available starting August 15th
- The district will provide training and periodic reminders of the symptoms of COVID-19 and social distancing.

The District will work with parents to obtain information about whether or not they are willing to provide transportation for their children for the school year. The following protocols have been established:

- Students will wear face coverings as defined on page 10 of this document on the bus.
- Children from same family will be seated together.
- Students from different households seated using appropriate social distancing.
- Students who receive transportation pursuant to an IEP will continue to receive transportation and if they are medically unable or mentally unable to wear a mask/face covering, they will be placed 6 feet apart on the bus.
- No student will be denied transportation for not wearing a mask/face covering and will be provided one by the district if they do not have one.
- If school is in session, transportation will be provided to nonpublic, parochial, private, charter schools and students whose IEP have placed them out of district, so long as those students qualify under the district transportation policy.

Mandatory Assurances 1-18; pages 9 and 10)

Social Emotional Well Being

The Worldwide pandemic and the disruption of everyday life has been stressful for staff and students. As such, the Levittown School District has established the following Mental Health Plan, which represents a multi-tiered system of supports for all students:

Background
- All Levittown Public Schools (LPS) along with all other public schools across New York State were closed to face-to-face instruction on the order of the Governor of New York State due to the pandemic caused by Covid-19.
- Since March 17th, 2020, all students in the LPS have been on remote instruction receiving academics and related services via Zoom and Edmodo.
- In early June 2020, a task force was set up to examine the three different entry possibilities for the 2020/2021 school year. These three models were:
  - Full re-entry, i.e., all students and faculty returning to school (as per pre-Covid-19 lockdown.)
  - Hybrid re-entry, i.e., some students studying and receiving services at home and some in-person.
  - Full remote instruction, i.e., all students working from home as they were since March 17th, 2020.
- The task force was split into different sub-committees examining all aspects of re-entry. This guide focuses on the work of the Mental Health Task Force, which met multiple times via Zoom and developed the following plan to address the mental health needs of our students and faculty for September 2020.
- A social emotional screener was placed on the district website for parents to access
- Presentations from South Oaks, who has partnered with the district for mental health services, for parents and staff were facilitated by the district
- Professional Development regarding this mental health plan was provided for staff, psychologists, social workers and middle school guidance counselors.
- Resources for parents, students and staff have been posted on the district website

Areas Planned/Timeline
The task force created a timeline to address the mental health needs of students and faculty. This is being focused on two levels as well as for employees of the District:
- Elementary Level
- Middle/High School Level
- During the first few weeks of school, support staff will push into classes, district-wide, either in remote or in person settings.

Self-Care for Levittown Employees
Levittown School District will:
- Support a culture in which adults feel comfortable asking for help without being perceived as being unable to do their job.
- Strategies that school leaders and crisis team members can consider for providing direct support include the following.

- Positive and uplifting messages such as quotes that convey hope, resilience, and thankfulness
- Funny messages to allow for humor
- Factual details about what information is known and specific actions that can be taken (i.e., CDC updates or recommendations, strategies for staying safe)
- Strategies for coping
- Sharing of videos such as movie clips, YouTube videos, TED Talks, etc.
- Re-emphasize care-for-caregiver culture (e.g., it is okay and expected you will ask for assistance).

How To Help Yourself And Others

- The Levittown School District participates in an **Employee Assistance Program** that is available for all District staff. This confidential program is provided by 'Open Arms', and can be reached **24/7 at 800-585-5422.**
- Self-care can come in many forms and each can help address the signs and symptoms mentioned above. School leaders should encourage self-care for staff members. Staff should be reminded to take their preps and lunch breaks as a means of taking care of themselves throughout the school day. Please see the attached addendum on Page 67 for additional tips for self-care.

(Mandatory Assurances 1-4; page 11)

Item	Action/Responsible
Refer any student in crisis that we are made aware of to YES network, South Oaks, North Shore Child and Family Guidance, Central Nassau Guidance Center or Hofstra University Psychological Counselling Center ** See Page 22	Social Workers/Psychologists in each elementary school- Support Staff including guidance counselors on the secondary level Administrators...since they may have the summer contacts with families that support staff typically do not have.

By August 1st, 2020

Item	Action/Responsible
Compile Social Stories	Social Workers/Psychologists in each elementary school. Wearing Face coverings as defined on page 10 of this document: https://www.youtube.com/watch?v=3iFQ5G5NCfE Social Distancing at School: https://www.youtube.com/watch?v=UmPaUjY2lDI
Finalize Letter for Parents	Mental Health Task Force Team
Begin to prepare trauma training PD for back to school PD	Mental Health Task Force Team

By August 15th, 2020

Item	Action/Responsible
Mail home letter re: mental health awareness. See Page 6.	School Clerical/To go with August mailing and add to schools' websites.
Complete videos for parents/students as to what school will look like upon reopening Caveat – if a decision has been made on how schools will reopen.	Mental Health Task Force Team
Gather and post mental health resources on LPS and schools' websites	Mental Health Task Force Team – this is on District website currently titled Mental Health Newsletter June 2020
Create a Tiered Crisis System ** See Page 5. Develop PD	School Psychologists/Social Workers

School Opening

Item	Action/Responsible
Meeting of all Social Workers/Psychologists via Zoom before school begins – Elementary & Middle/High School to review SEL Plan	Mental Health Team/Director of Pupil Personnel Services
Trauma PD for faculty on first day of return for faculty (in-person or remote)	School Psychologists/Social Workers

	See suggested training at end of this document
Push-in to Classrooms during first two weeks and additional push in's to classroom at the request of the teacher based on class need. If on remote learning, support staff to join in class via Google Meet.	School Psychologists/Social Workers
Support existing Social Emotional Programs and develop based on need. This will be decided upon once final decisions have been made.	Schools Psychologists/Social Workers
Have students acclimatized to Google Classroom to reduce anxiety and stress in case that model of teaching has to be used extensively. Create PD for parents on Google Classroom.	Teachers/School Administration/Computer TA's
Posting homework daily online via Google Classroom to alleviate stress and anxiety.	Teachers
Obtain a list of students whose families have experienced bereavement due to Covid-19-distribute information to classroom teachers of effected students.	Teachers/School Administration/Social Workers/School Psychologists/Guidance Counselors
Create guidance document for social workers/psychologists for their push-in's. Uniform message around the district schools.	Mental Health Task Force

In School Activities Once School Has Opened

- Teachers will be the 'eyes and ears' of the mental health professionals as they will have direct daily contact with their students. They will be able to alert school-based teams as required.
- All teachers to have a morning meeting (see guide below for topics) to assess the day and monitor students' mood and behavior.
- At times throughout the day, students can engage in hands on learning (learning while creating something or playing with playdoh, putty) to help reduce trauma.
- Assessment and Need of 'Beautiful Me,' and 'Banana Splits' to allow social workers to focus on bereavement groups, mandated counseling, 'A Worry in Me' (anxiety) group, and classroom push-ins.
- If allowed, use interns to support buildings SEL.
- School staff will wear a picture of themselves (without a face covering) on their shirt.

Tips for talking to Students, Generally

- **Remain calm.** Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.
- **Reassure children** that they are safe. Let them know it is okay if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.
- **Make yourself available to listen and to talk.** Let children know they can come to you when they have questions.
- **Avoid language that might blame others** and lead to stigma.

- Talk to children about how some stories on COVID-19 on the Internet and social media may be based on rumors and inaccurate information. Children may misinterpret what they hear and can be frightened about something they do not understand.
- Remind students how they can help reduce the spread of germs. Remind children to wash their hands frequently and stay away from people who are coughing or sneezing or sick. Also, remind them to cough or sneeze into a tissue or their elbow, then throw the tissue into the trash.
- **Discuss any new actions that may be taken** at school to help protect students and staff.

Speaking to students on the Elementary Level

- Children may worry about themselves, their family, and friends getting ill with COVID-19. Parents, family members, school staff, and other trusted adults can play an important role in helping children make sense of what they hear in a way that is honest, accurate, and minimizes anxiety or fear. The following is a list of questions that students may have and typical ways that they can be answered:
  - **What is COVID-19?**
    - COVID-19 is short for "Coronavirus disease 19."
    - Doctors and scientists are learning about this virus each day to make sure everyone feels healthy.
    - Adults are working hard to keep you safe!
    - Below are a few child friendly videos to explain COVID-19.
      - https://safeYouTube.net/w/UemO
      - https://safeYouTube.net/w/qfmO
  - **How does COVID-19 Spread?**
    - COVID-19 spreads from person to person.
    - It is spread through the air and gets into the nose and the lungs.
    - Wearing a mask/face covering and staying away from others helps to make sure we stay safe and healthy.
  - **What is Social Distancing?**
    - Social distancing helps to stop the spread of COVID-19 germs.
    - Social distancing means to stay away from others so we keep our germs to ourselves.
    - Social distancing is a rule for now until the virus goes away.
    - For now, you cannot hug or high five someone who is not in your family. If you want to hug or high five, try to think of other ways to show a friend you are happy to see them! (Air high fives, air hugs, compliments, smiles).
    - To make sure you are social distancing while playing or talking to others, take 3 BIG steps away and ask an adult if you are far enough.
    - Below are some child friendly videos to explain social distancing.
      - https://safeYouTube.net/w/ObmO
      - https://safeYouTube.net/w/4cmO
      - https://safeYouTube.net/w/PdmO
  - **Why Do We Wear a Mask or Face Covering?**
    - Wearing a mask or face covering helps to make sure less people spread their germs.
    - Masks/face coverings protect our bodies and everyone else from feeling sick.
    - If someone coughs or sneezes into their mask/face covering, their germs do not spread to other people.
    - Below are some child friendly videos to explain wearing a mask/face covering.
      - https://safeYouTube.net/w/hemO

- https://safeYouTube.net/w/fgmO
  - How can we stay safe?
    - **Wash your hands!** Use soap and warm water. You can sing the "Happy Birthday" song twice in your head to yourself while you scrub your hands!
    - When should I wash my hands?
      - After using the bathroom
      - Before or after eating a snack or a meal.
      - Before touching your face or rubbing your eyes
      - Before or after playing with a toy.
      - After coughing, sneezing, or blowing your nose.
    - **Wear a mask/face coverings!**
      - Masks and face coverings help keep everyone safe during COVID-19.
    - **Eat healthy foods!** Try your best to eat healthy foods.
      - What should I eat?
      - Fruits
      - Vegetables
      - Protein
      - Dairy
      - Grains
    - **Keep exercising!**
      - Exercising helps our bodies stay healthy! Remember to stay 6 feet away while exercising or playing outside (about 3 BIG steps) from other people.
  - What happens if you get sick with COVID-19?
    - Sometimes people have a fever or a cough, but everyone is different.
    - Adults will keep you safe and help you feel healthy if you feel sick.
    - If you start to feel sick, tell an adult and they will take care of you. Feeling sick does NOT mean you have COVID-19.

Crisis Levels of Intervention: Guide for Teachers Elementary

Level 1 Student is crying (i.e., missing home, worried about potentially getting sick, anxious about schoolwork).

Below are phrases staff members can reference when a student is crying or showing symptomology of feeling upset/anxious/angry/etc. Every issue is case sensitive, but these phrases can be used to help students feel supported.
- "I can see this is hard for you. I am here if you want to talk."
- "You are safe here."
- "Would you like help or to try again?"
- "Let's take a break."
- "We can come up with a solution together. I am here for you."
- "It's okay to be sad."
- "I hear what you are saying."
- "It is okay if you don't want to talk. I will stay close and I will help you as soon as you are ready."

Below are some activities a teacher can utilize to help the class if a student is upset or crying.
- Go Zen

- Cosmic Kids Yoga
- Any age appropriate dance video
- Meditation Videos
- Sensory Box placed in a part of the room that is accessible for students.

If crying persists for more than 20 minutes, support staff should be called to intervene.

Level 2- If a student is disrupting the classroom environment but is not unsafe, below are some phrases/strategies a teacher can reference:

- Remind all students of the classroom management plan.
- Praise students for listening and engaging in the classwork or lesson.
- Quietly ask student "Do you need a break?"
- Teacher should stand near student who is disrupting the classroom but continue engaging with all students in the classroom.
- **Take a short break with class and utilize a video or meditation.**

If disruption persists for more than 20 minutes, support staff should be called and Parent contact should be made.

Level 3- Student is danger to self or others. Student is attempting to hurt self/other students/teachers.

If this occurs, support staff should be called immediately.

Teacher needs to assess the situation and determine best course of action to maintain safety of other students While waiting for support staff member, remind student that you are here to keep them safe in a calm manner.

- "I am here for you."
- "My job is to keep you safe."
- "Show me you can have safe body with hands and feet down."

Tiers of Intervention

Tier I (about 80% of students) mental health interventions

Each elementary school building will ensure there is a push-in to each classroom by a support staff member within the few weeks of school. This push-in will be to welcome the students back to the school buildings, express how much we all missed them, broach the topic of the coronavirus and feelings about it. It will also be used to remind students of who to talk to about their feelings (parents, teachers, school psychologists, social workers) and where to find these staff members. It will also address the possibility of returning to remote instruction and to explain this is not scary and how we can cope with any feelings/anxiety about this change.

Please see editable sample script to help guide the conversation along with topic starters and resources to help aide in building copings skills and overcoming anxiety about possibly going back to remote instruction.

"Welcome back everyone! We missed you all so very much and are so happy to welcome you back into (school name). I know you have may have heard a lot about the coronavirus and probably have some questions about it. Asking questions is a good way to help you understand what is happening. There are no wrong questions so do not be afraid to ask.

Raise your hand if you have any questions about the coronavirus.
Lots of kids also may be having different feelings about the coronavirus and what is going to happen next. When you talk about how you are feeling, your teachers and parents can understand how you are feeling and ways to help. Remember all feelings are okay, but it is important not to keep them inside.
Review the resources in both home/community and the school building along with locations of support staff. Remind students we are all here to listen, help and make sure they are safe."
Have an open discussion with students about change and how change does not need to be scary. Discuss with students that we may have to go back to remote learning and even though it will be a change, remind them and have them answer what will still remain the same (families, teachers, siblings, pets).
Discuss topics about change to help them overcome anxiety about changes. Some possible conversation starters:
What is a change you have enjoyed?
What do you think has been the biggest change in your life?
What are some things you feel thankful for during a change?
What do you like to do when things are tricky?
Do you think you find change easy or hard? What makes you say that?
Is there someone who you think copes well with change? Why?
What would life look like if things never changed? Imagine together!
What is a change you would like to make, but haven't been able to?
Are there any changes coming up that you are worried about?

End the conversation by reminding students that change can be okay. Remind students that feeling a little nervous is okay, but your parents, and teachers will be here to talk to you and help you. Review and summarize some of the coping skills the group came up with to help if they do feel a little nervous. Remind

them that they have the tools to overcome any feelings about having to go back to remote learning and that we will work through it all together.

Another resource to use for push-in and or by the teachers https://www.teacherspayteachers.com/Product/Distance-Learning-Social-Stories-All-About-Change-applicable-to-Coronavirus-5361661

Activities to use when discussing change and how to cope with change

- A collection of 40+ Social Stories for students experiencing a lot of changes. Big and/or unexpected changes can be difficult for us all! Use these social stories to help prep kids for understanding and processing changes. Designed to apply to many changes, including school closures and social distancing. $3 one time purchase
- Provide a predictable, and supportive environment with daily routines and schedule review at the beginning of each day. This can be done during morning meeting (see below).
- Teachers can have a daily morning meeting (brief 5-10 minutes) to touch base with the class and check-in with feelings (mood meter). Sample below (TPT) cost 1 dollar.
    - https://www.teacherspayteachers.com/Product/Emoji-Mood-Meter-Social-Emotional-Learning-Classroom-Management-3999890
- Sharing Circles should be embedded in the daily schedule/routine. Each link below contains a script for a sharing circle activity and how to implement in short time increments. All help student identify feelings and build vocabulary for their feelings.
    - https://ggie.berkeley.edu/practice/feelings-circle-for-kindergarten-sel-kernel/
    - https://ggie.berkeley.edu/practice/feelings-circle-an-sel-kernels-practice-for-first-grade/
    - https://ggie.berkeley.edu/practice/feelings-circle-an-sel-kernels-practice-for-second-grade/
    - https://ggie.berkeley.edu/practice/feelings-circle-an-sel-kernels-practice-for-third-grade/#tab__1
    - https://ggie.berkeley.edu/practice/feelings-circle-an-sel-kernels-practice-for-fourth-grade/
    - https://ggie.berkeley.edu/practice/feelings-circle-an-sel-kernels-practice-for-fifth-grade/
- Other options include class wide journal/writing activities and mindfulness lessons/activities. Examples of lessons and scripts for such below:
    - https://ggie.berkeley.edu/collection/mindfulness-for-lower-elementary-students/
    - https://ggie.berkeley.edu/practice/dialogue-journals-elementary/#tab__1
- Social stories can be reviewed by teachers and or during other tiered supports/push in by support staff members.
- Social stories for elementary schools:
    - https://www.teacherspayteachers.com/Product/Social-Story-Returning-to-School-after-the-Coronavirus-5639712 ---Cost $3 – one time purchase.
    - https://www.teacherspayteachers.com/Product/Social-Story-Returning-to-School-after-Distant-Learning-Editable-Powerpoint-5735738
    - This one is an editable PowerPoint to prepare students for returning to school and also includes them in building the story. It is editable. Also cost $3 – one time purchase.

Tier II (about 15% of students) mental health interventions

Tier two supports can be based on teacher referral, discussion with parents and or observation of the classroom. This can be a push-in support facilitated by support staff and can be co-facilitated by the

classroom teacher. Once lessons are modeled, similar lessons can be facilitated by the classroom teacher later if needed. Teachers that request additional social emotional support for their classes should make the request through the building principal. Teachers can also refer a student via IST if they are in need of a higher level of support.

- Duration of push-in support will be based on the level of need of the classroom (i.e. 2-6 weeks)
- During the time frame of the intervention, support staff will assess continued need based on data collection via observation of push-in session and staff/student feedback, and follow-up IST meetings.
- Ideas for Identifying Emotions/ Coping Skills
  - Identifying Emotions
    - For K-2 books to discuss emotions: The Way I Feel, The Color Monster, My Many Colored Days. Visuals can also be utilized to discuss and define emotions.
    - 3-5- This discussion can be accompanied by a video and a journal entry.
      - https://safeYouTube.net/w/BAqN
      - https://safeYouTube.net/w/KAqN
    - Discuss different emotions with students and when they feel these emotions. Talk about physical body signals and ways to identify when we begin feeling different emotions. Reassure students that it is OK to feel all emotions.
  - Coping Strategies
    - Define coping for students. Coping is a way to calm down when you are feeling mad/sad/worried/etc. Why are coping skills important? Improves self-confidence and self-esteem, helps with productivity and empowerment, improves behaviors, helps students feel more independent. Discuss positive and negative coping strategies with examples of both.
  - Books/ Videos to use:
    - Wilma Jean the Worry Machine, Listening with my Heart, Ruby Finds a Worry
    - https://safeYouTube.net/w/mBqN
  - Below please find samples of SEL lessons that can be done face to face and or via remote instruction. There are two links: one for grade k-2/3 and one for grade 3-5. All lessons give examples of how to be adapted to be more trauma informed/sensitive. They also give examples of how to adapt for students with special needs (for example abstract to more concrete). Each lesson includes a script and needed materials.
    https://ggie.berkeley.edu/collection/sel-lessons-for-lower-elementary-for-online-learning/
    https://ggie.berkeley.edu/collection/sel-lessons-for-online-learning-grades-3-5/
    - The lessons address the following topics:
    - Acts of kindness
    - Drawing to manage emotions
    - SEL discussions that use scenarios to explore character and citizenship
    - Feelings circles to promote the sharing of feelings and building feelings vocabulary/emotional knowledge
    - Learning how to acknowledge and record positive events that they experience each week
    - Pleasant events calendar for students,
    - Problem solving with tricky situations and how to react with many stories for each grade level
    - Shake it off/observe breathing activities (video attached)

- SEL competencies addressed:
- Self-awareness
- Social awareness
- Relationship skills
- Self-management
- Addressing students stress and anxiety
- Trauma and trauma informed schools for students
- Mindfulness for students
- Self-regulation

  o Below are links for middle school and high school as well if they would like to incorporate.
  - https://ggie.berkeley.edu/collection/sel-lessons-for-online-learning-middle-school/
  - https://ggie.berkeley.edu/collection/sel-lessons-for-online-learning-high-school/

Tier III (about 5 % of students) mental health interventions

o This tier represents students that may be responding to trauma or loss of a loved one (grief) or students that had pre-existing mental health issues that have been exacerbated by the stress of closure and other unknown stressors.

o These students will be referred to the IST to determine if pull-out supports (group or individual counseling) is recommended.

o During the time frame of the intervention, support staff will assess continued need based on data collection via observation of progress in session and follow-up IST meetings.

o Classroom support plans/behavior charts/reward chart needs can also be referred to the IST and developed accordingly.

o Modifications and or continued need of such support plan will be assessed via data collection and follow-up IST meetings.

Morning Meeting Ideas for Teachers

Morning Meetings are important to create a positive atmosphere, allow children an avenue to share stories and challenges to help them focus at school. It also creates a sense of community and creates inclusion and belonging. This helps children connect with others, learn about peers and develop social skills. The core elements of morning meetings include: a greeting, a feeling check in, a message for the day and an opportunity for sharing/activity.

MORNING MEETING SHARING IDEAS
- What do you like daydreaming about?
- What makes you happy?
- If you could do anything right now, what would you do?
- What would be your dream job?
- If you were a superhero, what would your name be? What powers would you have?
- What makes you feel loved?
- How do you show people you care?
- Which school rule would you change?
- If you could add a pet to your family, what would you add?
- If you wrote a book, what would it be about?

- Which board game/computer game/app is your favorite?
- How do you help others?
- Are you a morning or night person? Why?
- Tell us about an interesting dream you've had.
- What do you like most about school so far? What would you like to see changed?
- Which hobby do you enjoy most?
- What do you like to do outside?
- Which season do you enjoy most?
- What class do you wish we offered in school?
- Name three things you cannot live without.
- What three words would you use to describe yourself?
- Who inspires you?
- If you could give $100 to charity, which would you choose?
- What strengths do you bring to our classroom? To the school?
- Where would you like to travel?
- If you started a band, what would the name be?
- What makes you feel energized?
- When do you get a chance to be a leader?
- What is one thing you could do all day without stopping?
- What's a memory that makes you happy?
- If you could change one thing about your room, what would it be?
- What bugs you?
- What are three things you'd like to do this year?
- How would you spend a day off from school?
- What do you wish we did more often?
- If you could design a new app, what would it do?
- When do you laugh at school?
- If you were a teacher, what would you teach?
- What makes you awesome?
- How do you like to be greeted?
- What is your least favorite chore?
- Describe your dream house.
- What is your favorite storybook character?
- What do you think is your hidden talent?
- If you had to give your family members new names, what would they be?
- What would you do if you made the rules at home?
- How do you organize your room?
- Do you like group work or individual work best?
- What's a skill you would like to learn?
- What helps you feel welcome?
- Can money buy happiness?
- What makes you curious?
- When are you most creative?
- What is your proudest moment so far?
- If you could travel back in time three years and visit your younger self, what advice would you give yourself?
- What makes you feel brave?

- If you could give one gift to every single child in the world, what gift would you give?
- Where is your favorite place in the world?
- What is the hardest thing about being a kid?
- What is the best gift you have ever given? Why was it so special?
- If you could grow up to be famous, what would you want to be famous for?
- Are you a good friend? Why do you think so?
- What character makes you laugh most?
- Of all the things you are learning, what do you think will be the most useful when you are an adult?
- What is something that makes your family special?
- At what age is a person an adult? Why do you think so?
- Where did you encounter a struggle this week? How did you deal with it?
- What are your dreams?
- What's your pet peeve?
- When you've had a bad day, what do you do to make yourself feel better?
- What would your perfect Saturday be like?
- What's a great book you've read recently?
- Who is the kindest person you know?
- What do you look forward to when you wake up?
- If you could choose your own nickname, what would it be?
- What would peanut butter be called if it wasn't called peanut butter?
- If you could invent something that would make life easier for people, what would you invent?
- What one invention would you un-invent and why?
- Would you rather win $10 000 or let you best friend win $100 000?
- You discover a beautiful island where you decide to build a new society. What is the first rule you put in place?
- If you became invisible for 10-minute RIGHT NOW, what (school appropriate) things would you do?
- What is a saying or expression that you probably say too much?
- Do you put your cereal in the bowl before the milk or the milk before the cereal?
- If you could play one song every time you entered a room what would it be, and why?
- Your English teacher is actually a witch! One day, she gets tired of you not paying attention and zaps you into a novel. Which novel would you hope she zapped you into and why?
- Are pets better than humans?
- What is your favorite combination of colors?
- If you were a teacher, and the kids in your class would not listen to you, what would you do?
- Would you rather give up breakfast, lunch, or dinner… forever?
- What five things would you take with you during the zombie apocalypse and why?
- Which day do you consider to be the true start of the week, Sunday or Monday?
- You're asked to cook dinner for your family and are sent to the store with $20. On the way, however, you stop for at Starbucks *and* meet a friend you owe $10 dollars to and she wants her money *now.* By the time you get to the store, you have $6 and 10 minutes to shop. What's for dinner?
- If humans started colonizing Mars, would you volunteer to move there? Why or why not?
- What is something about yourself you could totally brag about, but usually don't?
- Would you rather have a photographic memory or be amazing at one thing, but only so-so at *everything* else?

- Where do you *not* mind waiting?
- You are given the option of keeping your name or choosing a new one. What do you choose?
- If animals could talk, which would be the rudest?
- Would you rather be a master at every musical instrument or fluent in every language in the world?
- What is an unwritten rule in school that everyone knows anyway?
- If life were a video game, what two cheat codes would you want?
- What is your favorite smell?
- If you could make one rule that everyone in the world has to follow, what rule would you make?
- When was a time that you felt lucky?
- If you could ask your pet 3 questions, what would they be?

Middle/High School Re-entry
Setting the Stage: SEL, Mental Health, & Covid-19
The pandemic has added stress, fear, and possible trauma among students, parents, and educators. Returning to school after four-month school closure with changes will require significant social and emotional adjustments.
School may not look the same: How do we keep "SAMENESS" and adapt to the CHANGES?

Addressing Mental Health Needs Before School Opens:
- Data collection & Organization of Categories of Student Needs
- Survey of staff/teacher needs.
- Information/psycho education sent to all staff prior to opening of school in order to familiarize staff with what trauma looks like in the classroom for middle/high school students.
  Trauma Training for staff
- Have SEL curriculum in place for teachers to use at opening.
- what school will look like upon returning.
- Hold orientation with incoming students with Junior Leaders/Peer Leaders in social distance/small group protocols – if available at the school.

Middle/High School Mental Health Plan
Pre-School Opening Timeline
Summer Long

Item	Action/Responsible
Refer any student in crisis that we are made aware of to YES network, South Oaks, North Shore Child and Family Guidance, Central Nassau Guidance Center or Hofstra University Psychological Counselling Center – contact details included in this document.	Social Workers/Psychologists/Guidance Counselors in each middle and high school administrators

By August 1st, 2020

Item	Action/Responsible
Finalize Letter for Parents	Mental Health Task Force Team
Begin to prepare trauma training PD for back to school PD	Mental Health Task Force Team

By August 15th, 2020

Item	Action/Responsible
Mail home letter re: mental health awareness. See Page 20.	School Clerical/To go with August mailing and add to schools' websites.
Complete videos for parents. Caveat – if a decision has been made on how schools will reopen.	Mental Health Task Force Team
Gather and post mental health resources on LPS and schools' websites	Mental Health Task Force Team
Create a Tiered Crisis System ** See Page 18. Develop PD	School Psychologists/Social Workers/Mental Health Task Force

School Opening

Item	Action/Responsible
Meeting of all Social Workers/Psychologists via Zoom before school begins – Elementary & Middle/High School to review SEL Plan	Mental Health Team/Director of Pupil Personnel Services
Trauma PD for staff on first day of return for faculty (in-person or remote). Topics to be discussed include: Distinguishing between student's normal anxiety reactions that many of us are experiencing, versus symptoms of problematic anxiety that is interfering with daily functioning Asking staff to provide reassurance of safety to their students with a few examples of what we have done to make our learning environments safe Informing staff about the letter sent home to parents so that students experiencing a great deal of emotional difficulty can be identified to support staff from the onset of school returning Informing staff that they will be notified of any of their students that experienced a loss since we went out on remote instruction, and that each family/student will be followed up with by support staff.	School Psychologists/Social Workers/Guidance Counselors (middle school)
Resources from staff training provided to teachers for Classroom Coping Skills Toolkits. Resource Library set up with Coping Skill/SEL teacher friendly lessons. Push-in to Classrooms when requested by classroom teacher	The Resources can be found under the TIER 1 supports listed in this document Social Worker/Guidance Counselors/Psychologists
Support existing Social Emotional Programs and add-onto based on the building need. Morning Announcements each day for 1-2 weeks, then weekly promoting Tier I wellness concepts. MS: Support staff introduces him/herself with a wellness message. HS: Support Staff introduce self with a video message played on student morning announcement site.	Schools Psychologists/Social Workers/Guidance Counselors (middle school)

Support Staff attend all welcome back assemblies to introduce themselves to students.	
Have students acclimate to Google Classroom to reduce anxiety and stress if that model of teaching has to be used extensively. A list will be generated and distributed to all staff indicating the students that experienced significant difficulties with remote learning	Teachers/School Administration/Computer TA's Administration/Support Staff
Posting homework daily online via Google Classroom to alleviate stress and anxiety.	Teachers
Obtain a list of students whose families have experienced bereavement due to Covid-19	Teachers/School Administration/Social Workers/School Psychologists/Guidance Counselors

Crisis Levels of Intervention
Guide for Teachers in Secondary Schools

Tier 1 Supports Middle School	Each Middle school building will ensure there is a push-in to each classroom by a support staff member within the first several weeks of school to achieve the following goals: Welcome students back to the buildings Introduce support staff and explain role in the building Discuss feelings regarding coronavirus Normalize anxiety Identify positive coping skills Address remote learning possibility (pros and cons) Reassurance of emotional well-being and safety Discussion of what support is available and how to access these resources within the building Document Appendix ___ can be utilized as talking points about COVID-19 when speaking in the classrooms. Teachers will establish a class routine, maintain clear communication, & build relationships with students. Create, and utilize, relationship activities. Example: share positive affirmations, or have students share a talent or hobby. Provide activities for students to complete social emotional learning practices & wellness activities that affirm their competence, sense of self-worth, and feelings of safety (Appendix A). Provide opportunities that promote emotional self-regulation when students are feeling stressed as a class (Appendix A) Provide students self-management practices in the classroom during a potentially overwhelming situation (Appendix B). Model and normalize a range of emotions by giving students opportunities to express themselves in nonverbal ways in the classroom. (Appendix B).

Tier 1 Supports High School	Support Staff to provide in class workshop as requested by classroom teacher. Each High school building will ensure there is a push-in to each classroom by a support staff member within the first several weeks of school to achieve the following goals: Welcome students back to the buildings Introduce support staff and explain role in the building Discuss feelings regarding coronavirus Normalize anxiety Identify positive coping skills Address remote learning possibility (pros and cons) Reassurance of emotional well-being and safety Discussion of what support is available and how to access these resources within the building Document Appendix ____ can be utilized as talking points about COVID-19 when speaking in the classrooms. Teachers establish class routine, maintain clear communication, & build relationships with students. Create, and utilize, relationship activities. Example: share positive affirmations, or have students share a talent or hobby. Utilize the General Quarters/Dragons Den "Wellness Room" for Developing A Self-Care Plans (Individual Lessons, Group Lessons, Support Staff led Lessons. (See HS Appendix A,B,C, D.) Support Staff to provide in class workshop as requested by classroom teacher. Book Resources (See HS Appendix E)
Tier 2 Supports	Small groups Bereavement Anxiety At Risk Students Staff Support Mental Health Team to offer support and information /resources, as needed.

Tier 3 Supports	On-going counseling Referrals to external resources. Weekly team meetings will be held (SST) Student Support Team at the middle school and (PPT) Pupil Personnel Team at the high school. These meetings are comprised of all support staff and administrators in the building. Students that have come on support staff radar are discussed, and a plan to address concerns for the students that are discussed are developed. Teachers may also ask that specific students be discussed at these weekly meetings.

	During the time frame of the intervention, support staff will assess continued need based on data collection via follow-up SST/PPT meetings. Referral to Instructional Support Team (IST)-on Middle school Level and 'Round table meeting' on the High school level. Any staff member or parent can request a team meeting (team meeting includes all of the student's teachers, a support staff member, and at times an administrator). The request for a meeting is made through the guidance department; referral can be made due to concerns about a student's academic, or social/emotional/behavioral functioning.

Resources for LPS Staff to Use over the Summer Vacation

- Referral to YES Counselling Network if needed.
  - o YES is accepting referrals of children/adults that have been impacted by D&A; They also will accept general referrals of students, however, only telemedicine, no evening hours available, and no psychiatrist available for more complicated mental health issues.
  - o Contact person Amanda, 516-387-2167
- COBS at South Oaks-Comprehensive Outpatient Behavioral Services-631-608-5900; Outpatient clinic for therapy and psychiatrist services; family should state when contacting them that they are a Levittown School District family.
- North Shore Child and Family Guidance Center is accepting referrals; 516-626-1971 x318 (English and Spanish.)
- Central Nassau Guidance Center in Hicksville is only accepting adult new referrals, contact Ronnie 516-396-2845.
- Hofstra University Psychological Counseling Center-516-463-5660; Accepting referrals; all sessions done on zoom; no insurance, fees can range from $15-30 per session. They will work with the family on the fee.

Middle/High School Tier 1 Supports

FACTS ABOUT COVID 19– CDC Guidelines-Speaking to Students on the Secondary Level

Children may worry about themselves, their family, and friends getting ill with COVID-19. Parents, family members, school staff, and other trusted adults can play an important role in helping children make sense of what they hear in a way that is honest, accurate, and minimizes anxiety or fear.

What is Covid-19?
- COVID-19 is the short name for "coronavirus disease 2019." It is a new virus. Scientists and doctors are still learning about it.
- Recently, this virus has made a lot of people sick. Scientists and doctors are trying to learn more so they can help people who get sick.
- Doctors and health experts are working hard to help people stay healthy, and to develop a vaccine to protect us.

How Does COVID-19 Spread?
- The virus is thought to spread from person to person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

How Can We Stay Safe?
- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. It's especially important to wash:
- Before eating or preparing food
- Before touching your face
- After using the restroom
- After leaving a public place
- After blowing your nose, coughing, or sneezing
- After handling your cloth face covering
- If soap and water are not readily available, use a hand sanitizer. Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

Why Do We Wear a Mask or Face Covering?
- You could spread COVID-19 to others even if you do not feel sick.
- The cloth face cover is meant to protect other people in case you are infected.

What happens if you get sick with COVID-19?
- COVID-19 can look different in different people. For many people, being sick with COVID-19 would be a little bit like having the flu. People can get a fever, cough, or have a hard time taking deep breaths. Most people who have gotten COVID-19 have not gotten very sick. Only a small group of people who get it have had more serious problems.
- If you do get sick, it doesn't mean you have COVID-19. People can get sick from all kinds of germs. What's important to remember is that if you do get sick, the adults at home will help get you any help that you need.

Tips for talking to Students
- **Remain calm.** Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.
- **Reassure children** that they are safe. Let them know it is okay if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.
- **Make yourself available to listen and to talk.** Let children know they can come to you when they have questions.
- **Avoid language that might blame others** and lead to stigma.
- Talk to children about how some stories on COVID-19 on the Internet and social media may be based on rumors and inaccurate information. Children may misinterpret what they hear and can be frightened about something they do not understand.

- Remind students how they can help reduce the spread of germs. Remind children to wash their hands frequently and stay away from people who are coughing or sneezing or sick. Also, remind them to cough or sneeze into a tissue or their elbow, then throw the tissue into the trash.
- **Discuss any new actions that may be taken** at school to help protect students and staff.

Journaling:

List your ten favorites:

My Favorite People

1._____   6._____
2._____   7._____
3._____   8._____
4._____   9._____
5._____   10._____

My Favorite Animals

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

My Favorite Games

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

My Favorite Places

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

My Favorite Foods

1._____   6._____
2._____   7._____
3._____   8._____
4._____   9._____
5._____   10._____

2. <u>Self-Esteem Building Activities</u>
   - <u>"I Am"</u> One of the most popular classroom activities to build self-esteem to facilitate at all grade levels is the "I Am" activity. It utilizes the effective and positive affirmation technique. Students are encouraged to think positively and with energy about what makes them who they are. The idea is that by writing down such positive thoughts, they are reinforced in the students' minds, and by thinking about themselves and their attributes positively, their self-esteem is heightened.
     o To do the "I Am" activity, students will each need:
       - A sheet of paper
       - A pen or pencil
       - Some magazines or stencils
       - Scissors and glue
     o On the paper, students create a list of "I am's." Some examples include: "I am a hard worker." and "I am good at basketball." Each sentence must begin with "I am…" The

student writes down as many positive attributes and qualities about him or herself as he or she can think.

- o Then the students may decorate their list by adding magazine cut outs of things they like or by drawing, etc. The idea is that students will either keep these throughout the year, or they will be hung up in the classroom, so they and their classmates remember to be positive throughout the year.

- **"We Are"**: This activity counteracts peer pressure. "We Are…", is completed as a group. Students find common ground amongst themselves and complete a list which demonstrates what makes them alike.

  - o For example, a common answer will be "We are humans," but deeper probing might result in interesting things like "We are fans of [TV show]." or "We are each the middle child of our families.", etc. Finding commonalities may result in friendship, and like-minded people tend to raise each other rather than putting one another down, which also results in a boost of self-esteem.

- <u>Listing Traits</u>

  - o Another activity is "Listing Traits" It's fairly straightforward: students simply make a list of their positive character traits that make them a good friend, or good sister/brother to their siblings. Ask them to describe in detailed scenarios to why they fit those positive traits/titles, also ask students to explain how these traits are important to them and to people around them.

  - o These can be added to some kind of journal, or on a piece of paper. A teacher should assure students that no one will see what they have written, so the students can be honest about writing something down.

  - o The idea is that by writing down and/or sharing something that they have done for others, students feel more positively about themselves and their behaviors. They might discover something inside of them that they have never thought of. This is also a helpful way for students to start thinking about what kind of person they want to be.

- **"Flip "** (Growth Mindset)

  - o The classroom activity is called "Flip". Students are to make a list of their mistakes, failures, and obstacles in life, but after having done so, they must "flip" them so that they are positive. The idea is to allow students the opportunity to self-evaluate, problem solve, and improve themselves.

  - o For example, a student might list "I failed a math quiz." A means of flipping this could be: "I will study harder to pass the next quiz" or "I will ask the teacher for help understanding the material on the last quiz."

  - o A variation on this activity would be to have each student make a list of their mistakes, failures, and obstacles in life, but then place them in groups. Each group will brainstorm ideas to help individuals flip their listed items.

- <u>Guided Videos with headphones:</u>

  - o <u>Guided Progressive Muscle Relaxation videos:</u>

    - ▪ https://youtu.be/Q_diV-uqV9w
    - ▪ https://youtu.be/kPPpb5_92uY

  - o Guided Breathing Exercises videos:

    - ▪ https://youtu.be/PmBYdfv5RSk
    - ▪ https://youtu.be/O29e4rRMrV4

  - o <u>Guided Mindfulness videos:</u>

    - ▪ https://youtu.be/inpok4MKVLM

- https://youtu.be/VZ_wdeog5Ek
    - Visual imagery for meditation/relaxation:
        - https://youtu.be/t1rRo6cgM_E
        - https://youtu.be/pi2UCByfiXQ

3. <u>Coping Skills Checklist</u> (Lessons of each skill set (A, B,C,D) in book <u>Coping Skills Workbook</u> by Janine Halloran)
    - **Calming Skills** -- designed to help you relax
    - **Distracting Skills** – designed to distract you and keep your attention away from a stressor.
    - **Physical Coping Skills**—designed to help you rebalance your energy (decrease or increase).
    - **Processing Coping Skills** – designed to help you work through thoughts and feelings about challenges and stressors.

COPING SKILLS CHECKLIST

CALMING SKILLS

- ☐ Deep breathing with a pinwheel
- ☐ Deep breathing with bubbles
- ☐ Deep breathing with prompts
- ☐ Deep breathing with shapes
- ☐ Deep breathing with a stuffed animal
- ☐ Deep breathing with a feather
- ☐ Deep breathing using your hand
- ☐ Explosion breaths
- ☐ Hands to shoulders
- ☐ Hoberman Sphere
- ☐ Volcano breaths
- ☐ Focus on sounds
- ☐ Take a mindful walk
- ☐ Yoga
- ☐ Imagine your favorite place
- ☐ Have a mindful snack
- ☐ 54321 grounding technique
- ☐ Grounding self-talk about the present
- ☐ Think of your favorite things
- ☐ Picture the people you care about
- ☐ Say the alphabet slowly
- ☐ _____
- ☐ _____

- ☐ Remember the words to a song you love
- ☐ Run water over your hands
- ☐ Carry a small object
- ☐ Touch things around you
- ☐ Move
- ☐ Make a fist then release it
- ☐ Progressive muscle relaxation
- ☐ Positive self-talk
- ☐ Take a shower or bath
- ☐ Take a drink of water
- ☐ Counting
- ☐ Block out sounds with noise-cancelling headphones
- ☐ Take a break
- ☐ Homemade lava lamp
- ☐ Zen garden
- ☐ Calming jar
- ☐ Use your senses
- ☐ Trace a pattern
- ☐ Tea time or hot cocoa time
- ☐ _____
- ☐ _____

DISTRACTION SKILLS

- ☐ Write a story
- ☐ Crossword/Sudoku/Word Find Puzzles
- ☐ Bake or Cook
- ☐ Volunteer or do Community Service
- ☐ Do a Random act of kindness
- ☐ Read a good book
- ☐ Clean
- ☐ Play with a pet
- ☐ Play a board game
- ☐ Play video games
- ☐ Distraction by a screen
- ☐ Play with a friend
- ☐ _____
- ☐ _____

- ☐ Creative thinking
- ☐ Make up your own game
- ☐ Plan a fun event for the future
- ☐ Start a new hobby or learn something new
- ☐ Laughter is the best medicine
- ☐ Your favorite things
- ☐ Sort/Organize something
- ☐ Spend time in nature
- ☐ Go to a museum
- ☐ Do a crafting project
- ☐ Start a garden
- ☐ _____
- ☐ _____

COPING SKILLS CHECKLIST

PHYSICAL SKILLS

- ☐ Squeeze something
- ☐ Use a stress ball
- ☐ Shred paper
- ☐ Use bubble wrap
- ☐ Use a sand tray
- ☐ Jacob's Ladder
- ☐ Hold a small stone
- ☐ Shuffle cards
- ☐ Make something
- ☐ Use a fidget
- ☐ Walk
- ☐ Exercise
- ☐ _____
- ☐ _____

- ☐ Dance
- ☐ Punch a safe surface
- ☐ Play at the park
- ☐ Make an obstacle course
- ☐ Swing on a swing
- ☐ Jump on a trampoline
- ☐ Jump rope
- ☐ Scooter
- ☐ Go swimming
- ☐ Stretches
- ☐ Tumbling/Gymnastics
- ☐ Yoga
- ☐ _____
- ☐ _____

PROCESSING SKILLS

- ☐ Intensity of feelings
- ☐ Feelings thermometers
- ☐ Feelings as colors
- ☐ Where do I feel things in my body
- ☐ Understanding my triggers
- ☐ Levels of stress
- ☐ Track my stress
- ☐ Map my stress
- ☐ Write in a journal
- ☐ In a perfect world….
- ☐ Write songs
- ☐ Write poetry
- ☐ Write music
- ☐ _____
- ☐ _____

- ☐ Draw
- ☐ Talk to someone you trust
- ☐ Create a playlist
- ☐ Write what's bothering you and throw it away
- ☐ Comic strip what happened/what can I do next time
- ☐ I wish…
- ☐ Write a letter to someone
- ☐ Use "I statements"
- ☐ What I can control vs. What I can't control
- ☐ Make a worry box
- ☐ _____
- ☐ _____

Developing A Self-Care Plan:

A Self-Care Plan is meant to help you learn more about yourself. These ideas can help you figure out what you like to do, and what relaxes you naturally. It's also to help you learn more about your thoughts and feelings and what stresses you out.

There is no "one-size-fits-all" self-care plan, but there is a common thread to all self-care plans: making a commitment to yourself & learning how to include all the parts of your life, your physical self, psychological health, emotional needs, and relationships together as a team for healthy living and good coping habits throughout life.

To develop your self-care plan, you will identify what you value and need as part of your day-to-day life (*maintenance self-care*) and the strategies you can employ when or if you face a crisis along the way (*emergency self-care*).

1. **How do you cope now?**

   Identify what you do *now* to manage the stress in your life. Use Self Care Assessment (see HS Appendix A) to help you to identify the coping strategies you currently use and whether they are likely to be good (or not so good) for your well-being. Decreasing or eliminating at least one "negative" coping strategy can be one of the goals of your maintenance self-care; employing more "positive" strategies can be another.

2. **What do you do for self-care now?**

   The Self Care Plan Worksheet (see HS Appendix B) will help you highlight the good things you are already doing for yourself and whether there is an imbalance in the areas in which you practice self-care. The items in this assessment can also give you some ideas for additional things you may want to do in the future to help prevent stress and to maintain or enhance your well-being. Make a note of the items that you would like to add (or add more of) to your self-care practice. See the "Exercises and Activities Ideas" (HS Appendix C) for a range of ideas to use in your plan. In considering this, try to be sure that each area of self-care is well represented. If you think of things that are not included in this list, just add them at the end.

3. **Maintenance self-care: Adding self-care practices and eliminating obstacles**

   "Maintenance self-care" refers to the activities that you have identified as important to your well-being and that you have committed to engage in on a regular basis to take care of yourself. " My Maintenance Self Care Worksheet" (see HS Appendix D) provides an opportunity for you to identify the activities you would like to add to your self-care practice in each self-care domain ("new practice"). It is also useful to identify possible barriers or obstacles that could get in the way of practicing or maintaining these new activities. Think about what you anticipate these barriers/obstacles to be (try to list at least 3 or 4 in the spaces provided), how you can address them, and how you can remind yourself to follow your plan. Write these solutions on the last page of the My Maintenance Self-Care Worksheet. If you have chosen to limit or eliminate a negative coping strategy that you currently use, note this as well.

4. **Emergency self-care: Be prepared**

   So far we have focused on maintenance self-care: the kinds of things one does regularly to reduce stress and maintain and enhance well-being. But planning out what you would do under higher

levels of stress is also important. To do this, develop a framework using your Maintenance Plan and Self-Care Plan to be for your use before and or during your emergency.

5. **Make a commitment to yourself**

Take a moment, think it over, and then make your personal commitment to your own self-care. If you find making a commitment to your "betterment" is a challenge, then take some time to explore your reservations. Do you have a tendency to put the needs of others first? Do you avoid the 'hard stuff' hoping it will 'just go away?'

Your self-care is not only essential to your well-being, but it is also a necessary element for you to be effective and successful in your personal day to day life and future goals.

Preparing a plan is important; it identifies your goals and the strategies to achieve them. However your success in implementing your plan is ultimately based on the level of commitment you make to your own self-care.

6. **Share your plan**

Once you have developed your plan and made your commitment, remember that *friends, family, peers, trusted adults* may be good additional resources for exchanging new self-care ideas/strategies and to provide support and encouragement.

7. **Follow your plan**

Now that you have completed the assessments and worksheets described above, you have identified the core elements of your personal Self-Care Plan. **The final step is to implement your plan and keep track of how you are doing**. Keeping track of your progress will help you recognize your successes and identify and address any difficulties you may not have anticipated. Don't forget that you can revise your plan as needed. Remember, also, to employ your emergency plan should emotionally difficult circumstances arise.

Self-Care Plan Worksheet:

It is very hard to think of what to do for yourself when things get tough. It is best to learn about yourself, what you like to do, and what relaxes you naturally. It also helps to learn more about your thoughts and feelings and what stresses you out.

It is best to have a plan ready for when you need it in the future.

Here are three general tips to consider:

> what to do
> what to think
> what to avoid.

1. Make a list of <u>what you can</u> do when you are upset that will be good for you.
    A. What will help me relax? For example: Breathing, Muscle relaxation, Music, Reading for fun, watching a movie, Exercising, Taking a walk

    B. What do I like to do when I'm in a good mood? List all the things you like to do so you remember what they are when you need to think of something to do.

    C. What can I do that will help me throughout the day? For example: Avoid too much caffeine/soda drinks if feeling anxious, Remember to breathe, Watch my thoughts, Stay in the moment.

D. Other: What else do YOU need to do that is specific to YOU?

2. Make a list of people you can contact if you need support or distraction. For example, your best friend, other friends, sibling, parent, grandparent, a relative, therapist, support staff, teacher. Divide the list of people into categories by asking yourself the following questions:
 • Who can I call if I am feeling depressed or anxious?
 • Who can I call if I am lonely?
 • Who will come over to be with me if I need company?
 • Who will listen?
 • Who will encourage me to get out of the house and do something fun?
 • Who will remind me to follow my self-care plan?
 • Other:

3. Make a list of positive things to say to yourself when you are giving yourself a hard time.
 Example of negative self-talk: "I got a bad grade on the paper; that proves that I shouldn't be in this class."
 CHANGE to: "That is an okay grade. I will work on getting a better one."
 Example of negative self-talk: "I can't focus in class; I'm having anxiety about all my missed assignments."
 CHANGE to: "I will practice 'positive self-talk' to refocus.
 "I will ask for help to develop a schedule so that I can get this all done."
 "I can check with other students for ideas."
 "I can get some feedback from my teacher that might help me do the assignments."

Plus, Tip: Try to think about what you would say to a friend with the same struggling and apply it to yourself.

4. Next, make a list of who and what to avoid when you are having a hard time.
 Example of people to avoid: Peers who relate to you with negativity during your struggles...

Not everyone can be supportive or helpful with every situation. Go to the ones who can be supportive about the specific issues you are dealing with. Keep this list as a reminder to use when you are experiencing difficult times. Add on or change as needed. It is your guide to remind yourself of the Self Habits that help you are creating to build your Healthy Coping Habits.

 Examples of things to avoid:
 Staying in the house all day.
 Staying in bed all day.
 Sitting in the dark
 Continually listening to sad music.
 Eating or drinking things that are harmful to my body.

Self-Care Exercises and Activities

The activities and exercises listed below are intended to help you develop your self-care plan or can be used independently.

The topics cover ways to maintain your physical health, decrease stress, increase relaxation and equanimity, and dealing with challenging emotional situations.

Healthy Eating

One important way to maintain and enhance your physical health is through healthy eating. The USDA's Center for Nutrition Policy and Promotion has prepared recommendations based on the most current research to help you evaluate and improve your food choices. Check out the Dietary Guidelines for Americans website's current dietary guidelines.

Physical Fitness and Immunity

Getting regular physical exercise and taking steps to protect yourself from contracting colds and flu bugs are fundamental aspects of self-care. See the Tips for Increasing Physical Activity's & Strengthen Your Immune System Posted on Wellness Wall.

Reducing Stress

There are many ways to begin reducing your stress and some of them only take a few moments. Look over the suggestions On Wellness Board (Simple Ways to Relieve Stress Printout) to see if there is something you can do right now (and do it!) and also make a note of the other activities you can incorporate into your daily life from now on. For specific suggestions on how to lower stress while you are at school, try the Student Ideas Posts of Ways to Reduce Stress on Wellness Board.

Time Management

One of the most common complaints associated with feelings of stress is, "There isn't enough time!" or "Avoiding It!!" Use the tips provided in Time Management posted on Wellness Board in to help you prioritize and schedule your time, set goals, and end procrastination.

Relaxation

Learning how to relax is vital for self-care. Fortunately, there are several well-developed techniques you can use. Step-by-step instructions on how to use progressive muscle relaxation and visual imagery to ease tension and increase relaxation are included in "Effective Methods for Relaxation" "Mindfulness Tips." For other ways to achieve (or return to) a more peaceful state, check out the exercises "Creating Your Special Place". Additional techniques you may consider see the Online & Other Self Care Resources on High School Wellness webpage.

Mindfulness

When we feel stressed and overburdened, it can often seem like we're living on "autopilot," disconnected from the here-and-now and our present experience. One remedy for this is *mindfulness*, which involves direct and nonjudgmental awareness of the present moment. You may have heard of mindfulness as a form of meditation, but it can also be a general orientation to your own experience. "When you are mindful, you are awake to life on its terms – fully alive to each moment as it arrives, as it is, and as it ends" (Sanderson, nd). For an introduction to how you can become more mindful, read through Mindfulness Articles located in Resources Section in Wellness Room. Also, see the "Mindful Breathing" post on Wellness Board.

Assertiveness

Learning to be assertive (rather than unassertive or aggressive) is a tremendously important skill for your emotional well-being – one that can positively impact your life both personally and professionally. Assertiveness enables direct and honest communication and important boundary setting, and it can address some of the situations that add to feelings of stress. Read over "Assertiveness and Non-Assertiveness Article" in Resource Section in Wellness Room to begin to learn and practice the skills.

Book Resources/Lessons for Teens
"7 Habits of Highly Effective Teens"
    Author: Sean Covey
"8 Minute Meditation: Quiet Your Mind. Change Your Life."
    Author: Victor Davich
"Bouncing Back: Rewiring Your Brain for Maximum Resilience and Well-Being"
    Author: Linda Graham
"Buddha In Your Backpack: Everyday Buddhism for Teens"
    Author: Franz Metcalf
"The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance"
    Author: Matthew McKay; Jeffrey Wood; Jeffrey Brantley
"Don't Let Your Emotions Run Your Life, For Teens" *Dialectical behavior therapy skills for helping you manage mood swings, control angry outbursts, and get along with others*
    Author: Sheri Van Dijk
"Get Out of Your Mind & Into Your Life, For Teens" *A guide to living an extraordinary life: recognize you strengths; let go of anxiety and self-doubt; make lasting friendships; live your dreams*
    Author: Joseph Ciarrochi; Louise Hayes; Ann Bailey

"Girl Source: A Book By and For Young Women About Relationships, Rights, Futures, Bodies, Minds and Souls"

"Mindfulness for Teen Anxiety: A workbook for overcoming anxiety at home, at school, and everywhere else" *Stop getting overwhelmed by social situations; stay calm in the face of panic; let go of your fears & build a balanced life.*

     Author; Christopher Willard

"The OCD Workbook: Your Guide to Breaking Free from Obsessive-Compulsive Disorder"

     Author: Bruce M. Hyman; Cherry Pedrick

"The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles"

     Author: Karen Reivich; Andrew Shatte

"The Stress Reduction Workbook, For Teens: Mindfulness skills to help you deal with stress" *How stress affects you in both good ways and bad; find balance in your life; learn simple and effective relaxation skills.*

     Author: Gina Biegel

Post Visual Posters in Classroom:

PRACTICES IN THE CLASSROOM TO FOSTER COPEABILITIES

Apps/iPad with calm.org	Quiet Area	Strategy Choices to Select	Squeeze Balls / Glitter Jars
Bean Bag / Wall Visuals	Important to Use Time Limits	Show Me/Model	Tune in Time's
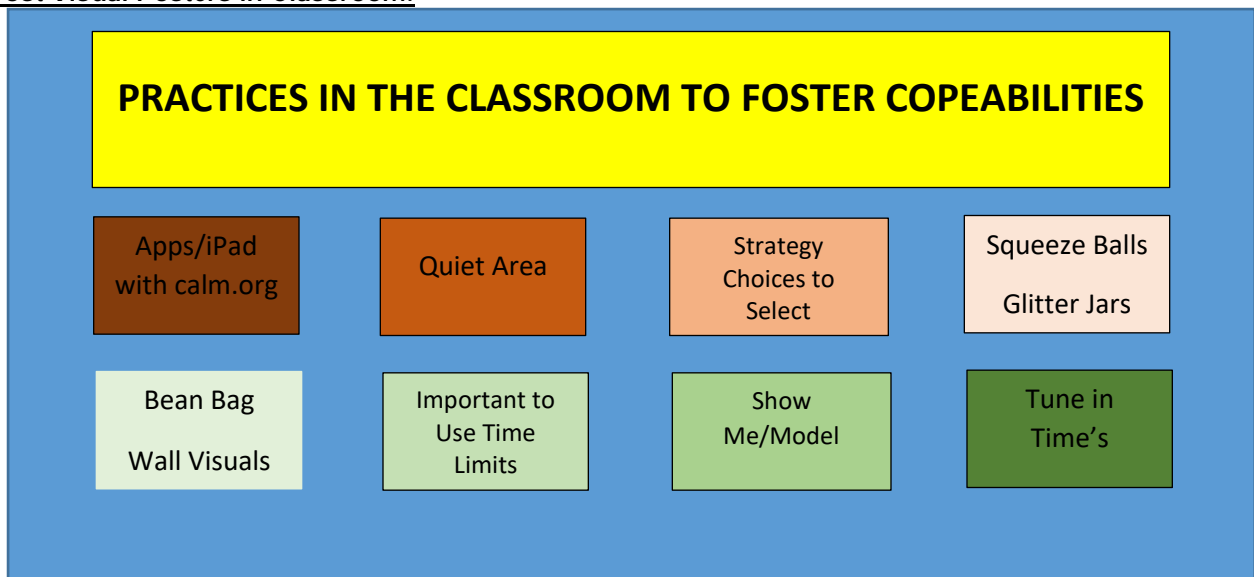
Calm Down Strategies for Kids

Pathway 2 SUCCESS

Color or draw

Think happy thoughts

Take deep breaths

Talk to someone

Make a list of choices

Set the timer and take a break

Read

Think of a pet

Look at photos

Use positive self-talk

Take a walk or exercise

Write in a journal

UNDERSTANDING TRAUMA
INFORMATION FOR EDUCATORS

WHAT IS TRAUMA?

Trauma occurs when a person is overwhelmed by something beyond their control.

WHAT IS TRAUMA ?

An event in which an individual...

1. Experiences / witnesses a serious injury.

2. Faces imminent threat of serious injury or death to themselves or others.

3. Experiences a violation of personal physical integrity.

4. Is exposed to an event or situation that overwhelms their ability to cope.

TRAUMA IS WIDE-RANGING

The definition of trauma is broad. It can include responses to powerful one-time incidents like...

- accidents
- natural disasters
- crimes
- Deaths
- Illness

TRAUMA IS SUBJECTIVE

The definition of trauma intentionally
does not allow others to determine
whether a particular event is traumatic to
someone.

TRAUMA IS SUBJECTIVE

Trauma is defined by the experience of
the survivor.

- The more an individual feels helpless, overwhelmed and/ or endangered, the more traumatized they will be.

- Two people could experience the same threatening event and one person might be traumatized while the other person remains relatively unscathed.

EVENTS THAT COULD BE TRAUMATIC

- Physical or sexual abuse
- Abandonment
- Neglect
- Loss of a loved one
- Life-threatening illness in a caregiver
- Witnessing domestic violence
- Serious accidents

- Having a close relative incarcerated
- Natural disasters
- Living in chronically chaotic environments in which housing and financial resources are not consistently available
- Life-threatening health situations
- Witnessing community violence

THE IMPACT OF TRAUMA ON ACADEMICS

"FOCUSING ON ACADEMICS WHILE STRUGGLING WITH TRAUMA IS LIKE TRYING TO PLAY CHESS IN A HURRICANE."

- Dr. Kenneth Fox, high school teacher

THE IMPACT OF TRAUMA ON ACADEMICS

- A history of maltreatment is associated with lower grades and poorer standardized test scores.

- Maltreated children are more frequently referred for special education services.

- Trauma has been shown to affect memory.

- Maltreated children are 3 times more likely to drop out.

TRAUMA'S IMPACT ON THE BRAIN

Children's experiences with trauma can negatively affect brain development.

Trauma has been found to ...

- Change the structure and chemical activity of the brain.

- Decrease the size /connectivity in some parts of the brain.

- Impair the emotional / behavioral functioning of the child.

TRAUMA'S IMPACT ON THE BRAIN

Children's experiences with trauma can affect :

- Memory
- Recalling Facts
- Executive Functioning
- Cognition
- Motor Behavior
- Planning

- Decision Making
- Judgement
- Problem Solving
- Impulse Control
- Emotional Regulation

TRAUMA AND THE HIPPOCAMPUS

Healthy youth
Normal hippocampus activity

Stressed youth
Lower hippocampus activity

Maltreated youth have lower hippocampal activity than their non-abused cohort.

NEGLECT AND THE BRAIN

CARED FOR 3 YEAR OLD	NEGLECTED 3 YEAR OLD
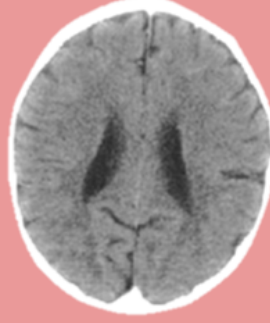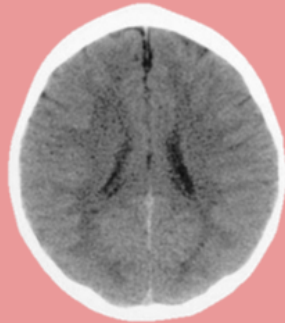
The neglected brain is smaller, has enlarged ventricle holes in the center of the brain and a shrunken cortex (outer layer).

TRAUMA AND THE AMYGDALA

Abuse and neglect can cause over activity in the Amygdala, the area of the brain which helps determine whether a stimulus is threatening and trigger emotional responses.

Overstimulation of the amygdala can produce anxiety, hyperarousal and hypervigilance, resulting in ...

- Meltdowns
- Overreactions
- Difficulty calming down
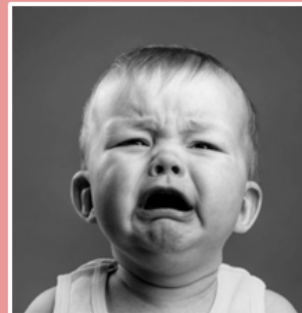
AFTERMATH OF TRAUMA

- FIGHT-FLIGHT-FREEZE RESPONSES
- DISRUPTIVE BEHAVIORS
- DEPRESSED OR ANXIOUS MOOD
- LOSS OF INTEREST IN ACTIVITIES/ GOALS
- SUICIDAL THOUGHTS
- POOR FRUSTRATION TOLERANCE
- "DON'T CARE" ATTITUDE
- HYPERAROUSAL
- SUBSTANCE ABUSE
- SCHOOL ABSENCES

FIGHT-FLIGHT-FREEZE

Chronic stress can result in a persistent fear state. Children with a persistent fear response may lose their ability to differentiate between danger and safety.

This means a fight, flight, or freeze response may be triggered **even when there is no threat present.**

FIGHT-FLIGHT-FREEZE

What fight, flight, or freeze may look like in a classroom.

FIGHT	FLIGHT	FREEZE
ACTING OUT	WITHDRAWLING	
BEHAVING AGGRESSIVELY	FLEEING THE CLASSROOM	EXHIBITING NUMBNESS
ACTING SILLY	SKIPPING CLASS	REFUSING TO ANSWER
EXHIBITING DEFIACE	DAYDREAMING	REFUSING TO GET NEEDS MET
HEING HYPERACTIVE	SEEMING TO SLEEP	GIIVING A BLANK LOOKING
ARGUING	AVOIDING OTHERS	FEELING UNABLE TO MOVE
SCREAMING/ YELLING	HIDING OR WANDERING	
	BECOMING DISENGAGED	

FREEZING

When fighting off a threat or fleeing from it aren't options, youth may freeze by emotionally & physically shutting down.

Students who respond to chronic stress by freezing may resemble a **deer in the headlights** or appear checked out during class.

- Maintain clear rules, This will help children know what to expect.

- Have transitions that are as calm and regulated as possible.

- Have a daily routine; students will appreciate the consistency.

- Post schedule/ plan for class on whiteboard.

- Give students advanced notice if there will be changes to routine.

TODAY'S SCHEDULE:
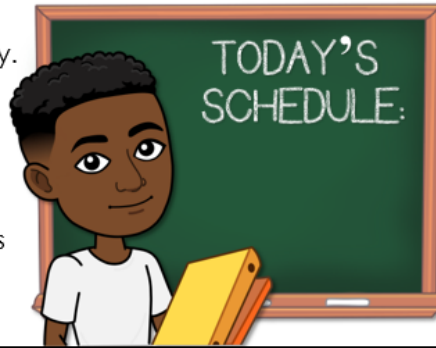
FIGHTING and ANGER

Children who are constantly alert can be jumpy and interpret neutral social cues as threatening.

WHEN YOU THINK YOU'RE A NAIL, EVERYTHING LOOKS LIKE A HAMMER!

Anger is a common response to events that seem unfair or in which you have been made a victim. Anger can be especially common if the trauma involved betrayed by others.

Example: a student may notice a peer looking their way and assume that the peer is being disrespect and trying to start a fight.

Effect of Trauma: The trauma & shock of early childhood abuse often affects the ability of the survivor to control their emotions.

INTERVENTION: CHECKING ASSUMPTIONS

To be as supportive as possible, it is important to be aware of your assumptions.

Avoid making judgments based on negative, externalizing behaviors.

If a student viewed as problematic, unmotivated, lazy etc., they will likely start acting in such a way that affirms this label.
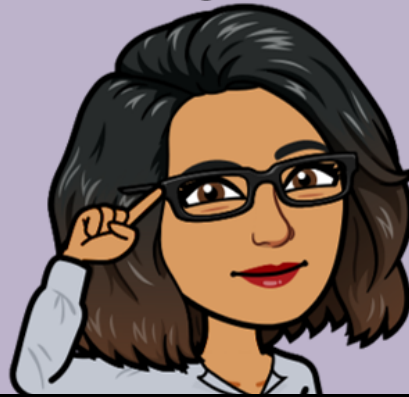
POOR FRUSTRATION TOLERANCE and DISRUPTIVE BEHAVIOR

Children exposed to trauma can struggle to regulate their emotions and may not be able to employ positive coping skills.

Traumatized youth may act aggressively or be defiant as a way to cope with a sense of powerlessness and vulnerability.

INTERVENTION: REACTIVE BEHAVIORS

Help children feel safe by providing them with choices or control when appropriate.

This can strengthen their sense of empowerment and help them overcome feelings of powerlessness.

ANXIETY AND DEPRESSION

Trauma can alter the brain's ability to use serotonin, a neurotransmitter that helps produce feelings of well-being.

Decreased levels of serotonin activity have been associated with depression and anxiety.

INTERVENTION: VULNERABILITY

- **BALANCE** normal school expectations with flexibility.

- **MODIFY** or postpone large tests assignments that require extensive energy and concentration for a while following trauma.

- **BE SENSITIVE** when the student is experiencing difficult times like the anniversary of a trauma or the loss of existing support.

- **BE AWARE** of how the material you are covering in class may trigger bad memories or upset the student.

LOSS OF INTEREST IN GOALS/ ACTIVITIES

Depression can cause individuals to lose interest in activities or goals. This can affect a student's motivation to do well academically.
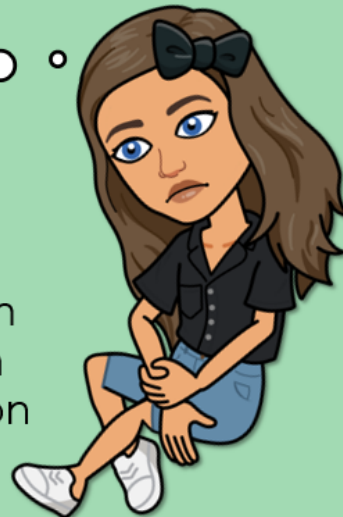
INTERVENTION: EMPATHY

Understand the connection between behavior and emotion.

- When we don't understand why a child is acting out, we are likely to focus on the behavior, not on the emotion behind it.

- Try to place yourself in the student's shoes and consider how overwhelmed, distraught or desperate they may feel.
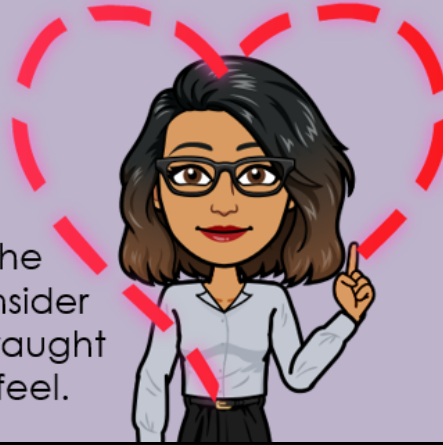
SUICIDAL THOUGHTS

At times suicidal thoughts or actions can accompany the depressive symptoms exhibited by some trauma survivors.

Students who are struggling with suicidal ideations may feel hopeless or not see a future for themselves..

These feelings can undoubtedly affect their view of academics.

If a student expresses these thoughts to you, you should always refer the student to the School Psychologist, Social Worker or the Principal.

DON'T CARE ATTITUDE
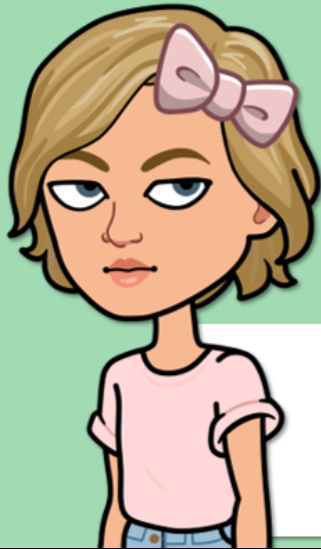
In addition to lacking motivation due to a loss of interest, maltreated students can also lack motivation because of damage to their cerebral cortex.

REMEMBER:
The cerebral cortex is involved in executive functioning skills such as setting goals, developing a plan, anticipating consequences and carrying out goals.

INTERVENTION: "DON'T CARE" ATTITUDE

Identify and focus on an area in which the student excels. Even if it is not based in academics!

- This provides the student with an opportunity to experience success.

- When a student has not internalized the importance of academics, sometimes the only way to get them involved is to tailor a lesson to their interests.

- Not only can this bolster learning, but is a great way to develop a positive rapport with the student.

HYPERAROUSAL

Youth who have experienced trauma are susceptible to hyperarousal, which is a persistent expectation of danger.

Children who are experiencing hyperarousal may be highly sensitive to nonverbal cues, such as eye contact or a touch on the arm, & can misinterpret them.

INTERVENTION: HYPERAROUSAL

Evaluate and address triggers in your classroom

- Relational aggression among students
- Loud, unexpected noises
- Sarcastic remarks
- Raised voices

Creating a classroom with positive learning environments will increase long-term memory storage by freeing up space in the working memory previously occupied by anxiety and concerns about safety!
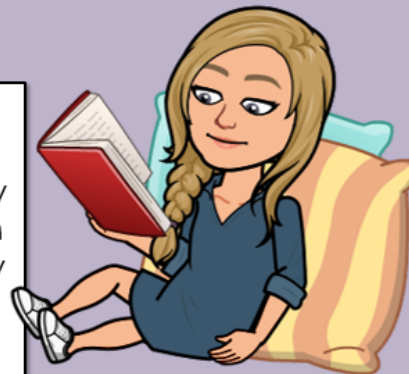
SCHOOL ABSENCES

Exposure to a traumatic event places a young person at risk of school absences. These absences can exacerbate the academic difficulties trauma survivors are already facing.

Some things that may affect a student's attendance in the wake of trauma:

- Loss of interest in school/ future.
- Inability to concentrate / feelings of incompetence.
- Difficulty regulating emotions leading to discipline.

INTERVENTION: ACADEMIC DIFFICULTIES

- Shorten assignments.
- Allow additional time to complete assignments.
- Give permission to leave class & talk to a counselor.
- Provide additional support for organizing and remembering.

DON'T: Lower expectations for success. Doing so sends a messages that the student is too damaged to behave / achieve, or that you are giving up on them. 👎

DO: help the student be successful with modifications to their assignments or environment. 👍

INTERVENTION: POSITIVE REGARD

Unconditional Positive Regard is the many ways in which an adult shows genuine respect for the student as a person.

- Convey that you can separate the student from their bad behaviors.
- Avoid highlighting flaws.
- Practice sustained kindness.
- Empathize.
- Don't discipline with yelling, threats, or sarcasm.

INTERVENTION: POSITIVE REGARD

When a student is dealing with the biological and emotional implications of trauma a huge source of resilience can be positive relationships with staff.

A great way to build this relationship is through Morning Meeting:

- A greeting
- Feelings Check in
- Message for the Day
- Opportunity for Sharing

The kids who need love the most will ask for it in the most unloving ways.

SCHOOL-BASED INTERVENTIONS
FOR EDUCATORS

Trauma has significant impact on a human's ability to learn.

For some of our students we may be the only positive part of their day.

Through Teamwork, Caring and Compassion we can make a difference.

Self Care Tips for Adults

Now more than ever, we need to take stock in what will see us through this time of uncertainty. Think of self-care as anything that moves you forward in a positive way. Clearly, there are no easy answers when it comes to self-care, but you can take a number of steps to improve your daily outlook.

- Limit exposure to news coverage and social media, particularly graphic or emotionally laden content. Choose a couple of trusted sites for the content you need and let that be enough. We need to be able to read as many positive stories as heavy or negative ones, or it just is not helpful.
- Stick to a schedule. The abrupt, total loss of rhythm in our days left many of us feeling adrift. Consider a schedule for weekdays and one for weekends – hour by hour each day. Alternate high intensity activities with rests or diversions.
- Allot time each day to be silent and reflect on the events of the day.
- Allot time each day to be physically active.
- Create some rituals for connecting to what sustains you. What anchors you? Look for ways to connect with like-minded souls.
- Express gratitude, which creates a healthy mind and boosts immune response. Consider journaling about gratitude at least once per week. Each night before you go to bed, consider naming 3-5 things you are grateful for. Try to focus your first morning thoughts one thing you are grateful for.
- Laugh. We know that it changes the biochemistry of our brains and boosts immunity. We all need that right now.
- Learn something new, especially something artistic. Do not expect to do it well; just let it take you to a different head space.
- Allot time to engage in activities and hobbies you enjoy.
- Get enough sleep. And try to have a good sleep schedule. Do not stay up too late.
- Eliminate stressors. Examine what you must do and see if there are stressors you can eliminate. If you have been going into grocery stores, would it be less stressful to have them delivered or do curbside pick-up?
- Adjust your expectations. We are all going to have to do that repeatedly as the crisis continues to unfold.
- Whatever you are doing for others is enough. We are constrained by an inconceivable set of circumstances. Although none of us alone can do enough to make *the* difference, together we are all doing enough to make *a* difference. And for now, that is what we can do.
- Perhaps most of all, let this thought guide you: Who we are now is laying the foundation for who we will become when this crisis runs its course, both for us as individuals and for our culture. Kindness is perhaps the worthiest gift we can give to others, and right now, it is what we need to show ourselves.

Additional Resources

- MayoClinic
  Learn how to use relaxation techniques to reduce stress and bring more calm into your life.
- Headspace
  Live a happier, healthier life with just a few minutes of meditation a day.
- Mindful
  Mindful celebrates mindfulness, awareness, and compassion in all aspects of life.
- YogaGlo
  Yoga videos and classes from the top yoga instructors.

- [University at Buffalo | School of Social Work](#)
  Menu planning, tips to reduce stress, activities, and resources to promote good self-care.
- [Yoga Journal](#)
  The ultimate destination for yoga pose how-tos, practice videos, meditation tricks, healthy lifestyle tips and more.
- [Yoga to the People](#)
  Yoga made available to everyone.
- [Verywell Mind](#)
  Strong stress management skills lead to higher levels of happiness and satisfaction.
- [Yoga With Adriene](#) (YouTube)
  Find a practice that suits your mood or start a journey.
- Apps
- [Insight Timer](#) - [iPhone](#) and [Android](#)
- [Headspace](#) - [iPhone](#) and [Android](#)
- Simply Being - [iPhone](#) and [Android](#)
- [Breathe](#) - [iPhone](#)
- Breathe2Relax - [iPhone](#) and [Android](#)
- Chakra Chime - [iPhone](#)
- [Calm](#) - [iPhone](#) and [Android](#)
- [Mind Yeti](#) - [iPhone](#)
- [Smiling Mind](#) - [iPhone](#) and [Android](#)

Mental Health Supports:
- Mental Health Manual
- Mental health experts (Social Workers, Psychologists) will push into each classroom at the elementary level to conduct a check-in with students. Mental Health staff will also be available at arrival and dismissal.
- Exceptions include children under the age of two, or for anyone who is unable to medically tolerate such covering. This includes students for whom such covering would impair their physical health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction, and anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.
- Students who receive transportation pursuant to an IEP will continue to receive transportation and if they are medically unable or mentally unable to wear a mask/face covering, they will be placed 6 feet apart on the bus.
- Mental health experts (Social Workers, Psychologists) will push into each classroom at the elementary level to conduct a check-in with students. Mental Health staff will also be available at arrival and dismissal.

Mental Health Supports:
- Mental health supports provided online.
- Our Special Education Work group has developed a draft Mental Health Plan to address concerns related to the COVID-9 crisis.
- Self-Care for Staff/EAP
- Multi-Tiered Support System

- PD for all staff
- Resources for parents

School Schedules

The district will provide the school schedules planned for implementation at the beginning of the 2020-2021 school year and to the extent practical any contingent scheduling models it may consider if the situation warrants. Schedules may change prior to the beginning of school.

1. Elementary Schedule:
   o All students in grades K-6 will be in the building all day every day.
   o Classroom furniture will be reduced to accommodate 6ft of distance between all student desks.
   o Desk barriers will be used.
   o An area of 6ft will be delineated in the front of the classroom for the teacher.
   o Every attempt will be made to arrange classes so that the majority of students will be in their classroom as much as possible. When classrooms cannot hold the entire roster of students at a 6ft distance, students will be rotated from other larger areas in the building on a regular basis.
   o Special area teachers will push in to classrooms.
   o Students in grades K-5 will still have recess, but one class in a designated area at a time (no co-mingling with other classes).
2. Secondary Schedule (Grades 7-12)
   Student population is divided into 2 cohorts by last name, in order to more effectively decrease contact and establish a method for contact tracing. Cohort A (A-K) and Cohort B (L-Z). Each cohort attends class every day.
   o Classroom furniture will be reduced to accommodate 6ft of distance between all student desks where possible. Face coverings as defined on page 10 of this document and barriers will also be utilized, where practicable.
   o An area of 6ft will be delineated in the front of the classroom for the teacher when possible.
3. Currently, the district is working on different bell schedules for students, but these may change before the beginning of school. The goal is to have a safe entry to school and to allow for socially distant passages of students and staff during the day.
   o *Staff Arrival:*
     ▪ Staff must stay home if ill.
     ▪ Staff must complete health screening prior to attending for the day.
     ▪ Temperatures will be taken upon arrival
   o *Student Arrival:*
     ▪ Elementary (K-5)
       • Class will start later than usual to allow time for health screenings and a staggered arrival
       • Multiple entrances will be identified for student arrival.
       • Parents will fill in online health screening survey daily (prior to sending child to school).
       • Temperatures will be taken. Students who have a temperature of 100.0 or higher will be escorted to an isolation room where their parent/guardian will be contacted.
     ▪ Secondary (6-12)

- First period will start later than usual to allow time for health screenings and a staggered arrival.
- Multiple entrances will be identified for student arrival.
- Students must wear masks/face coverings as defined on page 10 of this document in the hallway during transition time and in the bathroom.
- Students or their parents will complete an online health screening daily prior to coming to school.
  - Temperatures will be taken. Students who have a temperature of 100.0 or higher will be escorted to an isolation room where their parent/guardian will be contacted.

- *Student Dismissal:*
  - Elementary (K-5)
    - Multiple staging areas and exits will be utilized for dismissal from the building. Dismissal will begin 15 minutes earlier than usual.
  - Secondary (6-12)
    - Students can leave from any exit point in the building. Staggered dismissal to reduce hallway crowding.

Adjusted Bell Schedule for Elementary In-Person Instruction

Period	Instructional Periods	Lunch Periods
AM Arrival	9:02-9:30	
1	9:30-10:05	
2	10:13-10:48	
3	10:56- 11:26	
4	11:34- 12:11	Grade K and 3
5	12:19-12:54	Grade 1 and 4
6	1:02-1:37	Grade 2 and 5
7	1:45-2:20	
8	2:28- 3:03	
PM Dismissal	3:03-3:28	

Adjusted Bell Schedule (v4) for in-person learning for Middle and High School Students

Middle School:

AM Entry	7:57 – 8:18
Period 1	8:21 – 8:57
Period 2	9:05 – 9:41
Period 3	9:49 – 10:25
Period 4	10:33 – 11:09
Period 5	11:17 – 11:53
Period 6	12:01 – 12:37
Period 7	12:45 – 1:21
Period 8	1:29 – 2:05
Period 9	2:13 – 2:49
PM Dismissal	2:49-3:00

High School:

AM Entry	7:27 – 7:48
Period 1	7:51 – 8:27
Period 2	8:35 – 9:11
Period 3	9:19 – 9:55
Period 4	10:03 – 10:39
Period 5	10:47 – 11:23
Period 6	11:31 – 12:07
Period 7	12:15 – 12:51
Period 8	12:59 – 1:35
Period 9	1:43 – 2:19
PM Dismissal	2:19-2:30

Notes:
- Passing time has been increased to 8 minutes.
- Students will attend school in-person on an every other day basis.
- AM Entry time to allow for checking temperatures, other health measures as possibly instructed by NYSED and/or CDC
- PM Dismissal time allows for staggered dismissal.
- 36 minute instructional periods
  - Allow for 180 minutes of instruction per week to meet "equivalent" unit of study definition *(see NYS Regulatory Flexibility for the Reopening of Schools Document – 7/13/2020)*

Hybrid Instruction on Remote Days for Students in grades 6-12: Asynchronous Model

Students in Grade 6- On remote days parents can choose to send their children (in grade 6) to school for supervision. 6th graders on their remote day who come to school will be supervised in large areas while

they complete their remote assignments. Lunch will be provided either outside or in the large area. Students can work on any assignment for that day in any order they choose.

Students in grades 7-12- On remote day students in grades 7-12 will work from home. Students can work on any assignment for that day in any order they choose.

<u>Hybrid Instruction on Remote Days for Students in grades 6-12: Synchronous Model</u>

Students in Grade 6- On remote days parents can choose to send their children (in grade 6) to school for supervision. 6th graders on their remote day who come to school will be supervised in large areas while they connect to their classes remotely. Lunch will be provided either outside or in the large area. Students attend classes remotely based on the in-person bell schedule. (See below)

Students in grades 7-12- On remote day students in grades 7-12 will work from home. Students attend classes remotely based on the in-person bell schedule. (See below)

<u>Middle School:</u>

Period 1	8:21 – 8:57
Period 2	9:05 – 9:41
Period 3	9:49 – 10:25
Period 4	10:33 – 11:09
Period 5	11:17 – 11:53
Period 6	12:01 – 12:37
Period 7	12:45 – 1:21
Period 8	1:29 – 2:05
Period 9	2:13 – 2:49

<u>High School:</u>

Period 1	7:51 – 8:27
Period 2	8:35 – 9:11
Period 3	9:19 – 9:55
Period 4	10:03 – 10:39
Period 5	10:47 – 11:23
Period 6	11:31 – 12:07
Period 7	12:15 – 12:51
Period 8	12:59 – 1:35
Period 9	1:43 – 2:19

<u>Elementary Remote Schedule if All Schools are Closed: Sample (may differ by student)</u>

Period 1	Whole Group Instruction (synchronous)
Period 2*	Small Group Instruction (Group A) (synchronous)
Period 3*	Small Group Instruction (Group B) (synchronous)
Period 4	Specials (PE, Art, Music, Literacy) (synchronous)

Period 5*	Small Group Instruction (Group C) (synchronous)
Period 6	Lunch
Period 7*	Small Group Instruction (Group D) (synchronous)
Period 8	Whole Group Instruction (synchronous)

*Class would be broken up into 4 small groups, with each group receiving direct instruction during their allotted period. Students would use remaining 3 periods to work on Google Classroom asynchronous assignments/homework.

Secondary Remote Schedule if All Schools are Closed

All students would attend school using the modified bell schedule below:

Middle School:

Period 1	8:21 – 8:57
Period 2	9:05 – 9:41
Period 3	9:49 – 10:25
Period 4	10:33 – 11:09
Period 5	11:17 – 11:53
Period 6	12:01 – 12:37
Period 7	12:45 – 1:21
Period 8	1:29 – 2:05
Period 9	2:13 – 2:49

High School:

Period 1	7:51 – 8:27
Period 2	8:35 – 9:11
Period 3	9:19 – 9:55
Period 4	10:03 – 10:39
Period 5	10:47 – 11:23
Period 6	11:31 – 12:07
Period 7	12:15 – 12:51
Period 8	12:59 – 1:35
Period 9	1:43 – 2:19

(Mandatory Assurance 1; page 12)

Attendance and Chronic Absenteeism

The District will collect and report daily attendance while in a remote or hybrid schedule.

1. Attendance will be taken by teachers each day and this information will be uploaded to the Student Management System.
2. Each student will be provided with an attendance mentor, who is an adult who will check on their attendance.
3. The district will contact the parents of students who are not showing up to classes and will discuss ways to increase student attendance.

(Mandatory Assurances 1; Page 13)

Technology and Connectivity

In order to ensure maximum accessibility for students and parents in a remote learning environment, the District has taken and will continue to take the following measures:

1. The District has surveyed the entire learning community to find out if students have connectivity.
   - All teachers have access and have computers to use.
   - Where students do not have access, the district has provided several options, such as setting up access through Verizon and providing hardware which will be installed on computers to gain a wireless signal.
   - All students will be provided a computer to use. K-8 will have Chromebooks, 9-12 will have a Microsoft Surface device.

Google Classroom Training:

- Over the summer, each building will encourage as many staff members as possible to become Google Certified (Level 1). Hours can be used for in-service credits.
- Each building must identify a minimum of one person who will be the resident expert on Google Classroom.
- All staff members will be trained on Google Classroom by September 8. Virtual and in-person trainings will be held throughout the summer. As of July 24th, over 40 individual Google trainings have been offered.
- All students will be trained on Google Classroom beginning on the first day of school. Virtual, recorded trainings will be available starting August 20th .
- Utilization of Google Classroom:
  - In order to ensure a seamless transition to a remote environment (in case of short or long-term closure), all teachers must be proficient in using Google Classroom and Google Meet by September 8, 2020. Teachers must keep their Google Classroom accounts current with homework assignments, topics being taught, etc.

(Mandatory Assurances 1-3, page 14)

Teaching and Learning

This plan utilizes different scenarios depending upon the current situation related to COVID19 as per NYSED guidance:

- IN-PERSON INSTRUCTION - Low risk of COVID19 community spread
- HYBRID INSTRUCTION- Moderate risk of COVID19 community spread
- REMOTE INSTRUCTION - High risk of COVID19 community spread.

In developing this plan, communication was given great attention. These expectations are applicable to all scenarios of instruction.

Expectations for communication:

The District developed a communication plan for students, parents or legal guardians of students, staff and visitors that includes applicable instructions, training, signage and a consistent means to provide individuals with information. The district has and will continue to use the following means of communication as we reopen schools for our children.

- The district maintains a webpage www.levittownschools.com, where a section for comprehensive information relating to coronavirus protocols has been maintained since March 2020. There is a section for each school as well. The website and all pages have a translation feature so that anyone reading it can choose the language of display. Printed documents are translated to language of choice for families. This includes lunch menus.
- The district maintains a list serve to disseminate information to any resident who chooses to sign up. Messages are delivered through email.
- The district uses an automated messaging system to disseminate pertinent information to residents who sign up to receive them. These are available and are used at the district and building levels.
- Information has also been added to our printed calendar which is mailed to all households in the district. The calendar gives directions on how to access the foregoing methods of communication.
- Direct mailings are sent to school age families when necessary.
- The District maintains a social media presence on Twitter and Instagram and will use these platforms to disseminate information about instructions, trainings and other pertinent items.

In addition to these methods which are used regularly, the district used or will use these specific methods of communication related to reopening procedures/protocols

District level:

- Presentations to Board of Education regarding changes for 2020-2021 school year.
- Ongoing communications during the year related to health protocol reminders and updates.

Building level:

- Letter from principal outlining changes for the 2020-2021 school year.
- Periodic updates will be sent to the school community to apprise families of pertinent information.

- o Video presentation providing families showing changes to hallways, classrooms, entry processes, etc.
- o Kindergarten video with teachers greeting new students.
- o Ongoing communications during the year related to health protocol reminders and updates.

Preschool Programs

The district will ensure that all COBs that provide Prekindergarten programs will follow health and safety guidelines outline in NYSED guidance and Required by the NYS DOH. Copies of the plans for the two Universal Pre-K Providers used by the district are included in the Appendices.

The district will ensure that all COBs have a continuity of Learning plan that addresses in-person, remote and hybrid models of instruction.

Instructional Models

IN PERSON INSTRUCTION

Protocols

- All students attend school.
- All students will wear a mask/face covering as defined on page 10 of this document. If students do not come to school with a mask/face covering, they will be provided one
- All staff will wear a mask/face covering as defined on page 10 of this document. If staff do not come to school with a mask/face covering, they will be provided one.
- Hand sanitizer, which is compliant with FCNYS 2020, Section 575 available in classrooms
- Hand sanitizer, which is compliant with FCNYS 2020, Section 575 /Hand washing stations located throughout the building

(Mandatory Assurances 4, page 6)
- Use of bathrooms: One student in the bathroom at a time. Students must sign in prior to entering the bathroom for the purposes of contact tracing.
- Notices & Markings:
  - o All buildings will display appropriate signage regarding hygiene in offices, hallways and classrooms.
  - o Areas where students tend to congregate are marked with six feet distance markers.
  - o Social distancing signs will be posted in hallways and classrooms.
- *Meetings:*
  - o Faculty and Department meetings will be held remotely using Zoom.
  - o Small grade level meetings can still be held in-person, if they are socially distant, but may utilize zoom if desired.
  - o Parent/Teacher conferences will be held remotely through phone calls, but may utilize zoom if desired.
  - o CSE and 504 meetings will be held remotely using Zoom.

Traveling in Hallways:

- Elementary:
    - Directional arrows on the floor and walls indicating one-way travel.
    - Students must wear a mask/face covering
    - Limited movement by classes (specials push-in)
    - Staggered dismissal times by class to reduce congestion in hallways
- Secondary:
    - Directional arrows on the floor and walls indicating one-way travel.
    - Staggered bell schedule
    - Students must wear a mask/face covering
    - Staggered dismissal times by class to reduce congestion in hallways

NYS Learning Standards

- During summer and early fall of 2020, each subject area will determine priority standards for the fall. These priority standards will ensure that the most important areas of each of the NYS Scope and Sequence items are covered. These subjects will be disseminated to each teacher.
- Directors and Principals will be responsible for ensuring that all items in the NYS Learning Standards are taught.

Grading

- Students will receive grades based on 1-4 levels for Elementary School Students and 0-100 scores for Secondary School Students.

Kindergarten Screening and Class Placement:

Kindergarten students will be screened during the first week of school and then classes will be created. During that time schedules will be developed for all students to visit all potential teachers.

Visitors:

- In order to protect the health of the students and staff, and to maintain contact tracing, visiting the building will be discouraged. Parents, however, may drop off items at the security vestibule.
- If a situation warrants a visitor to enter the building, the following protocols will be followed
    - Unless there is an emergency situation, visitors to the building will not be admitted without an appointment.
    - Visitors will be screened for temperatures, using a COVID screener. This includes postal workers, vendors and service technicians.
        - Visitors with a temperature at 100.0 or higher will not be admitted into the building.

(Mandatory Assurance 8; page 4)

Substantive, in person instruction

Teachers will deliver instruction, in person, to students who are socially distanced at 6ft apart. There will be interaction between teacher and student throughout the day.

Addressing the COVID Gap:

- Elementary Level:
  - Administration of iReady assessment for ELA and Math starting in October.
  - Review of results to determine areas of deficiency.
  - Utilization of extra help classes and remedial instruction to address deficiencies.
- Secondary Level:
  - Administration of iReady assessment for ELA and Math starting in October.
  - Administration of previous course final exam, or other assessment in ELA, SS, Science, World Language where applicable.
  - Review of results to determine areas of deficiency.
  - Utilization of .5 math period to provide support in Math
  - Utilization of extra help classes to address other subject area deficiencies.

Remedial Services

- The Levittown School District will use a multiple measure system to identify students who are eligible for AIS services. These assessments include but are not limited to:
  - i-Ready diagnostic assessments
  - Internal benchmark assessments
  - Common formative assessments
  - Unit and lesson assessments
  - Teacher recommendation
  - The District will use data from the 2019-20 school year in conjunction with fall 2020 data to identify qualifying students.
  - Through the RtI model the district will continue to reassess students throughout the year.
    - Tier III reading services (pull out) will be provided to students who qualify based on the multiple measures system.
    - Math services (pull out) will be provided to students who qualify based on the multiple measures system.
    - Services will be provided outside of the classroom in a small group setting.
    - Students will receive targeted instruction in the areas of deficit.

Field Trips

No trips outside of the school district

Extracurricular Activities (not including Athletics)

The district will evaluate the efficacy of having limited extracurricular activities that follow social distancing protocols.

Athletics:

The District will follow the most current guidelines as developed by NYS and Section 8 (NYS Reopening Guidelines for Sports and Recreation).

HYBRID INSTRUCTION – (Alternating Schedules)

- 50% of students attend school each day on an alternating schedule.
- Social distancing and/or face coverings as defined on page 10 of this document and/or barriers are used.
- All students will wear a mask/face covering as defined on page 10 of this document. If students do not come to school with a mask/face covering, they will be provided one
- Hand sanitizer, which is compliant with FCNYS 2020, Section 575, available in classrooms
- Hand sanitizer, which is compliant with FCNYS 2020, Section 575
- Hand washing stations located throughout the building

(Mandatory Assurances 4, page 6)

- All staff will wear a mask/face covering as described on page 10 of this document If staff do not come to school with a mask/face covering, they will be provided one.
- Use of bathrooms: One student in the bathroom at a time. Students must sign in prior to entering the bathroom for the purposes of contact tracing.
- Notices & Markings:
    o All buildings will display appropriate signage regarding hygiene in offices, hallways and classrooms.
    o Areas where students tend to congregate are marked with six feet distance markers.
    o Social distancing signs will be posted in hallways and classrooms.
- *Meetings:*
    o Faculty and Department meetings will be held remotely using Zoom.
    o Small grade level meetings can still be held in-person, if they are socially distant, but may utilize zoom if desired.
    o Parent/Teacher conferences will be held remotely through phone calls, but may utilize zoom if desired.
    o CSE and 504 meetings will be held remotely using Zoom.

Traveling in Hallways:

- Elementary:
    o Directional arrows on the floor and walls indicating one-way travel.
    o Students must wear a face covering as defined on page 10 of this document.
    o Limited movement by classes (specials push-in).
    o Staggered dismissal times by class to reduce congestion in hallways.
- Secondary:
    o Directional arrows on the floor and walls indicating one-way travel.
    o Staggered bell schedule.
    o Students must wear a face covering as defined on page 10 of this document.
    o Staggered dismissal times by class to reduce congestion in hallways.

NYS Learning Standards

- During summer and early fall of 2020, each subject area will determine priority standards for the fall. These priority standards will ensure that the most important areas of each of the NYS Scope and Sequence items are covered. These subjects will be disseminated to each teacher.
- Directors and Principals will be responsible for ensuring that all items in the NYS Learning Standards are taught.

Grading

- Students will receive grades based on 1-4 levels for Elementary School Students and 0-100 scores for Secondary School Students.

Kindergarten Screening and Class Placement:

Kindergarten students will be screened during the first week of school and then classes will be created. During that time schedules will be developed for all students to visit all potential teachers.

Visitors:

- In order to protect the health of the students and staff, and to maintain contact tracing, visiting the building will be discouraged. Parents, however, may drop off items at the security vestibule.
- If a situation warrants a visitor to enter the building, the following protocols will be followed
  - Unless there is an emergency situation, visitors to the building will not be admitted without an appointment.
  - Visitors will be screened for temperatures, using a COVID screener. This includes postal workers, vendors and service technicians.
    - Visitors with a temperature at 100.0 or higher will not be admitted into the building.

(Mandatory Assurance 8; page 4)

Behavioral Considerations:

- All students will be expected to adhere to the Levittown School District Code of Conduct during the learning process at home.
- Students are not to have any additional electronics present, such as a cell phone, during instruction.
- Students must follow the bell schedule as if they were in class.
- Students must do their best and be courteous and respectful online .

Attendance

- Attendance will be taken each day, either during the in person day or during remote learning.

Instructional Considerations:

- Elementary Classes (K-5):
  - Students do not change classes. Special area teachers rotate in.
  - Class structure:
    - Students will be divided into two cohorts based on last name. Cohort A (A-K) and Cohort B (L-Z)

- On A days, 50% of students will be in the class while the remaining 50% will be at home working remotely on Chromebooks (this will alternate each day, Cohort A, then Cohort B).
  - o Lesson design:
    - Teachers will utilize Google Classroom to support students on remote instruction.
    - Items of importance (textbooks, materials, etc.) must be given out and sent home for the year as soon as possible.
    - Lessons:
      - Should focus on Priority Standards
      - Must be developed so that lessons for remote instruction support the classroom instruction.
- Secondary Classes (6-12):
  - o Students must wear face coverings as defined on page 10 of this document in the hallway during transition time and in the bathroom.
  - o Social distancing between students at all times (including desks 6ft apart)
  - o Tables sanitized between classes
  - o Class structure:
    - Students will be divided into two cohorts based on last name. Cohort A (A-K) and Cohort B (L-Z)
    - Each cohort attends class every other day. On the day when students aren't in class, they attend to asynchronous work remotely from home.
  - o Lesson design:
    - Teachers will utilize Google Classroom to support students on remote instruction.
    - Items of importance (textbooks, materials, etc.) must be given out and sent home for the year as soon as possible.
    - Lessons:
    - Should focus on Priority Standards
    - Must be developed so that lessons for remote instruction support the classroom instruction.

Addressing the COVID Gap:

- Elementary Level:
  - Administration of iReady assessment for ELA and Math starting in October.
  - Review of results to determine areas of deficiency.
  - Utilization of extra help classes and remedial instruction to address deficiencies.
- Secondary Level:
  - Administration of iReady assessment for ELA and Math starting in October.
  - Administration of previous course final exam, or other assessment in ELA, SS, Science, World Language where applicable.
  - Review of results to determine areas of deficiency.
  - Utilization of .5 math period to provide support in Math
  - Utilization of extra help classes to address other subject area deficiencies.

Remedial Services

- The Levittown School District will use a multiple measure system to identify students who are eligible for AIS services. These assessments include but are not limited to:
    - i-Ready diagnostic assessments
    - Internal benchmark assessments
    - Common formative assessments
    - Unit and lesson assessments
    - Teacher recommendation
    - The District will use data from the 2019-20 school year in conjunction with fall 2020 data to identify qualifying students.
    - Through the RtI model the district will continue to reassess students throughout the year.
        - Tier III reading services (pull out) will be provided to students who qualify based on the multiple measures system
        - Math services (pull out) will be provided to students who qualify based on the multiple measures system
        - Services will be provided outside of the classroom in a small group setting.
        - Students will receive targeted instruction in the areas of deficit.

Field Trips

No trips outside of the school district

Extracurricular Activities (not including Athletics)

The district will evaluate the efficacy of having limited extracurricular activities that follow social distancing protocols.

Athletics:

The District will follow the most current guidelines as developed by NYS and Section 8 (<u>NYS Reopening Guidelines for Sports and Recreation</u>).

(Mandatory Assurances 4, page 6)

Starting September 8th, students attending school "in-person" will follow a hybrid schedule. On an alternating day basis, students will either be "in-person" or remote. Students with last names starting with letters A-K will be in Cohort A and will be in-person the first day of school. Students with last names starting with L-Z and will be on "remote instruction" the first day of school. Thereafter, these students will alternate "in-person" and "remote instruction".

Monday 9/7	Tuesday 9/8	Wednesday 9/9	Thursday 9/10	Friday 9/11
	"Day 1"	"Day 1"	"Day 2"	"Day 2"
Labor Day- No School	Cohort A is "in person"	Cohort A is remote	Cohort A is "in person"	Cohort A is remote
	Cohort B is remote	Cohort B is "in person"	Cohort B is remote	Cohort B is "in person"

Monday 9/14	Tuesday 9/15	Wednesday 9/16	Thursday 9/17	Friday 9/18
"Day 1"	"Day 1"	"Day 2"	"Day 2"	"Day 1"
Cohort A is "in person"	Cohort A is remote	Cohort A is "in person"	Cohort A is remote	Cohort A is "in person"
Cohort B is remote	Cohort B is "in person"	Cohort B is remote	Cohort B is "in person"	Cohort B is remote

Monday 9/21	Tuesday 9/22	Wednesday 9/23	Thursday 9/24	Friday 9/25
"Day 1"	"Day 2"	"Day 2"	"Day 1"	"Day 1"
Cohort A is remote	Cohort A is "in person"	Cohort A is remote	Cohort A is "in person"	Cohort A is remote
Cohort B is "in person"	Cohort B is remote	Cohort B is "in person"	Cohort B is remote	Cohort B is "in person"

Students in Grade 6- On remote days parents can choose to send their children (in grade 6) to school for supervision. 6th graders on their remote day who come to school will be supervised in large areas while they complete their remote assignments. Lunch will be provided either outside or in the large area. Students can work on any assignment for that day in any order they choose.

Students in grades 7-12- On remote day students in grades 7-12 will work from home. Students can work on any assignment for that day in any order they choose.

Hybrid Instruction on Remote Days for Students in grades 6-12:

Starting on September 8th, students will receive asynchronous instruction on remote days. Asynchronous instruction consists of pre-recorded lessons that students can complete on their own schedule. Teachers will design these asynchronous lessons so that they either extend the lesson from the previous day or prepare them for the next lesson. This will ensure that students do not miss out on 180 days of instruction.

As stated in reopening documents and presentations, the district will re-evaluate the instructional program every two weeks and may shift to a synchronous model. In a synchronous model students will join Google Meet sessions that allow them to follow the lesson being taught in class. This decision will be made based upon providing the most effective instructional model possible. If and when the district moves to this model, the students on their remote day will follow the school building bell schedule.

Remote Instruction in the Full Remote Option.

Students who have been approved for the Full Remote Option will receive remote instruction.

Elementary (K-5)

As of the creation of this document, students in grades K-5 will receive remote instruction during the normal school day following the following schedule.

Period 1	Whole Group Instruction (synchronous)
Period 2*	Small Group Instruction (Group A) (synchronous)
Period 3*	Small Group Instruction (Group B) (synchronous)
Period 4	Specials (PE, Art, Music, Literacy) (synchronous)
Period 5*	Small Group Instruction (Group C) (synchronous)
Period 6	Lunch
Period 7*	Small Group Instruction (Group D) (synchronous)
Period 8	Whole Group Instruction (synchronous)

*Class would be broken up into 4 small groups, with each group receiving direct instruction during their allotted period. Students would use remaining 3 periods to work on Google Classroom asynchronous assignments/homework.

Secondary (6-12)

Students approved for the full remote option at the secondary level (6-12) will be provided with remote instruction following the "in-person" class schedule, including both synchronous and asynchronous instruction.

REMOTE INSTRUCTION IF ALL BUILDINGS ARE CLOSED

Note- This level may also occur if a district-wide or individual school closing becomes necessary due to a case of COVID19

Instructional Considerations:
- All students receive instruction remotely using Google Classroom.
- All students K-8 receive Chromebook. Students in grades 9-12 continue utilizing their assigned device.
- Kindergarten Screening and Class Placement would be accomplished in accordance with guidelines set by New York State.
- Elementary Classes:
  - Teachers provide live synchronous instruction.
  - While teachers are working in small groups, asynchronous activities are assigned to remaining students.

Schedules

Elementary Remote Schedule if All Schools are Closed: Sample (may differ by student)

Period 1	Whole Group Instruction (synchronous)
Period 2*	Small Group Instruction (Group A) (synchronous)
Period 3*	Small Group Instruction (Group B) (synchronous)
Period 4	Specials (PE, Art, Music, Literacy) (synchronous)
Period 5*	Small Group Instruction (Group C) (synchronous)
Period 6	Lunch
Period 7*	Small Group Instruction (Group D) (synchronous)
Period 8	Whole Group Instruction (synchronous)

*Class would be broken up into 4 small groups, with each group receiving direct instruction during their allotted period. Students would use remaining 3 periods to work on Google Classroom asynchronous assignments/homework.

- Secondary Classes:
  - Teachers and Students follow a "bell schedule"
  - Teachers provide live, synchronous instruction (with additional asynchronous assignments)

Secondary Remote Schedule if All Schools are Closed (exact times subject to change)

All students would attend school using the modified bell schedule below:

Middle School:

Period 1	8:21 – 8:57
Period 2	9:05 – 9:41
Period 3	9:49 – 10:25
Period 4	10:33 – 11:09
Period 5	11:17 – 11:53
Period 6	12:01 – 12:37
Period 7	12:45 – 1:21
Period 8	1:29 – 2:05
Period 9	2:13 – 2:49

High School:

Period 1	7:51 – 8:27
Period 2	8:35 – 9:11
Period 3	9:19 – 9:55
Period 4	10:03 – 10:39
Period 5	10:47 – 11:23
Period 6	11:31 – 12:07
Period 7	12:15 – 12:51
Period 8	12:59 – 1:35
Period 9	1:43 – 2:19

Building Protocols:

- Building is closed to all students and faculty. Essential workers (as defined by NYS Laws/regulations/Executive orders) will be expected to come to work.
- Meetings:
  - Faculty, Department and grade level meetings will be held remotely using Zoom.
  - Parent/Teacher conferences will be held remotely through phone calls.
  - CSE and 504 meetings will be held remotely using Zoom.

Behavioral Considerations:
- All students will be expected to adhere to the Levittown School District Code of Conduct during the learning process at home.
- Students are not to have any additional electronics present, such as a cell phone, during instruction
- Students must follow the bell schedule as if they were in class.
- Students must do their best and be courteous and respectful online.

Attendance
- Attendance will be taken each day, either during remote learning.

Addressing the COVID Gap:
- Elementary Level:
  - Administration of iReady assessment for ELA and Math starting in October.
  - Review of results to determine areas of deficiency.
  - Utilization of extra help classes and remedial instruction to address deficiencies.
- Secondary Level:
  - Administration of iReady assessment for ELA and Math starting in October.
  - Administration of previous course final exam, or other assessment in ELA, SS, Science, World Language where applicable.
  - Review of results to determine areas of deficiency.
  - Utilization of .5 math period to provide support in Math.
  - Utilization of extra help classes to address other subject area deficiencies.

Remedial Services
- The Levittown School District will use a multiple measure system to identify students who are eligible for AIS services. These assessments include but are not limited to:
  - i-Ready diagnostic assessments
  - Internal benchmark assessments
  - Common formative assessments
  - Unit and lesson assessments
  - Teacher recommendation
  - The District will use data from the 2019-20 school year in conjunction with fall 2020 data to identify qualifying students.
  - Through the RtI model the district will continue to reassess students throughout the year.
    - Tier III reading services (pull out) will be provided to students who qualify based on the multiple measures system.
    - Math services (pull out) will be provided to students who qualify based on the multiple measures system.

- Services will be provided through remote learning.
- Students will be assigned to an AIS teacher who will provide targeted instruction in the areas of deficit.
- Students will have a google class for their remedial classes and will meet with their AIS teacher through Google Meet.

NYS Learning Standards
- During summer and early fall of 2020, each subject area will determine priority standards for the fall. These priority standards will ensure that the most important areas of each of the NYS Scope and Sequence items are covered. These subjects will be disseminated to each teacher.
- Directors and Principals will be responsible for ensuring that all items in the NYS Learning Standards are taught.

Grading
- Students will receive grades based on 1-4 levels for Elementary School Students and 0-100 scores for Secondary School Students.

Kindergarten Screening and Class Placement:
Kindergarten students will be screened during the first week of school and then classes will be created. During that time schedules will be developed for all students to visit all potential teachers.

Field Trips
None

Extracurricular Activities (not including Athletics)
No group extracurricular activities

Athletics:
None

(Mandatory Assurances 1-6, page 15)

Special Education

The district recognizes the importance of providing consistent Special Education Services to all children. Services will be documented through the CSE processes and through communication with Parents in their preferred language. Delivery of instruction both in person and remotely will be monitored by the Director of Pupil Services, the Assistant Directors of Special Education, the Building Principals, the content area specific Directors and Central Office Administration.

Communications regarding student's progress will be managed through the Student Management System, PowerSchool as well as through teacher direct contact and the Department of Special Education.

As always, the district will ensure access to the necessary accommodations, modifications, supplementary aids, services and technology (including assistive technology) to meet the unique disability related needs of students.

504 Accomodations:

- 504 accommodations will continue to be provided whether the student attends in person or remote learning
- 504 accommodations may need to be adjusted due to mode of instruction
- 504 meetings will continue throughout the year via remote platform
- Questions or concerns will be handled by the building 504 representative.

Elementary (K-5)

In person Instruction

1. All students are attending classes in the building.
2. 6:1:2 and 12:1:1 special classes receive instruction and related services as per IEP mandates. For the 6:1:2 class, related services will be a combination of push in/pull out – keeping health and safety in mind.
3. Students in 12:1:1 class will be mainstreamed for PE and Recess
4. Students in grades K-2 receive face to face special education services per their IEP.
5. Students in grades 3-5 may be on a rotating schedule between in person instruction in the classroom and satellite locations in the school building. If ICT students need to be in a satellite location the special education teacher and teaching assistant will provide support in the satellite location.
6. K-5 special education students will receive resource room and related services as per their IEP mandates.

Hybrid Model

1. All students are attending classes in the building, therefore this does not apply to elementary school students at this time. (September 2020)
2. Should a hybrid model for elementary schools be adopted, then:
   a. 6:1:2 and 12:1:1 special classes receive instruction and related services as per IEP mandates.
   b. Students in grades K-2 receive face to face special education services per their IEP.

c. Students in grades 3-5 may be on a rotating schedule between in person instruction in the classroom and satellite locations in the school building. If ICT students need to be in a satellite location the special education teacher and teaching assistant will provide support in the satellite location.

d. K-5 special education students will receive resource room services as per their IEP mandates.

Remote Instruction

1. All students work remotely using district supplied Chromebooks.
2. Lessons are delivered in real time (synchronous) based on a modified schedule.
3. All IEP services will be provided to the greatest extent possible.
   a. Speech and Counseling services will be provided by district staff
   b. Occupational Therapy, Physical Therapy, Parent Training, Behavior Intervention Services and Extended School Hours will be provided by agency staff.
   c. All services will be provided synchronously
4. Resource room will be provided synchronously
5. Integrated Co Teaching Class:
   a. Students will be assigned to a remote integrated co-teaching class
   b. The Special Education teacher will participate in the the 2 whole group instruction perids with the general education teacher
   c. Students will meet for small group instruction with the special education teacher one period a day
   d. Students will participate in one period of small group instruction with their general education teacher and teaching assistant
   e. Students will receive specials along with their peers.

6. Special Class 12:1:1
   a. Students will be assigned to a remote 12:1:1 Class
   b. Each class will span 2 grades (K-1; 2-3; 4-5)
   c. Classes will be taught by a special education teacher and a teaching assistant
   d. The schedule for the 12:1:1 class will mirror the general education remote schedule
   The special education teacher will have two whole group lessons as well as the small group instruction time
   Students will mainstream for specials with a teaching assistant

7. Special Class 6:1:2
   a. Students will be assigned to a remote 6:1:2 class
   b. A specific schedule will be developed providing for synchronous and asynchronous instruction throughout the school day
   c. Students will be provided with whole group, small group as well as individual support
   d. Related services will follow IEP mandates and be provided synchronously

8. Out of District Placements
   a. Program plans will be on file with the district
   b. If Out of District Programs are in person, transportation will be provided

c. Parents may choose remote option for out of district programs as long as the out of district placement offers that option

d. Related services will follow the out of district re-opening plan specific to that school

NOTE: The information above is pertinent to students whose parents have opted in to remote. Should the district be forced to shut down, all students will follow the remote schedule. Students will receive synchronous instruction via Google meet and all related services will be provided synchronously per the IEP

Secondary Education (6-12)

In Person Instruction

1. Students who are alternatively assessed in the 8:1:2 , 12:1:1 and 15:1:1 classes will attend school every day

2. Students who are not alternatively assessed in the 15:1:1 class for all four academic subjects (Math, English, Social Studies and Science) will attend class every day. All students will receive face to face instruction daily as per their IEP.

3. All related services will be provided as per IEP mandates.

Hybrid Instruction

1. All students (general education and special education) will be divided into two cohorts (A-K and L-Z)

2. On remote days, students will live stream their classes from home or school

   a. For 6th graders whose parents choose to send them to school on the remote day:

      i. Students will be seated in classrooms (Wisdom) or the Little Theatre (Salk)

      ii. These locations will be staffed by a Teaching Assistant who will be knowledgeable of the student's accommodations

3. Students in Integrated co-teaching classes will have the following structure:

   a. Face to face instruction every other day in line with general education students.

   b. Students will live stream into their class on their remote day.

   c. Special Education teachers will check in with special education students participating through the live stream.

   d. Students will continue to receive academic support following their schedule of in person one day and remote on the next day.

4. Students receiving resource room will receive services every other day, following their cohort. Live services on the in person day and synchronous services on the remote day

5. Related services will be provided as per IEP mandates on the in person day.

Remote Instruction

1. All students will follow their bell schedule as if they were in class

2. 12:1:1 Special Class (6th grade)

   a. Students will be assigned to a remote class for Math, English, Social Studies and Science.

   b. Students will receive synchronous instruction through Google Meet.

   c. Students will be assigned to a remote class for Reading and Math support. The subject area teachers will rotate throughout the week. This will allow for support in all four content areas.

   d. Students will live stream elective classes

3. 15:1:1 Special Class (7th-12th grade)

a. Students will live stream from their classes at home.
   b. Special Education teacher will teach the lesson with the assistance of the teaching assistant while the student live streams the lesson
   c. Special Education teacher and teaching assistant will rotate their support of the student participating through the live stream
   d. Reading and Math Support: The special education teacher and teaching assistant will be rotating between the remote students and in person students
4. Integrated Co-Teaching (6th – 12th grade)
   a. Special Education teacher and general education teacher will be co-teaching the class while students live stream
   b. Special education teacher will check in with special education students participating through the live stream
   c. Middle school academic support: For this period, the students will participate in a Google meet with the academic support teachers. The subject area teachers will rotate throughout the week. This will allow for support in all four content areas
   d. High school academic support (STEM): The science teacher and Math special education teacher will rotate between providing support to in person students and remote students
   e. High school academic support (Humanities): The special education teacher and teaching assistant will be rotating between the remote students and the in person students
   f. Special Education teachers will be offering extra help in conjunction with General Education teachers.
5. Related Services
   a. Related services will be provided as per IEP mandates
   b. Speech and counseling services will be provided by district staff
   c. Occupational therapy, physical therapy, parent training, behavior intervention services and extended school hours will be provided by agency staff
   d. All services will be provided synchronously

6. Out of District Placements
   a. Program plans will be on file with the district
   b. If Out of District Programs are in person, transportation will be provided
   c. Parents may choose remote option for out of district programs as long as the out of district placement offers that option
   d. Related services will follow the out of district re-opening plan specific to that school

NOTE: The information above is pertinent to students whose parents have opted in to remote. Should the district be forced to shut down, all students will follow the remote schedule. Students will receive synchronous instruction via Google meet and all related services will be provided synchronously per the IEP

(Mandatory Assurances 1-5; page 16)

Bilingual Education and World Languages

The District recognizes the importance of consistent education for students who are learning English as a New Language

Compliance with Part 154 Regulations

If the District reopens using in-person or hybrid instruction, it will ensure that the ELL identification process is completed 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 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 must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154

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

As stated earlier, communication to parents/guardians of ELLs will be in their preferred language and mode of communication.

The three models of instruction will be followed:

In person Instruction
- Students will be provided services as per Part 154 Regulations.
- Services will be a combination of co-teaching and stand-alone classes.

Hybrid Instruction
- Students will be provided services as per Part 154 Regulations.
- On days when students are doing their remote instruction they will receive additional small group virtual instruction via Google or Zoom from an ENL teacher.

Remote Instruction
- Students will be provided services as per Part 154 Regulations.
- Services will be provided via Google/Zoom

(Mandatory Assurances1-3; page 17)

Teacher and Principal Evaluation System

The District will evaluate all teachers and principals pursuant to our currently approved APPR plan, including and variance applications approved by the Department.

(Mandatory Assurance 1; page 18)

Certification, Incidental Teaching and Substitute Teaching

The District will ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's Regulations of Education Law

(Mandatory Assurance 1; page 19)

Appendix A – Sample Parent Letter

August 25, 2020

Dear Parents/ Guardian:

The Levittown School District believes that individuals thrive at school when they're healthy. Illness is a time for resting safely at home. If your child is experiencing any of the symptoms below at home call your physician for guidance and contact your child's school. Staying home when sick also protects others from potential communicable diseases by limiting exposure. **If your child is experiencing any of the symptoms described below during the school day, you will be called and your child will need to be picked up from school promptly. Until your child is picked up, NYS DOH guidance requires that they must remain in the isolation room until you come to take them home. Kindly ensure that your alternate local emergency contacts are updated with your school and that they are aware that they may be called in the event that you are not available.**

Each day, before your child comes to school, you must screen him or her for any symptoms of illness and complete the online screening tool. Additional information will be sent you prior to the start of school about the online screening tool.

Please review the below symptoms that are frequently addressed in the Health Office and the school district protocol regarding these symptoms. Due to the vague and varying symptoms of COVID-19 any student exhibiting the below symptoms should not be sent to school, and if a child exhibits these symptoms while at school will be sent home.

- fever (100.0 or >)
- cough
- shortness of breath
- fatigue
- unexplained muscle/body aches
- headache

- congestion
- runny nose
- body rash
- nausea
- vomiting or diarrhea
- new loss of taste or smell

If your child exhibits these symptoms please contact your physician immediately and keep your child home. Any student exhibiting any of these symptoms in school will be placed in the isolation room, evaluated by the school nurse and parent will be contacted for student to be sent home.   Any student who is diagnosed with COVID-19 virus must stay home and isolate for 10 days after onset of symptoms and must be fever free for at least 72 hours before returning to school. Students who are given an alternate diagnosis by their physician will be re-admitted

to school once the school nurse receives the physicians note and gives clearance to return to the classroom. Parents who choose not to seek medical care/ COVID-19 testing for these symptoms will be expected to isolate their child for 10 days from onset of symptoms before they can send their child back to school.

In order to create the safest environment for our students and staff, we are asking for your support in these health measures. Kindly return the attached sheet that indicates you are aware of these new protocols.

Thank you,

Michele Ortiz
COVID-19 Coordinator

<div align="center">Health Protocols Acknowledgment</div>

I _____, parent/ guardian of _____, who is in grade acknowledge the information in the Health Protocol Letter dated August 25, 2020 and will make every effort to adhere to the Levittown School District Health Policy and Protocols described therein.

_____

Parent/Guardian Signature

Please return to child's 1st period or Classroom teacher

Appendix B – Contact Tracing Plan

<u>**Levittown Public Schools Response to Coronavirus**</u>

<u>**Testing & Contact Tracing**</u>

Levittown Public Schools consults regularly with all Nassau County School Districts, Nassau BOCES, the Nassau County Department of Health and Dr. Suanne Kowal-Connelly, the District Physician, in response to communicable disease. That relationship has been further developed and enhanced as we responded to COVID-19. This has led us to work with Nassau BOCES to develop many of the strategies noted in this guidance. This document has been incorporated into the Levittown Public Schools Reopening Plan to help address requirements for COVID-19 Testing and Contact Tracing. This is a living document that will be revised as needed to incorporate new information as provided through Federal, State and Local authorities.

1. **COVID-19 Safety Coordinator**

Levittown Public Schools has designated in our Re-opening Plan a COVID-19 Safety Coordinator for each school building. This individual will be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 Re-opening Plan and its implementation. The COVID-19 Safety Coordinator will also work closely with the District COVID-19 Safety Coordinator, who will consult with the Nassau County Department of Health and other schools to monitor public health conditions and jointly develop monitoring strategies. These individual will also be critical, along with our medical director, in assisting the Nassau County Department of Health with contact tracing efforts.

2. **Training**

The Nassau County Department of Health recommends that the COVID-19 Safety Coordinator (Administrator) and other school officials be trained in the basics of COVID-19 and contact tracing and suggests the course offered by Johns Hopkins University at: https://www.coursera.org/learn/covid-19-contact-tracing?edocomorp=covid-19-contact-tracing. Levittown Public Schools will require all COVID-19 Safety Coordinators to complete this program, most of whom already have done so, and recommend this training for other school officials.

3. **Screening & Response Actions**

The NYS Department of Health has developed a ***Pre-K to Gr 12 COVID-19 Toolkit which is located on the District website www.levittownschools.com.*** This document provides specific response actions guidance which may be considered in Plan development and includes a Screening Flow Chart, Staff Roles Flow Chart and Positive Screening Protocols Checklist. This is one of numerous resources considered in the development of our Plan. The flow charts follow:

NEW YORK STATE Department of Health

NYSDOH COVID-19 In-Person Decision Making Flowchart for Student Attendance

Can My Child Go To School Today?

In the past 10 days, has your child been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES →

Was the test result positive OR are you still waiting for the result?

YES →

Your child cannot go to school today.

They must stay in isolation (at home and away from others) until the test results are back and are negative OR if positive, the local health department has released your child from isolation.

NO ↓ (from first question)

In the last 14 days, has your child:
- Traveled internationally to a CDC level 2 or 3 COVID-19 related travel health notice country; or
- Traveled to a state or territory on the NYS Travel Advisory List; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES →

Your child cannot go to school today.

They must stay at home until your local health department releases your child from quarantine, at least 14 days.

A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.

NO ↓

Does your child currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?
- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

YES →

Your child cannot go to school today.

Your child should be assessed by their pediatric healthcare provider (HCP). Call your child's HCP before going to the office or clinic to tell them about your child's COVID-19 symptoms. If your child does not have a HCP, call your local health department.

NO →

Your child CAN go to school today.

Make sure they wear a face covering or face mask, practice social distancing, and wash their hands!

Report absences, symptoms, and positive COVID-19 test results to your child's school.

SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:

- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

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NEW YORK STATE | Department of Health — New York State Department of Health (NYSDOH) Pre-K to Gr 12 COVID-19 Toolkit

My child has COVID-19 symptoms. When can they go back to school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)

HCP Recommends COVID-19 Diagnostic Test

OR

HCP Gives Alternate Diagnosis

HCP Recommends COVID-19 Diagnostic Test

STAY OUT OF SCHOOL and in isolation until test result is back

Positive Test Result

Your local health department will contact you to follow up.

Your child must remain in isolation (at home and away from others) until your local health department has released them from isolation, which is typically:

- 10 days after symptom onset; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

While your child is in isolation, **all members of the household must quarantine at home until released by the local health department,** typically 14 days.

Note: A repeat negative COVID-19 test is not required for return to school.

Negative Test Result

If your child's symptoms are improving **AND** they are fever-free for at least 24 hours without the use of fever reducing medicines, **your child may return to school** with:

- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

HCP Gives Alternate Diagnosis

If your child's HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) **AND** COVID-19 is not suspected, then a note signed by their **HCP explaining the alternate diagnosis is required** before your child will be allowed to return to school. They may return to school according to the usual guidelines for that diagnosis.

Note: a signed HCP note documenting unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice.

COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis

Child is Not Evaluated by HCP

Your child must remain in isolation at home and is not able to go back to school until your local health department has released them from isolation, which is typically:

- At least 10 days have passed since date of first symptoms; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

Can I Go to Work at the School Today?

In the past 10 days, have you been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES →

Was the test result **positive** OR are you still waiting for the result?

YES →

You **cannot** go to work at the school today and must stay in isolation (at home and away from others) until your test results are back and are **negative** OR if **positive**, the local health department has released you from isolation.

NO →

In the last 14 days, have you:

- Traveled internationally to a **CDC level 2 or 3 COVID-19 related travel health notice country**; or
- Traveled to a state or territory on the **NYS Travel Advisory List**; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES →

You **cannot** go to work at the school today.

If you have had any of these exposures, you must stay at home until your local health department releases you from quarantine, at least 14 days from the date of your last exposure. A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.

School staff are not essential workers and **must** quarantine.

NO →

Do you currently have (or have had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0˚ F (37.8˚ C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

YES →

You **cannot** go to work at the school today.

You should be assessed by your health care provider (HCP). Call your HCP before going to any in-person visits to tell them about your COVID-19 symptoms. If you do not have a health care provider, call your local health department.

NO →

You can go to work at the school today!

Make sure you wear a face covering or face mask, practice social distancing, and wash your hands frequently.

Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

New York State Department of Health (NYSDOH) Pre-K to Gr 12 COVID-19 Toolkit
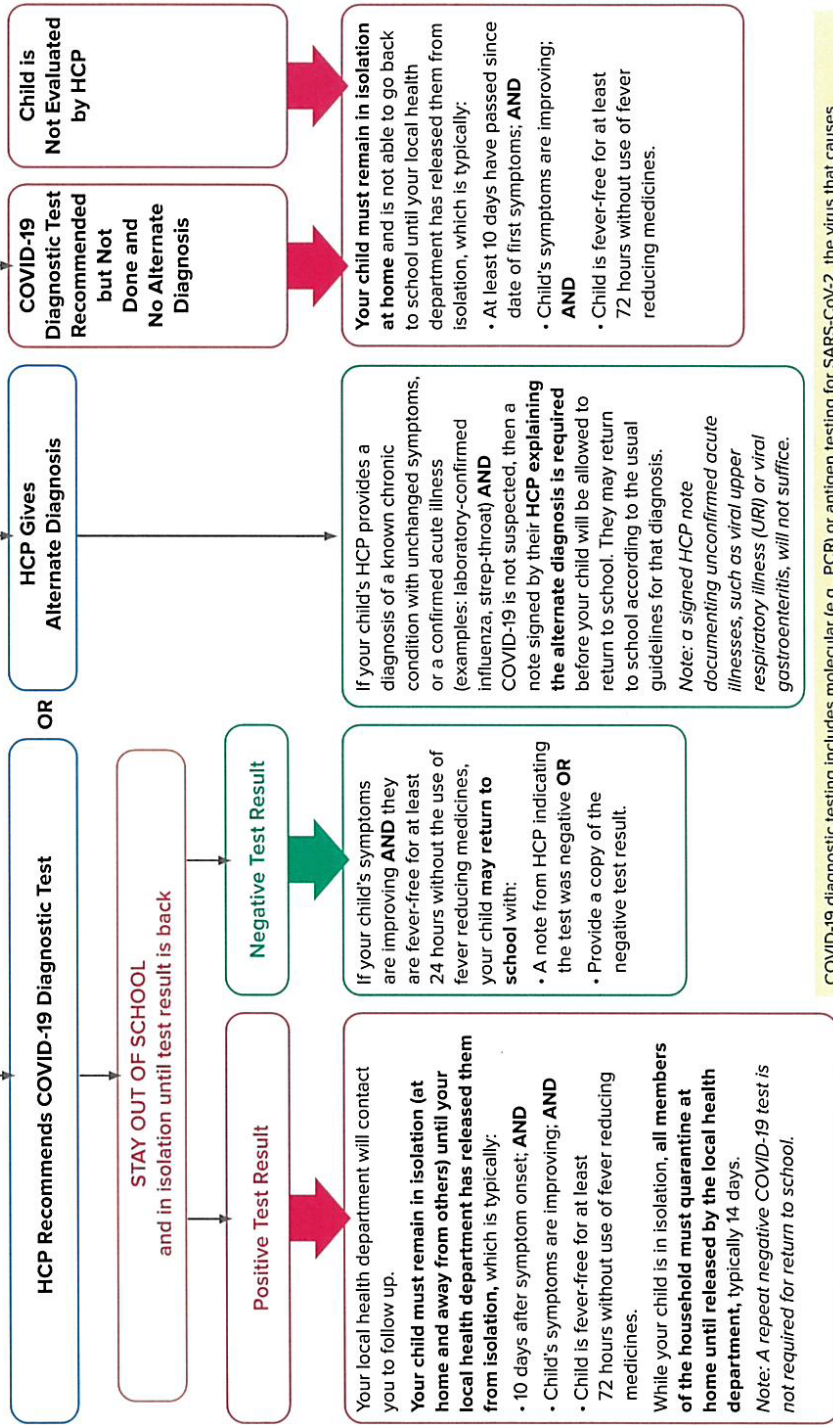
NEW YORK STATE | Department of Health

I have COVID-19 symptoms. When can I go back to work at the school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)

HCP Recommends COVID-19 Diagnostic Test

OR

HCP Gives Alternate Diagnosis

NOT Evaluated by HCP

COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis

---

STAY OUT OF SCHOOL
and in isolation until test result is back

Positive Test Result

Your local health department will contact you to follow up.

You must remain in isolation (at home and away from others) until your local health department has released you from isolation, which is typically:

- 10 days after symptom onset; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

While you are in isolation, **all members of the household must quarantine at home until released by the local health department,** typically 14 days.

Note: A repeat negative COVID-19 test is not required for return to school.

Negative Test Result

If your symptoms are improving AND you are fever-free for at least 24 hours without the use of fever reducing medicines, you **may return to school** with:

- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

If your HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) **AND** COVID-19 is not suspected, then a note signed by your **HCP explaining the alternate diagnosis is required** before you will be allowed to return to school. You may return to school according to the usual guidelines for that diagnosis.

Note: a signed HCP note documenting unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice.

You must remain in isolation at home and are not able to go back to work at the school until your local health department has released you from isolation, which is typically:

- At least 10 days have passed since date of first symptoms; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

Note: You may not qualify for Paid Sick Leave benefits due to COVID-19 without a confirmed COVID-19 diagnosis.

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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New York State Department of Health (NYSDOH) Pre-K to Gr 12 COVID-19 Toolkit

NEW YORK STATE | **Department of Health**

NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

COVID-19 Screening Flowsheet for Students and Staff

In the past 10 days, has the student or staff been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES

Was the test result **positive** OR are they still waiting for the result?

YES

The student or staff **cannot** go to school today.

They must stay in isolation (at home and away from others) until the test results are back and are **negative** OR if **positive**, the local health department has released the individual from isolation.

NO

In the last 14 days, has the student or staff:

· Traveled internationally to a **CDC level 2 or 3 COVID-19 related travel health notice country;** or
· Traveled to a state or territory on the **NYS Travel Advisory List;** or
· Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES

Students or staff **cannot** go to school today.

They must stay at home until the local health department releases the individual from quarantine (at least 14 days from the date of their return from travel or last exposure). A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.

School staff are not essential workers and **must** quarantine.

NO

Does the student or staff currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?

· A temperature greater than or equal to 100.0° F (37.8° C)
· Shortness of breath or trouble breathing
· Feel feverish or have chills
· Nausea, vomiting, diarrhea
· Cough
· Muscle pain or body aches
· Loss of taste or smell
· Headaches
· Fatigue/feeling of tiredness
· Nasal congestion/runny nose
· Sore throat

YES

The student or staff **cannot** go to school today.

They should be assessed by their health care provider (HCP). If they do not have an HCP, they should call their local health department. If they do not receive COVID-19 testing, or are not cleared to return to school by their HCP, then they are required to be isolated at home. See next page for more information.

NO

The student or staff **CAN** go to school today!

Make sure they wear a face covering or face mask, practice social distancing, and wash their hands frequently.

Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

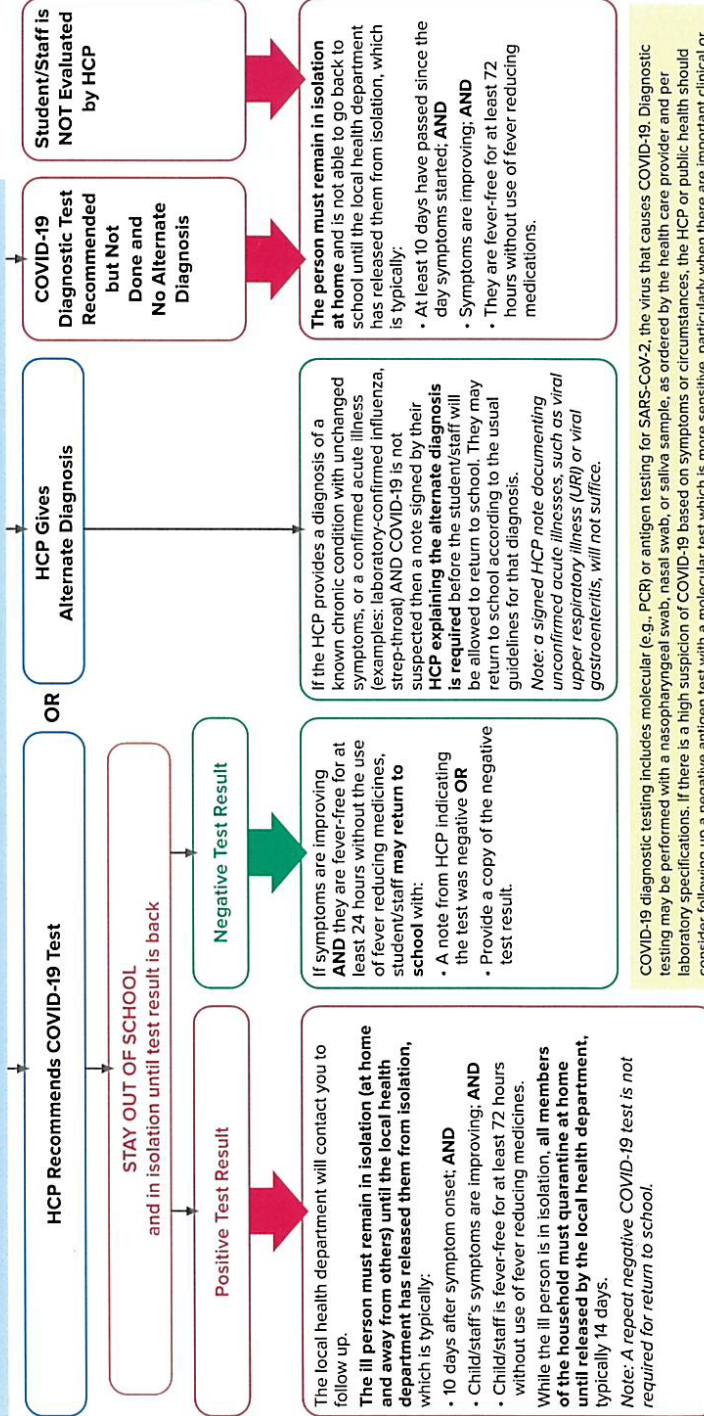## CALL 911 IF A STUDENT OR STAFF HAS:

· Trouble breathing or is breathing very quickly
· Severe abdominal pain, diarrhea or vomiting
· Change in skin color – becoming pale, patchy and/or blue
· Racing heart or chest pain
· Lethargy, irritability, or confusion

New York State Department of Health (NYSDOH) Pre-K to Gr 12 COVID-19 Toolkit

Department of Health

COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

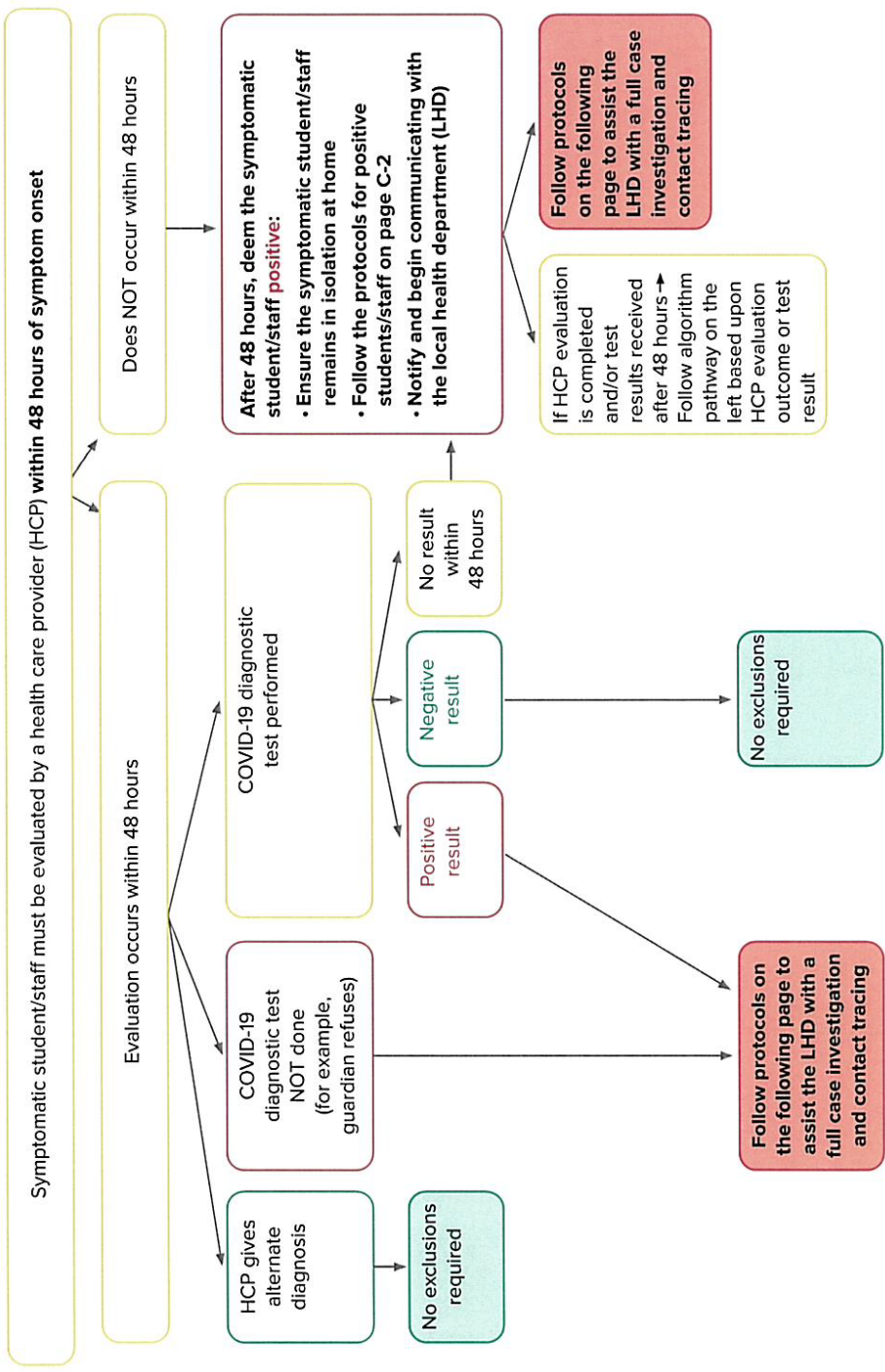**Student/staff has symptoms consistent with COVID-19:**

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)

HCP Recommends COVID-19 Test **OR** **HCP Gives Alternate Diagnosis**

STAY OUT OF SCHOOL and in isolation until test result is back

Negative Test Result

Positive Test Result

Student/Staff is NOT Evaluated by HCP

COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis

---

Positive Test Result

The local health department will contact you to follow up.
The ill person must remain in isolation (at home and away from others) until the local health department has released them from isolation, which is typically:
- 10 days after symptom onset; **AND**
- Child/staff's symptoms are improving; **AND**
- Child/staff is fever-free for at least 72 hours without use of fever reducing medicines.

While the ill person is in isolation, all members of the household must quarantine at home until released by the local health department, typically 14 days.

Note: A repeat negative COVID-19 test is not required for return to school.

Negative Test Result

If symptoms are improving **AND** they are fever-free for at least 24 hours without the use of fever reducing medicines, student/staff **may return to school** with:
- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

HCP Gives Alternate Diagnosis

If the HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) AND COVID-19 is not suspected then a note signed by their **HCP explaining the alternate diagnosis is required** before the student/staff will be allowed to return to school. They may return to school according to the usual guidelines for that diagnosis.

Note: a signed HCP note documenting unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice.

The person must remain in isolation at home and is not able to go back to school until the local health department has released them from isolation, which is typically:
- At least 10 days have passed since the day symptoms started; **AND**
- Symptoms are improving; **AND**
- They are fever-free for at least 72 hours without use of fever reducing medications.

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. If there is a high suspicion of COVID-19 based on symptoms or circumstances, the HCP or public health should consider following up a negative antigen test with a molecular test which is more sensitive, particularly when there are important clinical or public health implications. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

September 2020 | C-2

New York State Department of Health (NYSDOH) Pre-K to Gr 12 COVID-19 Toolkit

NEW YORK STATE | Department of Health

COVID-19 exclusion protocol for contacts of symptomatic students and staff

Symptomatic student/staff must be evaluated by a health care provider (HCP) within 48 hours of symptom onset

Evaluation occurs within 48 hours

Does NOT occur within 48 hours

HCP gives alternate diagnosis

No exclusions required

COVID-19 diagnostic test NOT done (for example, guardian refuses)

COVID-19 diagnostic test performed

Positive result

Negative result

No result within 48 hours

No exclusions required

Follow protocols on the following page to assist the LHD with a full case investigation and contact tracing

After 48 hours, deem the symptomatic student/staff positive:
- **Ensure the symptomatic student/staff remains in isolation at home**
- **Follow the protocols for positive students/staff on page C-2**
- **Notify and begin communicating with the local health department (LHD)**

If HCP evaluation is completed and/or test results received after 48 hours → Follow algorithm pathway on the left based upon HCP evaluation outcome or test result

Follow protocols on the following page to assist the LHD with a full case investigation and contact tracing

September 2020 | C-3

COVID-19 School and Local Health Department Coordination for Contact Tracing

Notify the local health department (LHD):
- **Immediately upon learning of a positive case**
- **48 hours after symptom onset in a staff member or student if no HCP evaluation or test result has been received.** The LHD will collaborate with the school for contact tracing and to identify contacts.

Provide the LHD with contact information of school personnel who will assist in the LHD's contact investigation. Include the names and phone numbers of at least two points of contact, as appropriate, such as:

- School Principal
- Administrative Support Person
- Principal Designee

Begin to identify contacts of the case to provide to the LHD.

Provide the LHD with a list of people who are possible contacts of the case including:

- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

Contacts will include students/staff who had exposure to the individual suspected or confirmed to have COVID-19 beginning two days before their symptom onset (or if the case was asymptomatic, two days before the date they were tested) until the case is excluded from the school and in isolation. Schools and LHDs should work together to ensure any before, after, or other daycare; transportation; extracurricular; and other non-school setting contacts are identified and notified of their exposure risk.

THEN

Move forward with preestablished communication plan in consultation with LHD (e.g., notifying the school community of confirmed case(s), as appropriate).

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 14 days from the date of last exposure to the case, advised to monitor for symptoms, and recommended to get a diagnostic COVID-19 test at least 3 days after their last date of exposure. The local health department will initiate isolation and quarantine orders.

When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.

The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

September 2020 | C-4

4. **Communication**

The Nassau County Department of Health has a **designated phone number for all clinical questions from school nurses and school medical directors at 516-227-9496**. This number is not to be used by the general public or concerned parents but is to be used when a specific case or scenario requires clinical consultation with the health department by the school nursing staff or medical director. **Questions from superintendents and administrators can be directed to 516-227-9408**. General questions from the public will be referred to the New York State Coronavirus Hotline at 888-364-3065 or the Nassau County Department of Health COVID Hotline at 516-227-9570. Updates on Coronavirus in Nassau County can be received by texting COVID19NC to 888777 or by going to the Nassau County Website at https://www.nassaucountyny.gov.

5. **Testing & Contact Tracing**

The Nassau County Department of Health receives all confirmed cases of COVID-19 in Nassau County residents that are electronically transmitted from laboratories, by law. This does not include rapid tests (done at points of cares such as Urgent Care facilities) for which reliability and validity test are still on-going and are not automatically reported to Nassau County Department of Health, at this time. Confirmed cases in faculty, staff and administrators that live outside of Nassau County will be investigated by the jurisdiction in which they reside. In these cases, close communication will need to occur between the health departments of other jurisdictions, Nassau County and our school district. Once the health department conducts its investigation, the school nurse or COVID-19 Safety Coordinator (Administrator) will be called and notified. Depending on the specifics of the case and potential exposures, additional close contacts will be elicited, and quarantine and/or notification may be determined. Very often, these determinations are made in partnership with the health department. It is recognized, that we can always be more restrictive than county health department recommendations.

6. **How The New York State Contact Tracing Program Works (From NYS DOH)**

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you've been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record.

This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say **"NYS Contact Tracing**" **(518-387-9993)**.

Please answer the phone so they can keep NY moving forward and stop the spread of COVID-19.

7. **Testing Responsibility**

In cooperation with the School District Medical Director, School Nurse/COVID-19 Safety Coordinator, individuals exhibiting symptoms of Coronavirus will be referred to their personal physician for determination of appropriate treatment and the need to be tested. Levittown Public Schools will also identify other sources in the community available for referring, sourcing, and administering testing, particularly in the event that large-scale testing is needed. Current testing sites available in Nassau County and throughout New York State can be accessed by going to https://coronavirus.health.ny.gov/find-test-site-near-you.

8. **Test Results**

Suspected staff as well as students who have been tested for COVID-19 or who have signs and symptoms of COVID-19, should remain at home and not come to school until results are known. Any close contacts of a pending case's results should also remain at home and be isolated until the results of the test are known. A positive result will require additional isolation of the case and close contacts elicited as described above. Quarantine and/or notification will be determined by the health department in conjunction with the school district. Laboratory testing may take days until results are determined. The Nassau County Department of Health has no control over laboratory testing.

9. **Positive Cases & Contact Tracing**

Often, a staff member or student (parent) may know the results of a COVID-19 test before the health department. In this situation**, the COVID-19 Safety Coordinator (Administrator) will report the case to the designated number, previously noted, at 516-227-9496**. The Nassau County Department of Health will attempt to confirm the case. **If it is confirmed**, then additional close contacts may be elicited depending on the specifics of the environment, case and potential exposures. **If the case is not able to be confirmed**, (often due to laboratory or electronic delays), then we may make our own determination regarding close contacts and potential exposure and exclusions at that time until further information is known. **The health department is available to the COVID-19 Safety Coordinator (Administrator), if additional consultation is needed.**

10. **Close Contact**

According to the CDC, a close contact is defined as:

a) within 6 feet of a positive case for more than 10-15 minutes starting from 48 hours before case's symptom are documented until the case's isolation;

b) anybody exposed to or has given care to a positive case;

c) when there is a history of direct touching;

d) when food has been shared;

e) anyone exposed to sneezing or coughing from the positive case or talking with the positive case for more than 10-15 minutes without at least one of the two persons wearing a mask.

Close contacts are required to be quarantined according to NYS Department of Health and are monitored by Nassau County and NYS contact tracing efforts. In some cases, and in compliance with regulations developed by the Department of Health, we may decide to make notifications to other students and staff in the classroom or building who are not close contacts. These individuals should be monitored for signs and symptoms but are not part of the contact tracing effort.

11. Confidential Information

The Nassau County Department of Health will only discuss names of cases with appropriate school personnel consistent with HIPAA. No parents or other students will be informed of names or identifying information. We will never email names of individuals in recognition of the fact that email is not secure.

Additional References

NYSDOH School Guidance https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/Pre-K_to_Grade_12_Schools_MasterGuidence.pdf

NYSED Guidance http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf?source=email

Appendix C – Universal Pre-Kindergarten Plans

Kiddie Junction Reopening Plan
UPK Provider for Levittown Public Schools

Health Plan During Period of Infectious Disease or COVID-19

These guidelines are based on CDC recommendations, and are therefore subject to change based on new information and recommendations.

*During this unusual time, Kiddie Junction **cannot** accept mildly ill children. If your child is displaying any symptoms of illness, please refrain from bringing him/her to school. In addition, if there is anyone in the child's home who is displaying symptoms which are consistent with COVID-19, your child should remain home until it is determined if the illness is in fact COVID-19. Each child will go through an extensive health check at the start of class. All teachers have been instructed to exclude any child displaying any symptoms. Please be certain to have an adult prepared to care for your child in these circumstances. Please see below for additional information.*

Daily Health Check/Questions
- Ask the parent/guardian to confirm that the child does not have symptoms consistent with COVID-19 including: shortness of breath, cough or fever?
- To the best of your knowledge, neither you nor your child or anyone in the household has come in contact with someone with COVID-19? (*This excludes healthcare professionals who take extreme precaution to prevent illness when working with patients.*)
- Take the child's temperature and show the parent the results.
- Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

Children with underlying health conditions
Although most COVID-19 cases in children are not severe, serious illness that needs to be treated at the hospital still happens. Some data on children reported that the majority who needed hospitalization for COVID-19 had at least one underlying medical condition. The most common underlying conditions reported among children with COVID-19 include chronic lung disease (including asthma), heart disease, and conditions that weaken the immune system. This information suggests that children with these underlying medical conditions may be at risk for more severe illness from COVID-19. If your child has an underlying medical condition, an individualized Health Care Plan must be submitted outlining what, if any, additional precautions must be taken to ensure your child's safety at school. **Whenever possible, if your child has been asked to quarantine, please consult your child's physician prior to returning and obtain a note.**

- Fever or chills (100 degrees or higher)
- Dry Cough, shortness of breath or difficulty breathing
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea, vomiting, diarrhea
- bloodshot eyes, redness around the mouth, a body rash, redness and swelling of the feet and hands.

School Closure

As all groups are contained within their classroom and the outside playground, if a case of COVID-19 is found in a class, Kiddie Junction will plan to close only that particular class unless otherwise instructed by the Dept of Health. If it is determined that the entire school must close it may be for a duration of 3 to 14 days. Kiddie Junction will inform all families whenever there is a case or suspected case of COVID-19 in their child's class.

CDC Guidance for when your child is ill or has been exposed to someone who has COVID-19 If your child has NO SYMPTOMS but has been in close contact to someone with COVID-19 (Household member or 15 minutes or more of direct contact with infected individual - does not include casual contact)

Child tests POSITIVE	**Child is NOT tested**
1. Kiddie Junction will contact NYS OCFS & Dept of Health	1. Kiddie Junction will contact NYS OCFS & Dept of Health
2. Child may return to school after 14 days from the date of exposure . If the child develops symptoms, see guidance below for a child with symptoms.	2. Child may return to school after 14 days from the date of exposure . If the child develops symptoms, see guidance below for a child with symptoms.
3. The class will be closed for 3 days for cleaning.	3. The class will be closed for 3 days for cleaning.
Child tests NEGATIVE	
1. Anyone who has close contact with someone with COVID-19 must stay home after exposure based on the time it takes to develop symptoms,14 days	

If your child HAS SYMPTOMS which are consistent with COVID-19

Child tests POSITIVE	**Child is NOT tested - assume positive and follow guidance for if Child tests POSITIVE**
1. Kiddie Junction will contact NYS OCFS & Dept of Health.	
2. Child may return to school after 3 fever-free days without fever reducing medication AND symptoms have resolved AND it has been at least 10 days since the onset of symptoms.	
3. If the child was symptomatic in school, the classroom will close for 14 days to allow time for symptoms to develop in other children/staff.	**Child tests NEGATIVE FOR COVID-19 BUT**
4. If the child was asymptomatic in school and developed symptoms prior to returning to school, the class will be closed for 3 days to be cleaned.	**POSITIVE for another illness such as strep or flu etc.**
Child tests NEGATIVE	
1. The Child may return to school after 3 fever-free days without fever reducing medication AND symptoms have resolved AND it has been at least 10 days since the onset of symptoms. The other option would be to have 2 negative tests taken 24 or more hours apart.	1. Child may return to school after 3 fever-free days without fever reducing medication AND symptoms have resolved with a clearance from his/her pediatrician.

If your child is ill but symptoms are not consistent with COVID-19 or other Infectious Diseases

1. Parents must contact the child's pediatrician.
2. Child must stay home.
3. Child may return to school when symptoms resolve AND have had 3 consecutive fever-free days without fever reducing medication and have a doctor's clearance in writing.
➔ **Please note:** *Students with a current doctor's note stating that a child's symptoms are due to chronic allergies or*

mild asthma may attend school while symptoms remain mild- CLEAR runny nose, sporadic productive cough. If symptoms begin to worsen, the child must stay home until they improve.

Whenever there is a class wide or schoolwide closure, teachers will move to a virtual leaning format. Tuition is due in full during these times. If the school is forced to shut down for a month or more, please refer to the Enrollment Agreement for specific details and options.

NY FORWARD SAFETY PLAN TEMPLATE

Each business or entity, including those that have been designated as essential under Empire State Development's Essential Business Guidance, must develop a written Safety Plan outlining how its workplace will prevent the spread of COVID-19. A business may fill out this template to fulfill the requirement, or may develop its own Safety Plan. **This plan does not need to be submitted to a state agency for approval** but must be retained on the premises of the business and must made available to the New York State Department of Health (DOH) or local health or safety authorities in the event of an inspection.

Business owners should refer to the State's industry-specific guidance for more information on how to safely operate. For a list of regions and sectors that are authorized to re-open, as well as detailed guidance for each sector, please visit: **forward.ny.gov**. If your industry is not included in the posted guidance but your businesses has been operating as essential, please refer to ESD's **Essential Business Guidance** and adhere to the guidelines within this Safety Plan. Please continue to regularly check the New York Forward site for guidance that is applicable to your business or certain parts of your business functions, and consult the state and federal resources listed below.

COVID-19 Reopening Safety Plan

Name of Business:

Grand Continental Group d/b/a Kiddie Junction Preschool & Camp

Industry:

Child Care

Address:

3 North Village Green, Levittown, NY 11756

Contact Information:

Abbie Brodtman 516-735-2547

Owner/Manager of Business:

Sebastian Xia

Human Resources Representative and Contact Information, if applicable:

I. PEOPLE

A. Physical Distancing. To ensure employees comply with physical distancing requirements, you agree that you will do the following:

☑ Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site (e.g. clock in/out stations, health screening stations)

☑ Limit in-person gatherings as much as possible and use tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) should be held in open, well-ventilated spaces with appropriate social distancing among participants.

☑ Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

List common situations that may not allow for 6 ft. of distance between individuals. What measures will you implement to ensure the safety of your employees in such situations?

In the child care industry, our students will not be able to always keep 6 ft of distance between individuals as they don't understand the concept. The children also are not mandated to wear masks, so there is a risk for teachers. We have required teachers to wear masks and if they are comfortable, a face shield is available as well. We have also added hepa air filtration to each classroom and UV-C lights to assist in disinfection.

How you will manage engagement with customers and visitors on these requirements (as applicable)?

For the school year, parents/guardians will not be allowed in the building unless it is an emergency, drop off and pick up will be outdoors. Any itinerant teachers who come to work with students will be subject to our screening process for all adults before entering as well as wear a face covering and wash hands.

How you will manage industry-specific physical social distancing (e.g., shift changes, lunch breaks) (as applicable)?

Most of our employees are part-time and will cover the student's lunch period so that the full time teachers may have an hour break. We also have a semi-finished basement where no students are allowed to enter. We will set up a break room downstairs with social-distancing measures in place along with an air filter.

II. PLACES

A. Protective Equipment. To ensure employees comply with protective equipment requirements, you agree that you will do the following:

☑ Employers must provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

What quantity of face coverings – and any other PPE – will you need to procure to ensure that you always have a sufficient supply on hand for employees and visitors? How will you procure these supplies?

Kiddie Junction has already accumulated enough cloth face coverings for each employee to have a fresh face covering each day they are scheduled to work. One of our employees makes them and we have supplied enough material and elastic for 100's of masks. We will however also purchase 1000 disposible masks to have on hand in case there is a need, our owner has a connection with a manufacturer.

✔ Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.

What policy will you implement to ensure that PPE is appropriately cleaned, stored, and/or discarded?

We have an employee who is our Health & Safety Monitor and she will ensure that all of our COVID-19 supplies are well in stock. In addition, we will have 2 bins- 1 for laundering reusable cloth masks and the other for disposal of used cloth face coverings. All of my employees must complete a COVID-19 training class prior to the start of school which includes a training on how to put on and discard face coverings.

✔ Limit the sharing of objects and discourage touching of shared surfaces; or, when in contact with shared objects or frequently touched areas, wear gloves (trade-appropriate or medical); or, sanitize or wash hands before and after contact.

List common objects that are likely to be shared between employees. What measures will you implement to ensure the safety of your employees when using these objects?

We have 4 main areas of concern: the playground, adult bathroom, kitchen and thematic materials. The Health & Safety Monitor will be cleaning throughout the day, especially in these areas of concern and recording the cleaning in a log. All thematic materials which are used throughout the school will be monitored for soft materials which can not be cleaned and set aside for future use. Teachers will be required to clean and disinfect all other materials prior to returning them to the shared closet.

B. Hygiene and Cleaning. To ensure employees comply with hygiene and cleaning requirements, you agree that you will do the following:

✔ Adhere to hygiene and sanitation requirements from the <u>Centers for Disease Control and Prevention</u> (CDC) and <u>Department of Health</u> (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.

Who will be responsible for maintaining a cleaning log? Where will the log be kept?

There will be a cleaning log (NYS OCFS-6041) in each classroom on a clip board mounted to the wall. The Health & Safety Monitor will spot check that the log is being completed and the the areas that are listed cleaned have been cleaned.

✔ Provide and maintain hand hygiene stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

Where on the work location will you provide employees with access to the appropriate hand hygiene and/or sanitizing products and how will you promote good hand hygiene?

We have hand sanitizer stations at the front desk for anyone needing a quick cleaning however, every classroom or common room has at least 1 sink with soap and paper towels. In addition, teachers will set timers to periodically sound an alarm and enhance the amount of hand washing the children and staff do on a regular basis.

STAY HOME.   STOP THE SPREAD.   SAVE LIVES.

☑ Conduct regular cleaning and disinfection at least after every shift, daily, or more frequently as needed, and frequent cleaning and disinfection of shared objects (e.g. tools, machinery) and surfaces, as well as high transit areas, such as restrooms and common areas, must be completed.

*What policies will you implement to ensure regular cleaning and disinfection of your worksite and any shared objects or materials, using **products** identified as effective against COVID-19?*

We have instituted a cleaning schedule and log to monitor the areas which have been cleaned and when. We have a stock of cleaning products from before we closed in March of disinfectants and bleach which are on the approved products list. We have not continued with our cleaning company to ensure that cleaning is done in-house with the materials and frequency which we feel matches the needs of our staff and families. The Health & Safety Monitor is responsible for our frequently used common areas and for spot checking the cleaning of the classroom.

C. Communication. To ensure the business and its employees comply with communication requirements, you agree that you will do the following:

☑ Post signage throughout the site to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.

☑ Establish a communication plan for employees, visitors, and customers with a consistent means to provide updated information.

☑ Maintain a continuous log of every person, including workers and visitors, who may have close contact with other individuals at the work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means; excluding customers, who may be encouraged to provide contact information to be logged but are not mandated to do so.

Which employee(s) will be in charge of maintaining a log of each person that enters the site (excluding customers and deliveries that are performed with appropriate PPE or through contactless means), and where will the log be kept?

Jennifer Winter is our Administrative Assistant who monitors the front door, greets any visitor and manages the sign-in procedure. She will record the health survey and take temperatures of any adult in the facility. She must buzz anyone in and can see anyone who enters through a glass partition to ensure that they are wearing proper PPE. She currently maintains the visitor log as well.

We have a family and teacher communication system called FAMLY which directly sends emails and updates to each

☑ If a worker tests positive for COVID-19, employer must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

If a worker tests positive for COVID-19, which employee(s) will be responsible for notifying state and local health departments?

Abbie Brodtman is the Education Director and ultimately responsible for all communication between state officials and Kiddie Junction Preschool.

III. PROCESS

A. Screening. To ensure the business and its employees comply with protective equipment requirements, you agree that you will do the following:

☑ Implement mandatory health screening assessment (e.g. questionnaire, temperature check) before employees begin work each day and for essential visitors, asking about (1) COVID-19 symptoms in past 14 days, (2) positive COVID-19 test in past 14 days, and/or (3) close contact with confirmed or suspected COVID-19 case in past 14 days. Assessment responses must be reviewed every day and such review must be documented.

What type(s) of daily health and screening practices will you implement? Will the screening be done before employee gets to work or on site? Who will be responsible for performing them, and how will those individuals be trained?

Each employee and parent will sign a One-Time Attestation form that they will agree to monitor themselves at home for signs and symptoms of COVID-19. The form will be on site prior to the start of school and will be returned with their new yearly contract. If an employee comes to work with symptoms, they will be asked to leave the premises immediately and docked the remaining part of their day. If an employee calls out sick in the morning, they will be paid a sick day.

If screening onsite, how much PPE will be required for the responsible parties carrying out the screening practices? How will you supply this PPE?

B. Contact tracing and disinfection of contaminated areas. To ensure the business and its employees comply with contact tracing and disinfection requirements, you agree that you will do the following:

☑ Have a plan for cleaning, disinfection, and contact tracing in the event of a positive case.

In the case of an employee testing positive for COVID-19, how will you clean the applicable contaminated areas? What products identified as effective against COVID-19 will you need and how will you acquire them?

If an employee tests positive we will wait the 24 hour period and then we have arranged for a specialized cleaning company to come in to disinfect and sanitize the classroom impacted or the whole school if necessary. They have already come in to give us a quote and we have informed parents that it may take between 3-14 days before the children may return to school, depending on the cleaning and quarantine time deemed necessary by local officials.

We use CLOROX products to clean and disinfect all year

In the case of an employee testing positive for COVID-19, how will you trace close contacts in the workplace? How will you inform close contacts that they may have been exposed to COVID-19?

Our staff payroll system is linked to the FAMLY application on everyone's phones and classroom tablets. Prior to each day/shift, the employee must sign in to the appropriate class in order to get paid for that period. The app also records which students and other employees are assigned to that class/room on a daily basis and maintains those records indefiniately. We can track the movements of all staff and students throughout each day, everyday.

IV. OTHER

Please use this space to provide additional details about your business's Safety Plan, including anything to address specific industry guidance.

Kiddie Junction has gone to great lengths to create a safe workplace according to all the guidance available through the CDC, NYS OCFS, NYS DOH as well as other professionals in the field. We have changed our physical layout, schedule, materials, classes, and work schedules to facilitate best practices and help prevent any spread of COVID-19 in our facilty.

Our staff and familes safety is foremost in our minds and created a committee comprised of staff members and administration to address any and all concerns about opening back up this year. We met weekly for 8 sessions and formulated multiple policies and procedures for a healthier program. From how drop off and pick up would work to how the children would interact in the space and with materials and how we could reduce the amount of materials each group would touch, yet still have an early childhood program which would have a rich enviroment to spark our students curiousity.

Staying up to date on industry-specific guidance:

To ensure that you stay up to date on the guidance that is being issued by the State, you will:

☑ Consult the NY Forward website at forward.ny.gov and applicable Executive Orders at governor.ny.gov/executiveorders on a periodic basis or whenever notified of the availability of new guidance.

Tender Garden Reopening Plan

UPK Provider for Levittown Public Schools

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NY FORWARD SAFETY PLAN TEMPLATE

Each business or entity, including those that have been designated as essential under Empire State Development's Essential Business Guidance, must develop a written Safety Plan outlining how its workplace will prevent the spread of COVID-19. A business may fill out this template to fulfill the requirement, or may develop its own Safety Plan. **This plan does not need to be submitted to a state agency for approval** but must be retained on the premises of the business and must made available to the New York State Department of Health (DOH) or local health or safety authorities in the event of an inspection.

Business owners should refer to the State's industry-specific guidance for more information on how to safely operate. For a list of regions and sectors that are authorized to re-open, as well as detailed guidance for each sector, please visit: **forward.ny.gov**. If your industry is not included in the posted guidance but your businesses has been operating as essential, please refer to ESD's **Essential Business Guidance** and adhere to the guidelines within this Safety Plan. Please continue to regularly check the New York Forward site for guidance that is applicable to your business or certain parts of your business functions, and consult the state and federal resources listed below.

COVID-19 Reopening Safety Plan

Name of Business:

Tender Garden Early Childhood Learning Center

Industry:

Childcare

Address:

3100 Hempstead Turnpike Levittown NY 11756

Contact Information:

516-731-4322   tendergarden@optonline.net

Owner/Manager of Business:

Yvonne Traina Owner / Susan Dwyer Director

Human Resources Representative and Contact Information, if applicable:

N/A

I. PEOPLE

A. Physical Distancing. To ensure employees comply with physical distancing requirements, you agree that you will do the following:

☑ Ensure 6 ft. distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than 6 ft. apart from one another, personnel must wear acceptable face coverings.

☑ Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If occupied by more than one person, will keep occupancy under 50% of maximum capacity.

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☑ Post social distancing markers using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site (e.g. clock in/out stations, health screening stations)

☑ Limit in-person gatherings as much as possible and use tele- or video-conferencing whenever possible. Essential in-person gatherings (e.g. meetings) should be held in open, well-ventilated spaces with appropriate social distancing among participants.

☑ Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

List common situations that may not allow for 6 ft. of distance between individuals. What measures will you implement to ensure the safety of your employees in such situations?

Arrival/Dismissal and Hallways - all staff, children and parents must wear masks and/or face shields during these times. Floor marking will be in these areas to indicate appropriate social distanced spacing.

How you will manage engagement with customers and visitors on these requirements (as applicable)?

All staff and families will receive written school procedures via mail and email explaining school regulations for arrival/dismissal. Staff will be trained on hallway usage for proper social distancing. Staff and parents will be required to sign and return acknowledgment of receipt of these procedures.

How you will manage industry-specific physical social distancing (e.g., shift changes, lunch breaks) (as applicable)?

All shift changes will stay constant with employees unless someone is out sick.

II. PLACES

A. Protective Equipment. To ensure employees comply with protective equipment requirements, you agree that you will do the following:

☑ Employers must provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

What quantity of face coverings – and any other PPE – will you need to procure to ensure that you always have a sufficient supply on hand for employees and visitors? How will you procure these supplies?

PPE - Masks for students -2400
    Masks for staff - 2100
    face shields for staff- 70
    disposable gloves - 50 boxes minimum
All items will be in building at all times

Site Manager will monitor proper usage of PPE. She will distribute PPE to staff and visitors when needed.

☑ Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.

What policy will you implement to ensure that PPE is appropriately cleaned, stored, and/or discarded?
Staff will be trained in proper glove removal and disposal as per the American Red Cross guidelines. PPE designated garbage receptacle will be available for staff and visitors to properly dispose of used PPE. This receptacle will be outside main office. Visors will be disinfected at the end of each shift and replaced when needed.

☑ Limit the sharing of objects and discourage touching of shared surfaces; or, when in contact with shared objects or frequently touched areas, wear gloves (trade-appropriate or medical); or, sanitize or wash hands before and after contact.

List common objects that are likely to be shared between employees. What measures will you implement to ensure the safety of your employees when using these objects?
Each staff member will have a supply box of all necessary materials= ie. scissors, pens, markers, glue, staplers, tape.

B. Hygiene and Cleaning. To ensure employees comply with hygiene and cleaning requirements, you agree that you will do the following:

☑ Adhere to hygiene and sanitation requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.

Who will be responsible for maintaining a cleaning log? Where will the log be kept?
Each classroom will be responsible for maintaining a cleaning log. It must be hung visible in each classroom and times will be indicated on log. We will be utilizing O.C.F.S form 6041 for our cleaning logs. The site Manager will collect these logs at the end of each week and file them in main office.

☑ Provide and maintain hand hygiene stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

Where on the work location will you provide employees with access to the appropriate hand hygiene and/or sanitizing products and how will you promote good hand hygiene?
Each room will be supplied with bottles of hand sanitizer. Staff and children will have access to 8 bathrooms with sinks for hand washing. The lobby will have hygiene stations which contain gloves, masks and hand sanitizer.

☑ Conduct regular cleaning and disinfection at least after every shift, daily, or more frequently as needed, and frequent cleaning and disinfection of shared objects (e.g. tools, machinery) and surfaces, as well as high transit areas, such as restrooms and common areas, must be completed.

What policies will you implement to ensure regular cleaning and disinfection of your worksite and any shared objects or materials, using products identified as effective against COVID-19?
All staff will be trained at orientation on cleaning procedures and how to fill out daily cleaning logs. Staff will have access to bleach to refill classroom spray bottles. Bleach is located in office and Janitor closets.

C. Communication. To ensure the business and its employees comply with communication requirements, you agree that you will do the following:

☑ Post signage throughout the site to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.

☑ Establish a communication plan for employees, visitors, and customers with a consistent means to provide updated information.

☑ Maintain a continuous log of every person, including workers and visitors, who may have close contact with other individuals at the work site or area; excluding deliveries that are performed with appropriate PPE or through contactless means; excluding customers, who may be encouraged to provide contact information to be logged but are not mandated to do so.

Which employee(s) will be in charge of maintaining a log of each person that enters the site (excluding customers and deliveries that are performed with appropriate PPE or through contactless means), and where will the log be kept?
Site Manager, Director and Owner will be in charge of logs of all who enter the site. Log will be kept in main office. No one will be permitted into the building without proper PPE and temperature check.

☑ If a worker tests positive for COVID-19, employer must immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

If a worker tests positive for COVID-19, which employee(s) will be responsible for notifying state and local health departments?

Yvonne Traina or Susan Dwyer will be responsible for notifying State and local health departments.

III. PROCESS

A. Screening. To ensure the business and its employees comply with protective equipment requirements, you agree that you will do the following:

☑ Implement mandatory health screening assessment (e.g. questionnaire, temperature check) before employees begin work each day and for essential visitors, asking about (1) COVID-19 symptoms in past 14 days, (2) positive COVID-19 test in past 14 days, and/or (3) close contact with confirmed or suspected COVID-19 case in past 14 days. Assessment responses must be reviewed every day and such review must be documented.

What type(s) of daily health and screening practices will you implement? Will the screening be done before employee gets to work or on site? Who will be responsible for performing them, and how will those individuals be trained? We will utilize O.C.F.S form# 6040 for employees and children as a one time health screening attestation. Staff will be required to complete a daily health questionnaire which will include temperature, symptoms, and exposure to COVID. Temperature checks will be taken throughout day. These logs will be kept in main office. Site Manager will wear proper PPE during temperature checks. School will purchase PPE.

If screening onsite, how much PPE will be required for the responsible parties carrying out the screening practices? How will you supply this PPE?
School will provide proper PPE for the Site Manager and Director. At a minimum we will have 10 masks for week for Site Manager and Director to conduct health checks. At a minimum we will have 5 boxes of gloves per day for Site Manager and Director.

B. Contact tracing and disinfection of contaminated areas. To ensure the business and its employees comply with contact tracing and disinfection requirements, you agree that you will do the following:

☑ Have a plan for cleaning, disinfection, and contact tracing in the event of a positive case.

In the case of an employee testing positive for COVID-19, how will you clean the applicable contaminated areas? What products identified as effective against COVID-19 will you need and how will you acquire them?
If an employee tests positive for Covid we will follow most current CDC & DOH guidelines for closures. All surface will be sprayed down with a bleach/water solution per O.C.F.S guidelines. Bleach will be purchased by the school.

In the case of an employee testing positive for COVID-19, how will you trace close contacts in the workplace? How will you inform close contacts that they may have been exposed to COVID-19?
Staff member that tests positive will be questioned on which rooms she has been in and which employees she has come in contact with. All staff members that work with this employee will be notified in person or with a phone call.

IV. OTHER

Please use this space to provide additional details about your business's Safety Plan, including anything to address specific industry guidance.

- Each child will have a supply box with all necessary supplies that will not be shared.
- Drinking fountains will be turned off
- Doors and windows will remain open to allow for constant air flow
- All toys will be removed from classrooms
- All manipulatives will be kept in plastic buckets and not shared between children. These manipulatives will be sanitized each day.
- Children will be socially distanced in the classroom
- Children will be encouraged to wash hands often.
- Parents will be updated on important info and reminders of schools policies as often as needed via letters and emails.
- Children will be encouraged to wear masks as often as possible
- Student groups will remain static.

Staying up to date on industry-specific guidance:

To ensure that you stay up to date on the guidance that is being issued by the State, you will:

☑ Consult the NY Forward website at forward.ny.gov and applicable Executive Orders at governor.ny.gov/executiveorders on a periodic basis or whenever notified of the availability of new guidance.

STAY HOME.　　　**STOP** THE SPREAD.　　　**SAVE** LIVES.

Tender Garden

Early Childhood Learning

3100 Hempstead Turnpike

Levittown, NY 11756

(516) 731-4322

July 22, 2020

To: Levittown School District:

Planned Phase Opening for the Levittown School Districts Universal Pre-Kindergarten Program at Tender Garden Early Childhood Learning Center

Plan A: Full Reopening-

- 20 children in classes
- 1 Certified Teacher
- 2 assistants
- Monday – Friday 8:15-11 or 11:45-2:30
- Staff wearing masks
- Sanitizing all surfaces and manipulatives multiple times during class times
- Student drop off and pick up will be outside of school building at designated locations with social distancing markers
- Hallways marked with directional travel
- More outside time
- Social distancing for children
- Removal of all toys and soft materials that cannot be disinfected properly
- Separation of manipulatives into individual buckets that are not shared and will be cleaned after use
- Individual art boxes with all supplies needed for children

- UPK children that require extended day will travel from one classroom to another
- Temperature checks will be done for all staff and children multiple times a day
- Bathrooms will be socially distant
- Handwashing done multiple times a day
- Hand sanitizer will be available
- Children will not share chairs during class time
- There will be no sharing of foods, disposable cups will be used for juice and water. Only prepackaged snacks will be used for class parties and/or birthdays.
- Google classroom will be set up for communication with parents
- Classes will not interact with other classes
- Visitors will not be permitted into classrooms
- Personal items will be placed in bags to help to prevent cross contamination
- Playground will be disinfected after each use
- Gymnasium will be socially distanced
- Hand holding will be discouraged
- Students/staff will be sent home with fever of 100 or more
- If any student/staff shows symptoms of COVID they will be sent home immediately. The Department of Health will be called, and student/staff member cannot return without a negative test result.

Plan B: Revised Full Opening-

- 15 children in classes
- 1 Certified Teacher
- 1 assistant
- Monday – Friday 8:15-11 or 11:45-2:30
- Staff wearing masks
- Children will be encouraged to wear masks when social distancing is not possible
- Sanitizing all surfaces and manipulatives multiple times during class times
- Student drop off and pick up will be outside of school building at designated locations with social distancing markers
- Hallways marked with directional travel
- More outside time
- Social distancing for children whenever possible
- Removal of all toys and soft materials that cannot be disinfected properly
- Separation of manipulatives into individual buckets that are not shared and will be cleaned after use
- Individual art boxes with all supplies needed for children
- UPK children that require extended day will remain in one room and teacher will travel
- Temperature checks will be done for all staff and children multiple times a day
- Bathrooms will be socially distant
- Handwashing done multiple times a day
- Hand sanitizer will be available
- Children will not share chairs during class time

- There will be no sharing of foods, disposable cups will be used for juice and water. Only prepackaged snacks will be used for class parties and/or birthdays.
- Google classroom will be set up for communication with parents
- Classes will not interact with other classes
- Visitors will not be permitted into classrooms
- Personal items will be placed in bags to help to prevent cross contamination
- Playground will be disinfected after each use
- Gymnasium will be socially distanced
- Hand holding will be discouraged
- Students/staff will be sent home with fever of 100 or more
- If any student/staff shows symptoms of COVID they will be sent home immediately. The Department of Health will be called, and student/staff member cannot return without a negative test result.
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Plan C: Remote Learning-

- Students will remain home
- Class will run during assigned times
- Google classroom will be the platform used
- Materials will be available to be picked up by parents for instruction (construction paper, journals, pencils, art supplies etc.)
- Classrooms will be ready for transition back into building