
Pittsford Schools

Reopening Plans

Introduction

On Monday, July 13, Gov. Andrew Cuomo announced that school districts in New York can follow plans to reopen for in-person schooling in September if COVID-19 infection rates stay at 5% or lower in a given region.

Determinations will be made by region about opening and closing schools as the COVID-19 pandemic continues. If a region is in Phase 4 and has a daily infection rate of 5% or lower over a 14-day average, schools in that region could hold in-person instruction. If daily infection rates exceed 9% over a seven-day average, however, schools in that region would not reopen. Similarly, should a region see such an average after reopening, schools in that region would also be directed to close.

While districts have been instructed to prioritize efforts to return all students to in-person instruction, the district is also planning for remote/distance learning as well as a for a hybrid model that combines in-person instruction and remote learning. Parents will have the choice to enroll their child(ren) in one of the following options:

- K-5 (In-Person for 4.5 days per week) or full time Remote Learning
- 6-12 (Hybrid - 2 days in person/3 days remote) or full time Remote Learning

The plan outlined here is for the reopening of schools in the Pittsford Central School District for the 2020-21 school year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in the following schools:

- Allen Creek Elementary, Jefferson Road Elementary, Park Road Elementary, Mendon Center Elementary, Thornell Road Elementary
- Barker Road Middle, Calkins Road Middle
- Mendon High, Sutherland High

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the

Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our schools.

Superintendent, Michael Pero and Dr. Patricia Vaughan-Brogan will serve as the district's COVID-19 Coordinator. *They will work closely with our local health department and will be responsible for the reopening plan.* They will serve as a central contact for schools and stakeholders, families, staff and other school community members and will ensure the district is in compliance and following the best practices per state and federal guidelines.

As a District, we worked together with our stakeholder groups to formulate our District reopening plans, including the mandatory elements outlined in the *NYSSED's School Reopening Guidance Document*, which were due to NYS Education Department by Friday, July 31.

We strived for allowing as much in-person learning as possible, while contending with social distancing guidelines – 6 feet of separation. Our primary constraints with adherence to the social distancing requirements were space and staff. Given these constraints, we maximizing in-person options based on:

- Developmental appropriateness: While all learners benefit from being in school, we feel that our youngest learners are most in need of direct support. This is especially true with the dynamics of families finding childcare and students needing adults to assist them remotely.
- Students within special education self-contained classrooms: Recognizing that the learning gaps widen exponentially when not in school.
- English Language Learners: Students need regular in-person interactions to assist with their progress both with language and with content

In addition, we are preparing all staff and students to transition to full remote learning should county health officials or the Governor close schools due to the pandemic.

Among all this planning, we remain attentive to the mental health and social-emotional well-being needs we are likely to encounter this school year. We understand many of our community members are experiencing an increase in anxiety related to schools reopening and the uncertainty that comes with these new models of learning.

Remote Learning in the event we are forced to close buildings

The following parameters have been established for remote learning delivered by PCSD teachers. It is important to keep in mind that even the highest quality remote learning experience cannot replicate the value of in-person interactions with students in the classroom; curricular expectations will necessarily be adjusted to focus on the most essential learning standards and skills that can be taught in the remote environment.

Definitions

Asynchronous learning – these are learning experiences that the student will be expected to engage in that will NOT involve a live, real-time interaction with the teacher. Asynchronous learning experiences may take the form of a pre-recorded video of the teacher providing direct instruction, a video of another teacher (PCSD or otherwise) teaching a skill, a link to an article for a student to read and respond to, a math or science problem set to be worked on and submitted for feedback, etc.

Synchronous learning – these are learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used, among other things, for large group, small group, and/or individualized direct instruction, collaborative discussions, writing conferences, intervention services, student assistance, and community building/social emotional learning experiences.

Attendance and Accountability

Students are required to attend instruction on a daily basis, even when that instruction is being provided in a remote environment. Daily attendance will be taken by each teacher for each class at the secondary level, and every day at the elementary level by the child's teacher. Teachers and students are expected to engage in substantive daily interaction (teacher to students and students to teacher).

Administration will support teachers and families relative to student engagement with remote learning protocols and expectations, including regular attendance, work completion, and behavior.

The school district maintains responsibility for providing mandated special education and English as a New Language services to qualified students. To the greatest extent possible, those services will be provided through the use of live, synchronous remote instruction (see below).

Schedule: In the Event of a Full Closure

Students at the high school and middle school levels will follow their typical class schedule in a remote learning environment. Doing so will ensure consistency and continuity of instruction, eliminate conflicts, and build natural breaks (study halls, lunch) into the day for students. This also retains planning time for teachers. Class periods will be reduced from 39 (middle school) or 40 (high school) minutes per day to a maximum of 35 minutes per day to allow for a "screen time break" and transition time between classes. A combination of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students each week.

At the elementary level where it is not developmentally appropriate for students to spend multiple hours each day engaged in remote learning, students will not follow their typical in-school schedule. They will, however, have an established modified daily schedule for remote learning which will include both synchronous (large group and small group) and asynchronous learning opportunities throughout the week. Synchronous time will be focused on a combination of class meetings, social/emotional development and direct instruction in English/Language Arts and math. Each day will start with a synchronous experience that includes a morning meeting for community building, attendance, and establishing the expectations for the day. Synchronous direct instruction may be provided using a combination of whole group, small group, and one-to-one instruction as needed and determined by the teacher. In addition to receiving instruction in English/Language Arts, math, social studies, and science, students will continue to receive and participate in the “special” subject areas including art, music, physical education, and library as well as health and counseling lessons which may be delivered either synchronously or asynchronously as determined by the professionals involved.

Additionally, synchronous learning opportunities for elementary students will be recorded for families to access at a later time if their schedule prevents students from participating in real time. Synchronous learning experiences will be supplemented by asynchronous opportunities as well as independent practice of skills at home. We recognize that elementary age students need the support of an adult or older sibling in order to access remote learning. Therefore, every care will be taken to be as flexible as possible, while maintaining the equity of access to, and the integrity of, our instructional program.

Elementary teachers will communicate the schedule (synchronous vs asynchronous sessions) to students and families prior to the start of each week.

Schedule: In the event in-person/hybrid instruction is being provided but an individual student is unable to attend due to medical and/or personal concerns

Schedules for individual students who are unable to attend school and must access remote learning full-time will be established using similar parameters as above. However, specific schedules will be dependent on staff who are available to provide instruction to these students in the remote setting. For high school students in these circumstances, course selections may be limited to the courses required to meet graduation requirements. For elementary and middle school students the instruction may necessarily be focused on the core academic areas.

Special Education/English as a New Language/Reading Resource/504 and AIS services

Services that a student qualifies for and receives through the school district will continue to be provided in a remote learning environment. To the greatest degree possible, those services will continue to be provided at the same level of frequency and intensity in the remote environment as they are provided when we are present in the school buildings. Learning specialists and ENL teachers will continue to collaborate with their general education colleagues and provide co-teaching and/or consultant teaching services in the remote environment as they do in person*. Synchronous learning experiences, small group or large group, are the preferred mode of delivery for the majority of supplemental services including reading resource and math AIS supports. In some cases, there may be individual student needs which require us to modify the delivery of services in the remote environment.

*This may not be possible in the event an individual student opts for remote learning due to medical and/or personal concerns about being in the school building.

Curriculum, Assessments, and Grading

Teams of teachers have been working together since late last spring to identify and plan for the learning gaps that can be expected as a result of last year's emergency COVID-remote instruction. Curriculum will be adjusted, as necessary, to allow for additional time to fill those gaps while still providing students with an engaging and rigorous experience with their current grade level curriculum. Using information gathered from the use of frequent, unobtrusive pre-assessments, teachers will be able to target areas needing additional whole group, small group, or individual remediation.

Formative assessments (part of the feedback cycle) as well as summative assessments will be used, as appropriate, in the remote learning environment. Teachers may need to modify the format and/or content of some of their assessments for the remote environment. To maintain academic integrity in the remote setting, unless specifically directed to do so by their teacher, students are expected to work independently on all assessment related tasks and submit their own work.

Work submitted for grading may take the form of writing pieces, responses to an online assessment (via FORMS, for example), the submission of a video recording, audio recording or photo of student work, a one-on-one conversation between student and teacher, or any other means deemed acceptable by the teacher.

During any period of remote learning student work **will be graded**, in keeping with the PCSD Grading Philosophy and associated grading practices. Students will continue to receive a report card.

Feedback to Students

Effective, growth-producing feedback is necessary in order for learning to take place. As such, all teachers will be expected to provide students with regular feedback on their learning as it relates to progress towards established learning targets. Our common technology platforms provide multiple opportunities for feedback to be provided to students during the learning process. Feedback may be provided using a variety of strategies, taking into consideration the remote learning environment, the developmental needs of the student, and other factors. Teachers should also build in opportunities for students to be engaged in self-assessments as well as peer feedback to the extent this is possible in a remote learning environment.

Addressing Social Emotional/Mental Health needs during remote learning

As a district, Pittsford acknowledges the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

As always, classroom teachers will prioritize maintaining a positive, supportive, and respectful classroom community, even in a remote setting. Time will be allocated for teachers to facilitate class meetings and community circles. Administrators and all members of our mental health staff (counselors, social

workers, school psychologists, school nurses, and behavior specialists) will continue to support individual students, teachers, and families during periods of remote learning.

Technology Platforms

The following technology platforms have been selected as the primary tools for teachers to use to deliver remote learning plans to students:

Kindergarten – 3 rd grade:	Seesaw for Schools
Grades 4 – 12:	Office 365 Teams

These platforms will provide for a consistent communication and delivery method of remote learning materials, as well as a vehicle for collaboration between and among students and teachers.

Teachers will introduce students to the use of the technology at the start of the school year, and will integrate Seesaw/Teams as a regular part of their instruction throughout the year. This will ensure that students are comfortable with, and adept at using, these tools if and when we need to pivot to remote learning.

Synchronous learning experiences at all grade levels will run through either Zoom or Teams.

Parent education on the use of our identified technology platforms will also be provided through the use of written documentation and access to parent training videos on the District's website.

Teaching and Learning – Assuming schools open in the fall

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will add three additional days focused on providing support to staff in the areas of social-emotional health, use of PPE and technology integration.

These days may also be utilized for student orientation. This time may allow small groups of students to meet with their new teacher and begin to establish the relationship necessary for a successful school year. Specifics have yet to be processed.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students have been prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, youngest learners and English language learners.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

In-person Instruction grades K-5

Upon reopening, the number of students in each of our classrooms will be reduced to adhere to CDC guidance regarding proper social distancing. Class size will reflect the need to ensure that students' desks/seats are positioned no less than six feet apart.

The Pittsford Central School District believes strongly in the importance of having our elementary age students in school every day so that they have the opportunity to learn from, and engage with, teachers and peers to greatest extent possible. However, in order to comply with social distancing guidelines, necessary changes will be made to the structure of the elementary program.

Schedule and Structure

All elementary students, grades K-5, will attend school every day, Monday through Friday, each week. Monday, Tuesday, Thursday, and Friday will be a full day. Wednesday will be an early dismissal day for students in order to allow time for teachers and support staff members to have the collaborative planning time necessary to support instruction in the social distanced model. Students will be provided with a simple, asynchronous learning activity to complete on Wednesday afternoons to give them practice with that experience.

The square footage of each classroom has been used to determine how many students each room can accommodate, providing for the recommended six feet of social distancing. In order to accommodate all students being in the building a variety of spaces beyond typical classrooms, will be utilized. These spaces may include rooms that are typically reserved for art, music, and science instruction, libraries, computer labs, gymnasiums, auditoriums, and/or cafeterias. All available staff members are being deployed to assist classroom teachers in supervising and supporting learning throughout the day. A modified schedule of special area instruction (art, music, physical education, library, and 4/5 science) will be provided to students on a rotating basis.

Attendance and Accountability

As always, daily attendance and engagement in the learning process is expected. Students learn best when they are in school, benefiting from the interaction with teachers, peers, and other supportive adults.

Special Education/English as a New Language/Reading Resource/other support services

Services that a student qualifies for and receives through the school district will continue to be provided to the best of our ability. Learning specialists, related services providers, and ESOL teachers will continue to provide mandated services as indicated on a students' individual learning plan. Due to staffing and scheduling constraints, the delivery of some non-mandated services, including reading resource, math lab, and Instructional Challenge services, will need to be adjusted in terms of frequency, time and intensity.

Curriculum, Assessment, and Grading

Teams of teachers have been working together since late last spring to identify and plan for the learning gaps that can be expected as a result of last year's emergency COVID-remote instruction. Curriculum will be adjusted, as necessary, to allow for additional time to fill those gaps while still providing students with an engaging and rigorous experience with their current grade level curriculum. Using information gathered from the use of frequent, informal pre-assessments, teachers will be able to target areas needing additional whole group, small group, or individual remediation. Formative feedback strategies will be used, as always, to assist students in making progress towards their learning targets. Students will continue to receive a report card that will reflect their continued progress towards meeting grade level standards and expectations.

Addressing Social Emotional/Mental Health needs during remote learning

As a district, Pittsford acknowledges the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

As always, classroom teachers will prioritize maintaining a positive, supportive, and respectful classroom community. Time will be allocated for teachers to facilitate class meetings and community circles. Administrators and all members of our mental health staff (counselors, social workers, school psychologists, school nurses, and behavior specialists) will continue to support individual students, teachers, and families as we navigate the challenges presented by the coming school year.

Technology Platforms

The following technology platforms have been selected as the primary tools for teachers to use to deliver remote learning plans to students:

Kindergarten – 3 rd grade:	Seesaw for Schools
Grades 4 – 12:	Microsoft Office 365 Teams

These platforms will provide for a consistent communication and delivery method of remote learning materials, as well as a vehicle for collaboration between and among students and teachers.

Teachers will introduce students to the use of the technology at the start of the school year, and will integrate Seesaw/Teams as a regular part of their instruction throughout the year. This will ensure that students are comfortable with, and adept at using, these tools if and when we need to pivot to remote learning. In the event of another mandated school closure, synchronous learning experiences at all grade levels will run through either Zoom or Microsoft Teams.

Parent education on the use of our identified technology platforms will also be provided through the use of written documentation and access to parent training videos on the District's website.

Hybrid Instruction: grades 6-12

In order to comply with the social distancing guidelines, while still providing secondary level students the opportunity for consistent in-person interaction with their teachers and peers, students in grades 6-12 will attend school using a hybrid model.

Schedule

Using the hybrid model, on defined days some students will learn remotely and others will learn at school. As required, this reduces the number of students in classrooms and in hallways at one time, given available space and staffing constraints.

The majority of the student population will be divided alphabetically or by neighborhood (TBD) into two relatively equal size groups. BRMS and MHS will use a consistent alphabetic split, as will CRMS and SHS, in order to guarantee siblings within a household are on the same schedule.

Group 1 will attend school on Mondays and Thursdays; remote learning will take place on Tuesday, Wednesday, and Friday. Group 2 students will attend school on Tuesdays and Fridays; remote learning will take place on Monday, Wednesday, and Thursday. A third group of students, to include English Language Learners and special education students in our district based classes*, will attend school Monday, Tuesday, Thursday, and Friday and participate in remote learning on Wednesday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	In School	Remote	Remote	In School	Remote
Group 2	Remote	In School	Remote	Remote	In School
Group 3	In School	In School	Remote	In School	In School
Staff	In School	In School	In School	In School	In School

All students will be learning from home on Wednesdays. Staff will be expected to connect remotely with their students on Wednesdays in whole or small groups, giving students and teachers important experience with remote learning in the event we need to pivot to full time remote learning at any time during the school year.

Teachers and support staff members will be working from school every day.

Attendance and Accountability

Daily attendance and meaningful engagement in each class is expected regardless of whether students are learning in school or remotely in the hybrid model.

Administration will support teachers and families relative to student engagement with learning protocols and expectations within the hybrid model, including regular attendance, work completion, and behavior.

Addressing Social Emotional/Mental Health needs during remote learning

As a district, Pittsford acknowledges the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure -

physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

As always, classroom teachers will prioritize maintaining a positive, supportive, and respectful classroom community, both in person and within the remote environment. Time will be allocated for teachers to facilitate class meetings and community circles. Administrators and all members of our mental health staff (counselors, social workers, school psychologists, school nurses, and behavior specialists) will continue to support individual students, teachers, and families while operating within the hybrid learning model.

Technology Platforms

Microsoft Office Teams has been identified as the common technology platform to be used by all teachers at the secondary level. This platform will provide for a consistent communication and delivery method of learning materials for both in-person and remote learning, as well as a vehicle for collaboration between and among students and teachers.

Teachers will introduce students to the use of Teams at the start of the school year, and will integrate it as a regular part of their instruction throughout the year. This will ensure that students are comfortable with, and adept at using, these tools for both the hybrid model and in the event that we need to pivot to full time remote learning.

Teachers will also be able to access Zoom to be able to connect with students while they are learning from home.

Parent education on the use of our identified technology platforms will be provided through the use of written documentation and access to parent training videos on the District's website.

*District based classes at the secondary level are limited to the following programs:

- BRMS 12:1:1 and 12:1:3:1
- CRMS 8:1:1
- MHS 12:1:1 and 12:1:3:1

Fully Remote Learning K-12

In the event that students are unable to be physically present in school, the Pittsford Central School District (PCSD) remains committed to providing high quality, developmentally appropriate, instruction via remote learning. To that end, the following parameters have been established for remote learning delivered by PCSD teachers. It is important to keep in mind that even the highest quality remote learning experience cannot replicate the value of in-person interactions with students in the classroom; curricular expectations will necessarily be adjusted to focus on the most essential learning standards and skills that can be taught in the remote environment.

Definitions

Asynchronous learning – these are learning experiences that the student will be expected to engage in that will NOT involve a live, real-time interaction with the teacher. Asynchronous learning experiences may take the form of a pre-recorded video of the teacher providing direct instruction, a video of another teacher (PCSD or otherwise) teaching a skill, a link to an article for a student to read and respond to, a math or science problem set to be worked on and submitted for feedback, etc.

Synchronous learning – these are learning experiences that involve live, real-time interaction with the teacher. Synchronous learning may be used, among other things, for large group, small group, and/or individualized direct instruction, collaborative discussions, writing conferences, intervention services, student assistance, and community building/social emotional learning experiences.

Attendance and Accountability

Students are required to attend instruction on a daily basis, even when that instruction is being provided in a remote environment. Daily attendance will be taken by each teacher for each class at the secondary level, and every day at the elementary level by the child's teacher. Teachers and students are expected to engage in substantive daily interaction (teacher to students and students to teacher).

Administration will support teachers and families relative to student engagement with remote learning protocols and expectations, including regular attendance, work completion, and behavior.

The school district maintains responsibility for providing mandated special education and English as a New Language services to qualified students. To the greatest extent possible, those services will be provided through the use of live, synchronous remote instruction (see below).

Schedule: In the Event of a Full Closure

Students at the high school and middle school levels will follow their typical class schedule in a remote learning environment. Doing so will ensure consistency and continuity of instruction, eliminate conflicts, and build natural breaks (study halls, lunch) into the day for students. This also retains planning time for teachers. Class periods will be reduced from 39 (middle school) or 40 (high school) minutes per day to a maximum of 35 minutes per day to allow for a "screen time break" and transition time between classes. A combination of synchronous large group instruction, synchronous small group instruction, and asynchronous learning will be provided to students each week.

At the elementary level where it is not developmentally appropriate for students to spend multiple hours each day engaged in remote learning, students will not follow their typical in-school schedule. They will, however, have an established modified daily schedule for remote learning which will include both synchronous (large group and small group) and asynchronous learning opportunities throughout the week. Synchronous time will be focused on a combination of class meetings, social/emotional development and direct instruction in English/Language Arts and math. Each day will start with a synchronous experience that includes a morning meeting for community building, attendance, and establishing the expectations for the day. Synchronous direct instruction may be provided using a combination of whole group, small group, and one-to-one instruction as needed and determined by the teacher. In addition to receiving instruction in English/Language Arts, math, social studies, and science, students will continue to receive and participate in the “special” subject areas including art, music, physical education, and library as well as health and counseling lessons which may be delivered either synchronously or asynchronously as determined by the professionals involved.

Additionally, synchronous learning opportunities for elementary students will be recorded for families to access at a later time if their schedule prevents students from participating in real time. Synchronous learning experiences will be supplemented by asynchronous opportunities as well as independent practice of skills at home. We recognize that elementary age students need the support of an adult or older sibling in order to access remote learning. Therefore, every care will be taken to be as flexible as possible, while maintaining the equity of access to, and the integrity of, our instructional program.

Elementary teachers will communicate the schedule (synchronous vs asynchronous sessions) to students and families prior to the start of each week.

Schedule: In the event in-person/hybrid instruction is being provided but an individual student is unable to attend due to medical and/or personal concerns

Schedules for individual students who are unable to attend school and must access remote learning full-time will be established using similar parameters as above. However, specific schedules will be dependent on staff who are available to provide instruction to these students in the remote setting. For high school students in these circumstances, course selections may be limited to the courses required to meet graduation requirements. For elementary and middle school students the instruction may necessarily be focused on the core academic areas.

Special Education/English as a New Language/Reading Resource/504 and AIS services

Services that a student qualifies for and receives through the school district will continue to be provided in a remote learning environment. To the greatest degree possible, those services will continue to be provided at the same level of frequency and intensity in the remote environment as they are provided when we are present in the school buildings. Learning specialists and ENL teachers will continue to collaborate with their general education colleagues and provide co-teaching and/or consultant teaching services in the remote environment as they do in person*. Synchronous learning experiences, small group or large group, are the preferred mode of delivery for the majority of supplemental services including reading resource and math AIS supports. In some cases, there may be individual student needs which require us to modify the delivery of services in the remote environment.

*This may not be possible in the event an individual student opts for remote learning due to medical and/or personal concerns about being in the school building.

Curriculum, Assessments, and Grading

Teams of teachers have been working together since late last spring to identify and plan for the learning gaps that can be expected as a result of last year's emergency COVID-remote instruction. Curriculum will be adjusted, as necessary, to allow for additional time to fill those gaps while still providing students with an engaging and rigorous experience with their current grade level curriculum. Using information gathered from the use of frequent, unobtrusive pre-assessments, teachers will be able to target areas needing additional whole group, small group, or individual remediation.

Formative assessments (part of the feedback cycle) as well as summative assessments will be used, as appropriate, in the remote learning environment. Teachers may need to modify the format and/or content of some of their assessments for the remote environment. To maintain academic integrity in the remote setting, unless specifically directed to do so by their teacher, students are expected to work independently on all assessment related tasks and submit their own work.

Work submitted for grading may take the form of writing pieces, responses to an online assessment (via FORMS, for example), the submission of a video recording, audio recording or photo of student work, a one-on-one conversation between student and teacher, or any other means deemed acceptable by the teacher.

During any period of remote learning student work **will be graded**, in keeping with the PCSD Grading Philosophy and associated grading practices. Students will continue to receive a report card.

Feedback to Students

Effective, growth-producing feedback is necessary in order for learning to take place. As such, all teachers will be expected to provide students with regular feedback on their learning as it relates to progress towards established learning targets. Our common technology platforms provide multiple opportunities for feedback to be provided to students during the learning process. Feedback may be provided using a variety of strategies, taking into consideration the remote learning environment, the developmental needs of the student, and other factors. Teachers should also build in opportunities for students to be engaged in self-assessments as well as peer feedback to the extent this is possible in a remote learning environment.

Addressing Social Emotional/Mental Health needs during remote learning

As a district, Pittsford acknowledges the correlation between academic learning and the social emotional and mental health of our students. We recognize that if students are not feeling safe and secure - physically, socially, and emotionally - they cannot optimize their learning. Therefore, we remain committed to attending to the social emotional and mental health needs of our students under all learning circumstances.

As always, classroom teachers will prioritize maintaining a positive, supportive, and respectful classroom community, even in a remote setting. Time will be allocated for teachers to facilitate class meetings and community circles. Administrators and all members of our mental health staff (counselors, social

workers, school psychologists, school nurses, and behavior specialists) will continue to support individual students, teachers, and families during periods of remote learning.

Technology Platforms

The following technology platforms have been selected as the primary tools for teachers to use to deliver remote learning plans to students:

Kindergarten – 3 rd grade:	Seesaw for Schools
Grades 4 – 12:	Office 365 Teams

These platforms will provide for a consistent communication and delivery method of remote learning materials, as well as a vehicle for collaboration between and among students and teachers.

Teachers will introduce students to the use of the technology at the start of the school year, and will integrate Seesaw/Teams as a regular part of their instruction throughout the year. This will ensure that students are comfortable with, and adept at using, these tools if and when we need to pivot to remote learning.

Synchronous learning experiences at all grade levels will run through either Zoom or Teams.

Parent education on the use of our identified technology platforms will also be provided through the use of written documentation and access to parent training videos on the District's website.

Special Education/English as a New Language/Reading Resource/504 and AIS services

Services that a student qualifies for and receives through the school district will continue to be provided in the hybrid learning environment, through a combination of remote and in-person learning experiences. English Language Learners and students enrolled in district-based special education programs* will attend in-person school four days each week and participate in remote learning only on Wednesdays. Learning specialists will continue to collaborate with their general education colleagues and provide co-teaching and/or consultant teaching services in the hybrid environment. Due to scheduling constraints, some 504 services and AIS reading and math small group services may need to be provided to students remotely on the days when they are learning at home.

Curriculum, Assessments, and Grading

Teams of teachers have been working together since late last spring to identify and plan for the learning gaps that can be expected as a result of last year's emergency COVID-remote instruction. Curriculum will be adjusted, as necessary, to allow for additional time to fill those gaps while still providing students with an engaging and rigorous experience with their current grade level curriculum. Using information gathered from the use of frequent, unobtrusive pre-assessments, teachers will be able to target areas needing additional whole group, small group, or individual remediation.

Formative assessments (part of the feedback cycle) as well as summative assessments will be used, as appropriate, in the hybrid learning environment. Teachers may need to modify the format and/or content of some of their assessments for the remote portion of the hybrid environment. To maintain academic integrity, unless specifically directed to do so by their teacher, students are expected to work independently on all assessment related tasks and submit their own work.

Work submitted for grading may take the form of writing pieces, traditional “pen and paper” tests, responses to an online assessment (via FORMS, for example), the submission of a video recording, audio recording or photo of student work, a one-on-one conversation between student and teacher, or any other means deemed acceptable by the teacher.

While operating under the hybrid learning model student work **will be graded**, in keeping with the PCS D Grading Philosophy and associated grading practices. Students will continue to receive a report card.

Feedback to Students

Effective, growth-producing feedback is necessary in order for learning to take place. As such, all teachers will be expected to provide students with regular feedback on their learning as it relates to progress towards established learning targets. Our common technology platforms provide multiple opportunities for feedback to be provided to students during the learning process, whether students are working from school or from home. Feedback may be provided using a variety of strategies, taking into consideration the hybrid learning environment, the developmental needs of the student, and other factors. Teachers should also build in opportunities for students to be engaged in self-assessments as well as peer feedback to the extent this is possible in hybrid learning environment.

Communication/Family and Community Engagement

To help inform our reopening plan, the district has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations. Engagement of community included a survey, which yielded 3000 responses, weekly steering committee meetings and a two day workshop.

The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the district website at <https://www.pittsfordschools.org/Domain/8>, and will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the website homepage and within each building-level website. *Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the translate feature available on the district website.*

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication channels – including Infinite Campus, Electronic Newsletters, Mailings, Texting/Emails/Phone and calls through School Messenger, as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

The district is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communications with our school community. The district will primarily rely on email and website to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. The information that we will share will be based on state guidance and in conjunction with our re-opening and health and safety committees.

In support of remote learning, the district will make computer devices available to students and teachers who need them. Another needs assessment survey will be conducted. The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including *three technology platforms (SeeSaw, Microsoft Teams, Zoom) as well as email.*

The district will use existing internal and external communications channels to notify staff, students and families/caregivers about in-person, remote and hybrid school schedules with as much advance notice as possible.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child.

In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication.

The district is committed to ensuring that all of its students and their families are taught and re-taught new expectations related to all public health policies and protocols. As part of this continuous training, the district will assess the best approach to communicating the information for each students' age group and will provide frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. These trainings will cover:

- Hand hygiene
- Proper face covering procedures (how to wear and remove)
- Social distancing
- Respiratory hygiene
- Identifying symptoms

Trainings will be conducted through video, email, announcements, in-class, PA system reminders, in-person

The district will create and deploy signage throughout the district to address public health protections surrounding COVID-19. Signage will address protocols and recommendations in the following areas:

- Proper use of personal protective equipment (PPE)
- Acceptable face coverings and requirements related to their wear
- Hand washing
- Adherence to social distancing instructions
- Symptoms/prevention of COVID-19

In addition to signage, the district will encourage all students, faculty, staff and visitors through verbal and written communication to adhere to Centers for Disease Control and Prevention (CDC) and DOH guidance regarding the use of PPE.

The district is committed to creating a learning environment that protects student and staff health, safety and privacy. Our district will operate under a standard procedure for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. These procedures are outlined in the Health & Safety section of this reopening plan.

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state's contact tracing protocols as implemented by the local health department. The district will not notify the wider community unless specifically directed to do so by local health officials.

School Closures

The district is preparing for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases.

Closures will be done in collaboration with the Monroe County Health department and school physician. Metrics such as increased absenteeism or increased illness, will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level.

The district may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The district will consult its school physician and Monroe County Health Director when making such decisions.

School building administrators, health and safety committee members, and district office administrators will communicate with each other regularly and, if needed, will consider closing school if absentee rates impact the ability of the school to operate safely.

Social Emotional Well being

When PCSD schools were required to close in response to COVID-19 in March 2020, students and educators lost daily routines, peer relationships, and support systems. Our staff have worked diligently to provide emergency remote learning opportunities, resources, and supports for students without the benefit of time to plan. For many students, families and staff however, these past six months have been a time of heightened anxiety and trauma, full of uncertainty about what school will look like in the fall. They may also be facing economic hardship, food and/or housing insecurity, medical concerns and family concerns. Staff may have worries about their own families as well as their school family, also leading to anxiety. The social and emotional needs and well-being of students, staff and families is a primary factor for consideration in return to school planning. In particular, staff and students will need time and resources to process the experiences of the past six months and the anxiety of the current environment imposed by the pandemic.

Research has demonstrated that social and emotional learning competencies are critical to learning¹. Our students will need emotional supports and tools to talk about and manage the thoughts, feelings, and behaviors before they are fully ready to move into academic programs designed to remediate learning loss and accelerate learning gains. Our staff will need emotional supports and tools to address their personal concerns and to be prepared to incorporate important social-emotional principles into their work.

Our mental health staff (counselors, psychologists, social worker, nurses, and behavior specialists) will need to address their personal self-care in order to provide support for students related to the isolation brought about by social distances and the numerous causes of trauma associated with COVID-19. They will need time and resources to provide professional development and support for staff to incorporate personal self-care, as well as SEL and health practices into daily classroom routines, whether in-person or remote.

In order to address the multitude of current and yet to occur psychological, social emotional, health, behavioral health and mental health needs, the District has incorporated existing structures and plans, making modifications as needed to design supports for all, understanding the unique needs and

challenges of students, staff and families.. We will use trauma-informed practices, emphasizing connection, collaboration, mutual support and assurance to all of PCSD that they are valued members of our learning community. These plans will intentionally support all students through transition and renew capacity to be welcoming, supportive, inclusive and equitable environments. Several guiding principles will drive our work:

We will:

- plan for change, not perfection
- recognize that individual trajectories and responses to the COVID-19 experience will vary, and we will validate and meet each person where they are
- utilize our Counseling Plan, TIG (Trauma, Illness and Grief), SOS (Sources of Strength), Link and WEB Crew to prepare for school opening and ongoing needs
- utilize a MTSS (Multi-Tiered System of Support) model incorporating universal interventions to support success for all
- think creatively to utilize knowledge and resources effectively
- develop common language and positive messaging, with ongoing communication
- build collective efficacy through trust, communication and deliberate decisions to benefit all students, staff, families and community
- make all plans through an equity lens assuring equal access to every student in the District
- have collective responsibility for positive citizenship and leadership throughout the year (students, staff, and community)
- design strategies that become a consistent part of instructional delivery throughout the academic year, in order to enhance all learners' academic achievement

Before returning to our new school year and during the first weeks, we are planning activities to build the social, emotional and mental health needs of staff and so they are ready and equipped for teaching and learning. This will facilitate a greater sense of self and belonging, allowing us to implement diagnostics and plans for interventions as needed and move forward with meaningful learning. However, we need to recognize that some of the behaviors students will exhibit (at least in the short term), may not be typical for them. This will require patience prior to referral for more formalized supports.

We must also recognize that everyone is doing the best they can during this challenging time. It is important to remind ourselves that the need to plan and act is essential, and the need to care for each other is paramount. We must model grace and gratitude for the efforts of all. With recognition that any decisions during this time will have varying implications for students, staff and families, we are

appreciative of all the efforts to resume PCSD in new format, and will continue to do our best, be our best and make a difference in the lives of others.

In order to embed social emotional well-being into the new learning environment (in-person and virtual), with intentional and meaningful personal and collective development, the District will implement plans which are grounded in research and best field practices. The District-wide and building level developmental school counseling plan is being updated to meet current needs, utilizing the advisory council, the District Student Services Department and the comprehensive team established by the Superintendent of Schools to develop and submit plans to the NYSED. We will utilize the four Critical Practice areas of the CASEL SEL Roadmap within the context of a MTSS process to guide actions. Please note that while a specific staff title may be listed for a task, there is a collective competency among many teaching and mental health/health staff to implement and/or contribute to the described activity.

The attached document provides the details of each component of the Social Emotional Well-Being Plan to re-unite, renew and thrive in 2020-2021. The core areas are as follows:

For Staff

Building capacity to support self and students

Educators shoulder significant responsibilities. Recognizing that educators may feel their own sense of anxiety and fear related to COVID-19 and their deep commitment to student learning, we will reinforce the concept that academic growth is deeply connected to social emotional well-being of self and others. Through a brief survey of staff needs and the capacity of District and community partners to provide professional develop, a series of offerings will be presented so that staff are best able to imbed social emotional well-being into instruction. The PCSD has a robust professional development process implemented by the Teacher Center, and to date hundreds of staff have participated in professional learning related to SEL, mental and behavioral health, cultural competence, restorative practices and trauma. Additional and enhanced learnings to be provided will focus on relationship building, connections and engagement.

Adults to connect, heal and cultivate SEL(f) competencies

When educators engage in self-awareness, self-discovery and self-care to process personal stressors they are more likely to co-regulate with students who may be stressed. To promote healing and support, adults need opportunities to share, reconnect and process both professional and personal experiences. This will be accomplished in formal and informal ways. C community circles offer safe spaces to connect and share with others. Individual options will be shared as well so that staff know where they can connect with independent mental health professionals as needed.

Creating safe, supportive and engaging learning environments

Empowering educators to better understand their own precipitating factors to promote a positive mindset to support students. It can be challenging to be positive in an era of uncertainty. By providing staff with accurate information, understanding of plans and the desire for a positive future, we will attempt to allay fears and promote a sense of togetherness moving into the 2020-2021 school year.

Promote Staff Social and Emotional Competencies

Adult self-awareness and coping skills will enhance resiliency and promote a safe and supportive learning environment for all. Through the use of surveys and ongoing communication, staff needs will be monitored and supported throughout the year.

For Students and Families:

Building Classroom Culture and Community

Fostering increased resiliency of students will help them prepare for the current school environment and possible remote learning in the future. Resilience is the capacity to rise above difficult circumstances, allowing our children to exist in this less than perfect world, while moving forward with optimism and confidence. The District is a long-standing partner with the Monroe County Office of Mental Health and other districts in the development and implementation of grant opportunities related to resiliency. There are dedicated resiliency champions' at each school who support relationship-mapping exercises and provide supports to schools as they implement programs and activities supporting resiliency. During this pandemic return to schooling period, it is more important than ever to promote social connection and mastery concepts. Resilience is enhanced when students have strong social connections; it provides strong social ties to turn to in difficult and stressful times. A sense of mastery or an internal locus of control is the degree to which students perceive themselves as having control over life circumstances. Engaging in mindfulness activities is one way to move toward mastery.

Promoting opportunities to process and connect; building relationships

When students verbally express emotions, they increase emotional vocabulary, self-awareness, and when engaged in conversation with others, empathy and critical interpersonal skills are developed. Opportunities will be provided for students and families to discuss their feelings and concerns, and to identify positive coping strategies to employ during the pandemic and return to school. Teachers as well as mental health staff will use various methods across grade levels. Students will have opportunities to lead their learning in this area as they develop the skills and share this with others.

Building Social Emotional Competency Skills

When students verbally express emotions, they increase emotional vocabulary, self-awareness, and when engaged in conversation with others, empathy and critical interpersonal skills are developed. These are critical skills for students at this challenging time. Giving and receiving empathy builds the understanding of others and self and promotes deeper learning around the emotions common to so many peers during the pandemic. Students will have opportunities to share and practice skills.

Building resiliency skills of students

Fostering increased resiliency of students will help them prepare for the current school environment and possible remote learning in the future. Students will learn skills related to flexibility, adaptability and locus of control. Through guided processes and time with mental health providers, various techniques can be learned to apply in the current transition situation. Students can learn on their own and in peer groups, contributing to skill development in this area, as well as continually focusing on relationship building.

Expanding emotional literacy

By building on social emotional competencies during this transition, it increases student understanding of self and others. Students can learn about and process a self-care plan that will provide comfort in time of stress. Group sessions can build capacity to employ specific skills, depending on the situation. Students will have in-person and online opportunities to explore strategies and determine the best fit for their individual needs.

References

Durlak, J.A., Weissberg, R.P., Dymnicki, A., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

Health & Safety

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in all district schools, including any district-based before and after care programs for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact our COVID-19 safety coordinator at Patricia_Brogan@pittsford.monroe.edu or 585-267-1023.

Health checks

The district has developed resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. The resources include the requirement for any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection to not come to school. The Centers for Disease Control and Prevention (CDC) [list of Coronavirus symptoms](#) was used to develop these resources.

The Pittsford Central School District will implement the following practices to conduct mandated health screening.

Staff: All staff, prior to entering school every day, will electronically complete a health survey which will include temperature checking.

Students: Parents/Guardians will administer daily health screening questionnaire to each child, along with temperature checking. Families will attest to the fact that they accept this responsibility and will not send their child to school should any symptoms be present.

Social distancing, face coverings & PPE

The district has developed a plan with procedures for maintaining social distancing of all students, faculty, and staff when on school facilities, grounds and transportation.

Examples include directional arrows in hallways and maximum capacity calculations for every classroom. In every classroom, students will be seated at a minimum of six feet apart while wearing a mask.

If social distancing of 6 feet cannot be maintained, proper face coverings must be worn in common areas such as hallways or school buses.

Students, staff and visitors to our schools will be expected to wear face coverings indoors and outside, including on the school bus, when six-foot physical distancing is not possible. Students will be allowed to remove face coverings during meals, instruction, and for short breaks so long as they maintain appropriate social distance. Students who are unable to medically tolerate a face covering will not be required to wear one (specific guidelines and procedures and currently being investigated).

Because students and staff will need to be prepared to wear a face covering if another person unexpectedly cannot socially distance, they will be required to wear a face covering in all common areas (e.g., entrances and exits) and when traveling around the school.

Face coverings will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

An employee is allowed to wear their own acceptable face covering if they choose. Employees with healthcare provider documentation stating they are not medically able to tolerate face covering will not be required to do so.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so there may be periods of time when masks are not worn.

Face coverings should not be placed on:

- Children younger than 2 years old
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The district will instruct students, parents/guardians and staff, contractors and vendors on:

- 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

Infection control strategies

Will include but not be limited to:

Hallway management – directionality, signage staggered schedules

Hand Sanitizers for all rooms / offices

Socially distanced classrooms using NYSED guidance on square footage per person

Dismissal and Arrival protocols

Isolation rooms

Masks worn throughout the day

Daily self health screening

Rigorous daily disinfecting protocols

Facility Alterations and Acquisition / Space Expansion

- No significant changes were made to our physical plant
- We have re-purposed several rooms for core instruction such as music rooms, art rooms, gyms, large group instruction rooms, elementary science rooms in order to ensure social distancing.

Plumbing Facilities and Fixtures

- Will be disinfected multiple times daily
- Social distancing will occur in bathrooms and if not possible, masks will be worn
- Signage about proper hand washing will be posted in all bathrooms

Ventilation

- Maintain adequate, code required ventilation (natural or mechanical) as designed.
- Increase ventilation with outdoor air to the greatest extent possible by opening windows while maintaining health and safety protocols, particularly for our younger students.
- Consulted with Engineers to establish proper filtration requirements (what will your system handle) – Our engineers have confirmed that our air handling units exceed guidance on fresh air circulation.

Management of ill persons, contact tracing and monitoring

The district requires students, faculty, or staff members who develop COVID-19 symptoms during the school day to report to the nurse's office. If there are several students waiting to see the school nurse, students must wait at least 6 feet apart. The district has designated areas to separate individuals with symptoms of COVID- 19 from others until they can go home or to a healthcare facility, depending on severity of illness. One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies.

CORE HEALTH AND SAFETY PRINCIPLES AND DEFINITIONS

PCSD School Nurses serve as the leader of the school health services team in the building. The nurses ensures that medical directives, medical advisories, and the practices, procedures, and protocols provided by the NYSED, NYSDOH and the District Physician are implemented with fidelity. The nurses utilize guidance provided by the CDC to inform practice. This document outlines essential considerations and protocols as the school year begins.

Face Coverings and PPE: All health office staff shall have and wear a face covering at all times while providing care in the health office. All nursing staff shall be fit tested for N95 masks. In the absence of N95 masks, nurses providing direct care may choose to wear double face coverings. All health office staff will have a supply of gowns and gloves. School nurses will have face shields as needed for direct patient care.

All students or staff who enter the health office are required to wear a face covering. If they enter the health office without a face covering, one will be provided. Should the individual have a legitimate medical exemption from wearing a face-covering, that individual shall be isolated while in the health office six-feet away from anyone, particularly someone who might be ill with COVID-19. The individual will be seated with their back facing toward and their face away from others. The nurse will triage them to be attended to as quickly as possible to minimize exposure. If there are two offices available to the school nurse, a clean office, and a containment office, the student unable to wear a face-covering should be in the clean office unless the school nurse has determined that symptoms would require moving to the containment area.

Social Distancing: also called physical distancing: Every effort shall be made for all students to be kept six-feet apart any time a student comes to the health office. Signage stating *WAIT HERE FOR THE NURSE* will be placed at the entrance to the office. Space markers indicating six feet distancing will be provided for waiting students to stand or appropriately spaced chairs will be available for them to sit. The school nurse will supervise and triage students outside the health office as necessary and return students to class if they do not need to enter the health office. If the health office is at capacity, the school nurse will contact the building administrator for assistance.

Education about reducing transmission: The District will promote behaviors to reduce the spread of COVID-19, including hand hygiene and respiratory etiquette, face coverings, social or physical distancing, and staying home when appropriate, through classroom instruction, guidance, redirection, and reminders. Posters, such as those from the CDC will be strategically placed throughout the buildings, providing visual reminders of healthy behaviors. Visitors to school will be limited to essential activities. Letters will be sent home to parents and posted on the District website before school opens, communicating this information to parents. Parents will be asked to discuss important educational points about health and safety with their children.

Health Related Protocols: School Nurses will follow the District established protocols located Appendix A.

Health Office Space: School nurses shall collaborate with their building administrators before the start of the school year to attempt to create two office spaces during the COVID-19 Pandemic: a clean room and a “containment” room.

The “containment” room will be used for any potentially ill student/staff who could have an infectious condition, including COVID-19. The clean room is for non-acute illnesses and routine matters typically encountered in the school health office, such as daily medications, asthma treatments, diabetes testing, treatments of bumps, cuts, and bruises, etc.

If possible, the rooms should be near one another for ease of supervision. Both rooms require cots/chairs for students who need to wait until dismissal to a parent/guardian. It is advisable that both rooms have a phone for communication within and outside the building.

If a separate “containment” room is not readily available, the health office should cordon off an area inside the health office, ideally near a window that can be open for ventilation, where an ill individual may wait until dismissal. Decontamination of that space should occur immediately after the person leaves the area. Dividers of space or barriers will be utilized to separate spaces. Windows should be open to increase ventilation whenever possible. Nurses should contact the building administrator with questions relative to the frequency of filter changes in health offices without windows.

In-Person Care: The school nurse assesses any student or staff who is ill. In the event there is not a school nurse available or the school physician is not available, ill students or staff will be sent home for follow up with a primary care provider.

All students or staff entering the health office shall wash their hands or use approved hand sanitizer upon entry. When a school nurse needs to provide any type of one-on-one medical care to a student, non-infectious or infectious condition, the nurse will use transmission based precautions, a face covering, and hand washing or approved hand sanitizer before and after care. If the suspected infectious condition is COVID-19 and an N95 mask is available, the nurse will wear that mask. If one is not available, the nurse may choose to wear two face coverings.

For infectious conditions, management will be in a “containment” room. The school nurse will then wear and then dispose of proper PPE for the situation at hand. The containment area will need special cleaning at the end of each day to include floors, cots/chairs, and high touch surfaces.

Keeping unnecessary student trips to the health office is a primary goal to lessen the risk of spread of infection throughout the building. All teachers will receive a small supply of Band-Aids, tooth fairy boxes, feminine hygiene products, etc. that they can use as needed to reduce the frequency of visits to the health office.

When a student comes to the health office, the nurse will conduct an initial assessment and may return the student to the classroom or maintain the student in the health office for further assessment, treatment, or dismissal home.

Symptom Screenings: All students will have a health screening before entering a school building or riding a school bus. The District has developed protocols for parents/guardians to complete a remote health screening, including temperature checks for fever above 100° and answering a questionnaire daily before sending their children to school. The District has developed a protocol for staff to complete a health screening, including temperature checks for a fever above 100° and answering a questionnaire daily prior to starting work.

For students who are already in school who become ill, school nurses will use a *Symptom Flowchart* for triage and will follow the protocol following student illness or diagnosis of confirmed case of COVID-19.

Ventilation: Health office doors and windows will be opened to circulate fresh air to the greatest extent possible and weather permitting, while maintaining health and safety protocols. In health offices where there are no windows, appropriate filters are in place and are changed with proper frequency to decrease risk.

Hygiene, Cleaning, and Disinfection: The school nurses will adhere to and promote hygiene, cleaning, and disinfection guidance of the health office beyond the routine cleaning and disinfection that commonly occurs each day by District maintenance staff. Specifically, the health office will have posters that reinforce and educate proper hand washing, cough and sneeze etiquette, mask-wearing, and physical distancing. The school nurse will participate in classroom instruction and/or staff meetings as requested. The school nurse will also maintain hygiene and disinfection within the health office by using spray disinfectant and disposable towels on cots and chairs between student use, treatment areas, sinks, bathrooms, and high touch surfaces after use and whenever dirty or potentially contaminated. Disinfection of the health office will occur after the care of a student, whenever the office is dirty or contaminated, as well as at the end of each day.

Attendance: The office that takes daily attendance will notify the school nurse of reported cases of positive COVID-19. The nurse will contact the building administrator and the Monroe County Department of Public Health of positive confirmed cases as required by law. School Nurses will assist as possible with information that may be required by the Department of Public Health for contact tracing.

Return to School: If the school has a student with a confirmed positive COVID-19, the school nurse will follow the Symptoms Flowchart, including the return to school protocol. If the school or District has a staff member with a confirmed positive COVID-19, the protocols developed through the Human Resources Department will be followed. In all cases, the Monroe County Department of Public Health will be notified and the District will follow the directives provided by the Public Health Department.

STAFF: Should staff may become ill during the day and require nursing intervention, the Symptom Flowchart is appropriate for use by the school nurse for employees in determining an assessment of possible symptoms of the COVID-19 illness and a recommendation to leave school and follow-up with their primary care physician.

APPENDIX A

1. Protocol for Instructing Staff and Parents/Guardians to Observe the Signs of Illness
2. Protocol for Instructing Staff and Students in Correct Hand and Respiratory Hygiene
3. Protocol for the Return to School of Students Following Illness or Diagnosis of Confirmed Case of COVID-19

Protocol for Instructing Staff and Parents/Guardians to Observe the Signs of Illness

Introduction

The health and safety of our students, parents/guardians, employees, and the community remain our top priority at PCSD. Therefore, in line with the latest guidelines issued by the New York State Education Department, New York State Department of Health (NYSDOH) and the Centers for Disease Controls (CDC) related to COVID-19, the following process and procedures are in place. This document provides guidance for PCSD Schools on the Instruction for staff and parents/guardians to observe the signs of illness in students and staff.

Protocol for Instructing Staff

1. Each school building will display CDC posters indicating the signs of illness in students and staff in numerous prominent locations.
2. During the professional development days prior to students returning to school, school nurses in each building will conduct a training for staff on the signs of illness in students and staff, and the requirement to send ill persons to the nurses' office.
3. School Nurses will reinforce this learning throughout the school year in ways appropriate to each building.
4. Documentation of such training will be maintained by the school nurses.

Protocol for Instructing Parents/Guardians

1. A letter will be sent to parents/guardians prior to the start of the 2020-2021 school indicating the signs of illness that require a student to stay home from school. The letter will be posted on the District's Website and available to families in their preferred language.
2. The Superintendent and Building Principals will include this information in building newsletters to reinforce the understanding of the signs of illness and the requirement to keep an ill student at home.

Protocol for Instructing Staff and Students in Correct Hand and Respiratory Hygiene

Introduction

The health and safety of our students, parents/guardians, employees, and the community remain our top priority at PCSD. Therefore, in line with the latest guidelines issued by the New York State Education Department, New York State Department of Health (NYSDOH) and the Centers for Disease Controls (CDC) related to COVID-19, the following process and procedures are in place. This document provides guidance for PCSD Schools on the Instruction for staff and students in correct hand and respiratory hygiene.

Protocol for Instructing Staff

1. Each school building will display CDC posters indicating the correct hand and respiratory hygiene in numerous prominent locations.
2. During the professional development days prior to students returning to school, school nurses in each building will conduct training for all staff on correct hand and respiratory hygiene.
3. School nurses will reinforce this learning throughout the school year in ways appropriate to each building.
4. Documentation of such instruction will be maintained by the nurses.

Protocol for Instructing Students

1. Each school building will display CDC posters indicating the correct hand and respiratory hygiene in numerous prominent locations.
2. School Nurses will provide direct or indirect instruction to students (based upon age/grade level) on correct hand and respiratory hygiene. Direct instruction may be in the form of class lessons at the elementary level and by in person or video lessons for secondary students.
3. School nurses will reinforce this learning throughout the school year in ways appropriate to each building.
4. Documentation of such instruction will be maintained by the nurses.

Protocol for the Return to School of Students Following Illness or Diagnosis of Confirmed Case of COVID-19

The health and safety of our students, parents/guardians, employees, and the community remain our top priority at PCSD. Therefore, in line with the latest guidelines issued by the New York State Education Department, New York State Department of Health (NYSDOH) and the Centers for Disease Controls (CDC) related to COVID-19, the following process and procedures are in place. This document provides guidance for PCSD Schools related to COVID-19 symptom analysis and on the return to school for students after an illness or diagnosis of a confirmed case of COVID-19.

1. The school nurse will utilize the flowchart created in conjunction with school physician and in alignment with Monroe Health Department procedures to analyze student symptoms and in the event of student illness or diagnosis of COVID-19. Actions will be coordinated with the Monroe County Department of Public Health as required by law.

Health hygiene

The district will emphasize healthy hygiene practices for students and staff by providing initial and refresher education in hand and respiratory hygiene, along with providing adequate supplies and time for frequent hand hygiene. Signs will be posted throughout the school (e.g., entrances, restrooms, cafeteria, classrooms, administrative offices, auditorium, custodial staff areas) and regular messaging will be shared with the school community. Signage will be used to remind individuals to:

1. Stay home if they feel sick.
2. Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
3. Properly store and, when necessary, discard PPE.
4. Adhere to social distancing instructions.
5. Report symptoms of, or exposure to, COVID-19.
6. Follow hand hygiene, and cleaning and disinfection guidelines.
7. Follow respiratory hygiene and cough etiquette.

Hand Hygiene

Students and staff must carry out the following hand hygiene practices.

- Wash hands routinely with soap (any kind) and water for at least 20 seconds.
- Dry hands completely after washing. Use paper towels to dry hands if available instead of a hand dryer if they are available.
- If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol. Hand sanitizer should be rubbed on the hands until it is completely absorbed. DO NOT dry hands if sanitizer is used.

Hand washing should occur:

- Before and after eating (e.g. snacks and lunch).
- After going to the restroom or after assisting a student with toileting.
- After using a tissue.

- Before and after using shared materials.
- Before and after putting on or taking off face masks.
- After coming in from the outdoors.
- Anytime hands are visibly soiled.

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, the district will emphasize the importance of respiratory hygiene.

Students and staff must carry out the following respiratory hygiene practices.

- Cover a cough or sneeze using a tissue. If a tissue is used, it should be thrown away immediately.
- If you don't have a tissue when sneezing or coughing, sneeze into your elbow.
- Wash your hands after sneezing or coughing.
- Face coverings are protective. Wearing a face covering will keep the respiratory droplets and aerosols from being widely dispersed into the air.

Cleaning and disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including "Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19," and the "STOP THE SPREAD" poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be include:

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

The district will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

Vulnerable populations/accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or simply do not feel comfortable returning to an in-person educational environment. It is our goal that these individuals are able to safely participate in educational activities – see remote learning plan.

Visitors on campus

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings.

Visitors must follow all safety protocols as listed above.

School safety drills

The district will conduct fire (evacuation) drills and lockdown drills as required by education law and regulation and the fire code without exceptions. Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Drills will be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Child Nutrition

School meals will continue to be available to all students. For those that are learning remotely, and qualify, a list of available food banks (including the Pittsford Food Cupboard) will be provided. *Of note, PCSD is not a part of the Federal and State Child and NYS nutrition program.

Meals onsite

For students onsite, meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating so long as they are appropriately socially distanced.

The district will ensure social distancing between individuals while eating in the school cafeteria. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

The sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Transportation

The district will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. Students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced. Members of the same household may be seated within 6 feet of each other. Parents and legal guardians are encouraged to drop off or walk students to school to reduce density on buses.

All buses that are used every day by districts and contract carriers will be cleaned/ disinfected once a day. High contact spots will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions.

All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

School Bus Staff

School bus drivers, monitors, attendants and mechanics are required perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19, they will notify their employer as per the reporting policies and seek medical attention.

School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.

Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

School Activities

Extracurriculars

Note: Interscholastic sports are not permitted at the time of publication of this plan, and additional information on athletic activities is forthcoming from NYSED and the Governor's office.

The PCSD is not allowing any extracurriculars or field trips until further notice.

When we reinstitute clubs / athletics, procedures will be in writing and will include social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission. Policies/Procedures will consider how to maintain cohorts, if applicable, or members of the same household to the extent practical.

Childcare

Should before and aftercare programs be run by the district, or run by an outside entity within the District, a written a plan will be in place.

Policies regarding before and aftercare programs will include social distancing, PPE usage, cleaning and disinfection requirements, as well as risk of COVID-19 transmission. Protocols in how to maintain cohorts, if applicable, or group members of the same household will be considered.

Attendance and Chronic Absenteeism

Students will follow a schedule a will log in for attendance purposes either using Microsoft teams or SeeSaw or Zoom.

Technology and Connectivity

A technology needs assessment survey has been sent to families. Families in need of technology have been identified and have been issued laptops. An additional survey will be sent out. Similarly students in need of connectivity/wifi will be referred to our technology department where accommodations will be made.

Special Education

The school reopening plan, whether services are provided in person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

The District will provide in-person and remote programs and services as closely aligned to individual IEP requirements as is safely possible. All students with disabilities will continue to receive a free appropriate public education, as well as access to participate and progress in the general education curriculum to the maximum extent possible. In consideration of the health, safety, and well-being of students, families, and staff, the District's reopening plans are designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Within the full-time in-person reopening plan at the elementary level, students will receive in-person programs and services; adjustments to ratios and locations of programs and services may be required in order to maintain the current health requirements for social distancing.

Within the hybrid reopening plan at the secondary level, IEP services will be delivered through a combination of remote and in-person services, in order to ensure that students receive FAPE and that their programs and services are provided as closely as possible to their IEP. The initial reopening plan will allow for secondary students in district-based full day special class programs (8:1:1, 12:1:1 and 12:1:(3:1)) to attend on every in-person day in the hybrid model. Additional in-person instructional time for students with IEPs who are not enrolled in a full day special class program will be considered as needed and as additional students can be safely brought into the building while still complying with social distancing requirements.

If periods of complete remote learning for all students are required at any point in the school year, programs and services will be delivered via live videoconferencing or asynchronous videos and supplemental materials to allow for each student to continue to progress in the general education curriculum and toward their IEP goals. Parent input and the ability of each student to engage in and access different methods of service delivery will be considered and documented, with the goal of providing remote services as closely aligned to the IEP and to the student's regular schedule as possible. The CSE/CPSE will discuss progress and supports that individual students need during periods of remote learning, in order to allow for needs to be addressed in order to be prepared for potential future periods of remote learning.

For individual students who select the remote learning option while school is open, special education programs and services will be delivered remotely to the maximum extent possible, using the staff available to provide these services individually and in small groups. Synchronous learning experiences are the preferred mode of delivery for the majority of services and IEPs will be implemented as fully as possible, given the nature of the remote learning environment. In this model, access to co-taught or consultant teaching may not be available, as the majority of the general education classes will be meeting in person. In addition, there may be individual student needs which require us to modify the delivery of services in the remote environment. The CSE/CPSE will convene in these cases to review the IEP programs and services through the lens of remote instruction and will consider appropriate adjustments as per student need.

The school reopening plan must address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

The District will continue to follow its regular process of communicating with parents via progress reports, service coordinator responsibilities, the Pupil Services Team process at each building and the CSE/CPSE process, including Prior Written Notices to convey information in written form to parents regarding proposed changes to student IEPs. In addition, the District will develop written protocols to seek parent input and communicate situations in which the services are delivered in a different manner than the IEP specifies, due to health and safety requirements. This could include an adjustment to paraprofessional support due to social distancing requirements, class ratio changes due to hybrid instruction, or changes in the way programs and services are delivered during periods of remote instruction, for example.

The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Students will be provided with direct instruction when they return to school in September around the use of the technology platforms that will be utilized throughout the school year, as well as the use of their needed assistive technology supports, so they are prepared for hybrid and/or remote learning. The CPSE/CSE will consider how the individual student responds to remote instruction and will consider needed supports or accommodations that might be required to support progress during remote learning periods. Special education providers will ensure that students receive the accommodations, modifications, supplementary aids and services and technology as required in their IEP documents.

The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

The District will develop communication protocols to document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication. Parent input will be documented and considered throughout this process.

English Language Learners

English Language Learners experienced many challenges during the spring COVID-19 crisis. For many, they were far away from family who were also contending with the Coronavirus, yet they were unable to be with them. Some families chose to leave the United States early in the pandemic and have been unable to return. The emotional concerns, in addition to the general language barriers required special considerations to be in place during the school closure. Special considerations will also be in place for reopening in the fall.

All ELL students are offered the opportunity for full and equal participation in the type of school program for their grade level. The ENL teachers have been actively engaged with parents and students and have assured that they have the technology and support needed to continue their academic learning. Equally

important, the ELL students have contact with counselors and other support staff who monitor and assist with SEL or mental health concerns.

Parents/Guardians receive information from school and the District in preferred languages. This is part of the registration process and allow the District to communicate immediately in a meaningful way with families. Interpreters are provided as needed.

Plans for the 2020-2021 School year

The ELL identification process for new students will be conducted within 30 days of entry. A system is in place engaging the District Registrar and the ENL teachers so that a new student is immediately connected to an ENL teacher and the process can commence. For students who enrolled during summer 2020, they will be screened with the NYSITEL within the first 20 days of the new school year. As is our current practice, services begin within one week of the screening.

Units of Study will be provided for Fall 2020 based upon the most recently measured proficiency level, regardless of the model participating in.

The District maintains a strong commitment to parent and family engagement relative to school opening in order to ensure that they are engaged in the reopening process. Communications are in the preferred language of the families.

Special Considerations

ENL teachers collaborate with their general education colleagues about educational priorities for ELL students. They are available to provide professional development as needed as we enter the reopening transition.

ENL teachers and general education teachers have established communication methods during the emergency remote learning that occurred in spring 2020.

Progress monitoring tools are in process of development and will be implemented in fall 2020. ENL students with IEPs and Students with Interrupted Formal Education have specific program requirements that will continue in in-person, hybrid or remote learning.

Each school building has assured that ELL students who need technology to support learning have been provided the necessary equipment. If Wi-Fi is needed, the District has mechanisms to address that need.

ENL teachers maintain active engagement with parents/families assuring they have equitable access to all the needed information for their children and that they are successful in the transition to the new learning environments this fall.

Social Emotional Learning

Specific plans will be implemented, in collaboration with the District overall plan for SEL, to further address and support ELLs' unique social emotional needs once the District classroom assignments are determined. Such plans include community circles and lesson plans that respond to SEL learning targets.

Teacher and Principal Evaluation System

All teachers and principals will continue to be evaluated pursuant to the district's approved APPR plan.

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Key References

- [State Education Department Issues Guidance to Reopen New York State Schools](#) (July 16, 2020)
- [State Education Department Presents Framework of Guidance to Reopen New York State Schools](#) (July 13, 2020)
- [Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health](#) (July 13, 2020)

Additional References

- [Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency](#) (June 26, 2020)
- [Interim Guidance for Food Services during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency.](#) (June 26, 2020)
- [New York State Department of Health Novel Coronavirus \(COVID-19\)](#)
- [New York State Education Department Coronavirus \(COVID-19\)](#)
- [Centers for Disease Control and Prevention Coronavirus \(COVID-19\)](#)
- [Occupational Safety and Health Administration COVID-19 Website](#)