



SCHOOL REOPENING PLAN

FALL 2020



HICKSVILLE **Public Schools**

Burrs Avenue Elementary Dutch Lane Elementary East Street Elementary
Fork Lane Elementary Lee Avenue Elementary Old Country Road Elementary
Woodland Elementary Hicksville Middle School Hicksville High School

200 Division Avenue, Hicksville, NY 11801



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Message from the Superintendent Marianne Litzman

Dear School Community,

When schools closed in March 2020 due to the COVID-19 Pandemic our schoolhouse was no longer our wheelhouse. We were not able to welcome students into our classrooms every day in person but on a digital remote learning platform. We had never done this before and from March to June we refined our instruction with the use of Google classroom, Seesaw, Kami, and Screencastify. This summer we are moving to a new synchronous learning platform with the use of Schoology.

For the new school year we are welcoming students back at the elementary level for in-person instruction but in a very different way due to social distancing required to mitigate the spread of COVID-19. Classrooms will hold a limited number of students and other spaces in the elementary buildings will be used for instruction to accommodate for social distancing. Our secondary students are welcomed back with a combination of in person instruction based upon a hybrid/blended model as all secondary students cannot be welcomed back into the building with social distancing protocols as space does not allow for it.

We will also be ready to move all students to a full remote learning model should schools be closed due to the spread of COVID-19. We are following all Center of Disease Control and Department of Health Guidance to include protocols for:

- Sanitizing and disinfecting
- Personal protective equipment
- Temperature checks
- Completion of school health app
- Face covering requirements
- Social Distancing requirements
- Contact tracing
- Signage for protocols

The Reopening Plan which follows provides additional information for:

- Communication/family community engagement
- Health and safety
- Facilities
- Child nutrition
- Transportation
- Social emotional well being
- School schedules
- Attendance
- Technology
- Teaching and learning
- Athletics
- Bilingual education
- Staffing
- Student teaching college placements

In order to create this Reopening Plan a Task Force was established with members from our Board of Education, central office administration, building administrators, teachers, teaching assistants, parents, and representatives from special Education, ENL, and Health/Medical representative. Our Task Force held six meetings from June 15 to July 27, 2020. The charge of the Task Force was to review all State and Health Guidelines, discuss concerns, be the listening ear for stakeholders and review all recommendations in an advisory role to the superintendent.



Five parent forums were held, elementary, middle school, high school, special education and ENL parents. These forums provided an opportunity for each parent group to hear from the superintendent and the parent members on the Task Force regarding the reopening of schools and an opportunity to ask questions.

Our school community also participated in a Statewide Thought Exchange in May to gain an understanding of how our local and state-wide school communities felt about returning to school in the fall. Parents also had an opportunity to participate in a district survey in July regarding decisions about sending their child back to school in the fall and decisions to use bus transportation understanding the new COVID-19 protocols.

I wish to thank our Board of Education and our Task Force for countless hours of deep thought and contributions on our journey to reopen schools.

All input was helpful in developing the Reopening Plan. This plan is a living document and over the course of the summer may change depending on new Executive Orders from the Governor, and updates from the State Education Department, NYS Department of Health and Nassau County Department of Health.

Safety is of paramount concern in welcoming students and staff back to school and we have included new protocols which will change how we get to school, enter school, move about our buildings and how we will learn.

The one thing I know for sure is that we are all in this together and we have all forged a close relationship with all stakeholders over the months under the COVID-19 Pandemic which is still around us. In continuing to work together we shall overcome and provide an education for all our children in meeting their potential.

As Superintendent of Schools, it is my responsibility to ensure we provide support for our children who are trying to grow up in a Pandemic and will look to adults to help them navigate through difficult times. I am looking forward with hope in educating our children through unprecedented times.

Sincerely,

Marianne Litzman
Superintendent of Schools

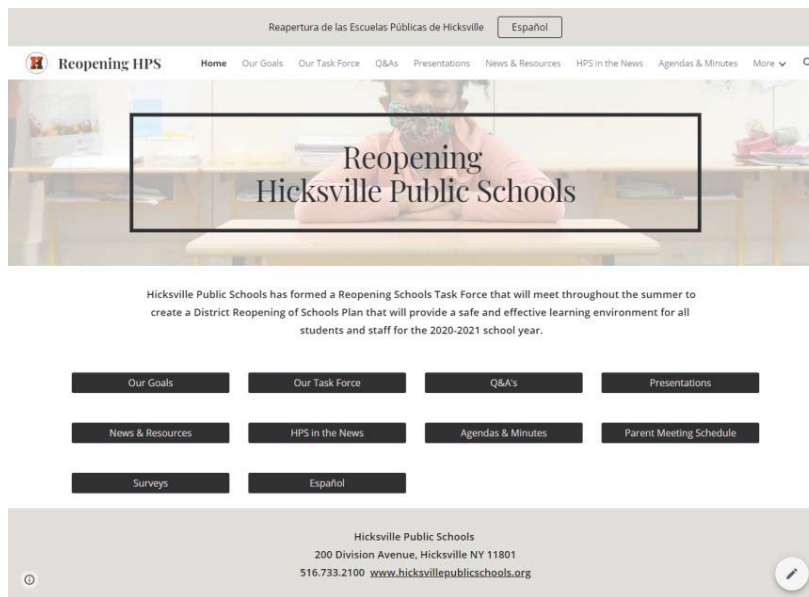


Communication/Family and Community Engagement

Hicksville School District recognizes that a strong communications rollout of the District’s Reopening Plan is critical to a successful reopening of our schools. To that end, the Public Information Office (PIO) has worked to facilitate the collection and publication of pertinent school reopening information for all community stakeholders.

The PIO communicated the formation of the Hicksville Public Schools Reopening Task Force, a committee that includes representatives from all community stakeholder groups, in a June 11, 2020 press release that was posted on the District’s website, sent to the local weekly printed and online publications, and posted on social media: Twitter (@HicksvillePS) and Instagram (hicksville_public_schools). The PIO assisted with the June 25, 2020 letter to all parents from the Superintendent of Schools informing about of the Task Force and the District’s process for formulating its reopening plan.

On June, 22, 2020, the PIO created a comprehensive webpage, Reopening Hicksville Public Schools, with multiple subpages in order to organize the information about the reopening planning process.



The pages include the Goals of the Reopening Task Force, Task Force Member Contacts, Frequently Asked Questions gathered during Task Force meetings, Community Forum Presentations (High School, Middle School, Elementary, Special Education, Information Technology, and ENL/Bilingual Parent Forums), Agendas and Minutes for the Community Forums, the Parent Meeting Schedule, News and Resources, and the School Reopening Parent Survey. This webpage is available in English and Spanish:

<https://sites.google.com/hicksvillepublicschools.org/reopening-hps/home>

Embedded in the reopening plan communications process was input from the Board of Education’s Communications Advisory Committee (CAC). Comprised of three Board of Education members, the Superintendent of Schools and the District’s Technology Director, PTA representatives, parents, community members and the District’s two PIO employees, the CAC has been meeting regularly since September 2019.



The CAC met via Google Meet on July 13, 2020 to articulate a Reopening Communications Rollout Plan. The meeting agenda included an update on the activities of the District's Task Force, a suggestion for a three-category system to organize communications with parents:

- What we know
- What we don't know yet
- What we need parents, students, and staff to do

The agenda also included a draft reopening plan communications flow chart based on the District's four Pre-Communications Principles:

- Who needs to know?
- What do they need to know?
- Who is going to tell them?
- How will the information be delivered?

The agenda included a policy update with suggestions for revisions appropriate to the reopening health and safety protocols, a discussion about live broadcasts of athletic events, and a timeline for next steps.

The reopening communications rollout will be initiated with an announcement letter from the Superintendent of Schools to parents and the greater community that includes applicable instructions and training information for the new COVID-19 health and safety protocols guided by CDC and DOH guidance (hand and respiratory hygiene, proper wearing of face coverings, and social distancing), where to find important information on the District and school websites, and social media platforms readers should follow to receive the latest updates.

Reopening Plan communications will follow in rapid succession and include the following (English and Spanish):

- Letters to parents and staff
- Website/Mobile App postings and updates
- Emails, texts, and robocalls to parents through the District's notification system
- Emails to staff dispensed through the Personnel, Facilities, and building level offices
- Social media posts at the District and building level through Twitter and Instagram
- News releases to the local weekly and online community publications
- Posters and signage
- Welcome back Principal-hosted videos
- Informational/training pamphlets for parents, students, and staff, including student and parent-friendly COVID-19 definitions
- Talking points for Board of Education members, district and building administrators to ensure messages are conveyed with "one voice"

In order to gather information from parents, the District regularly uses parent and community surveys in both English and Spanish as part of its best practices in communications. To garner parents' general intentions about their child(ren) returning to school for the reopening, the PIO facilitated the launch of a parent survey in English and Spanish on July 21, 2020 which ran through July 29, 2020. The survey did not constitute a letter of commitment, but rather was designed to inform the District about approximately how many students to expect for



in-school attendance at each of the District’s nine schools and how many students would use District transportation: https://www.hicksvillepublicschools.org/district/school_reopening_parent_survey.

With the social-emotional health of our K-12 students in mind, our building principals will be recording and sharing videos of what their specific school buildings will look like when schools reopen. Salient points will be guided by script suggestions so each Principal covers the same important points, but in their own words. Included will be information about school arrival procedures and building entrances, temperature checks, proper mask wearing, social distancing, hall traffic, classroom layouts, schedules, synchronous and asynchronous learning, special area subjects, school supplies, the health, safety, and social-emotional support services available to the students, and any pertinent information specific to the successful functioning of their building and/or grade level that each Principal feels should be communicated to the students.

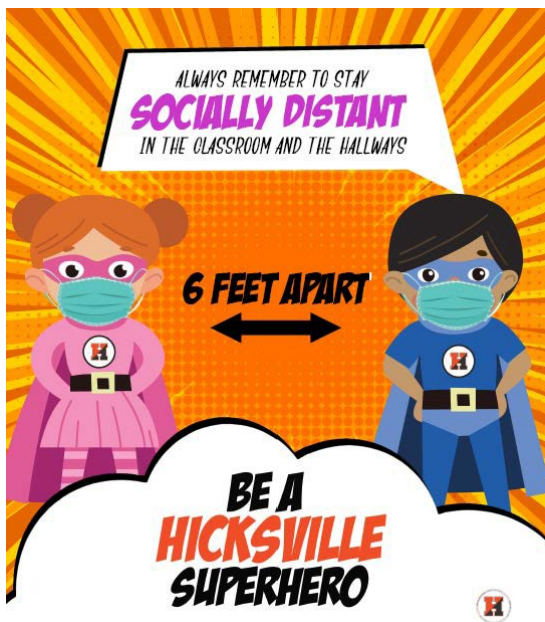
To ensure that our students are reminded of health and safety protocols with colorful visual cues, and to reduce anxieties students may feel about returning to school, the PIO also created a “Be a Hicksville Superhero” character and graphics campaign. Empowering students as “Superheroes” helps them to understand that they have a special role to play in keeping everyone – their classmates, friends, teachers, staff, and family members – safe at school and at home. This campaign will include posters for school buildings and various collateral pieces to communicate hand washing, social distancing, and the proper wearing of masks. These graphics, along with posters and videos provided by the CDC and DOH, will also be used to educate families. Information about how parents and their children can help in the safe reopening of schools will be included in the annual mailing to parents from their home school building.



These colorful posters specifically designed for Hicksville Public Schools by the PIO will help our students feel safe, empowered, and connected. The PIO suggests that our Principals wear “Superhero” costumes during their “Welcome Back” videos for students and even at their school reopenings to send a positive, cohesive, and empowering message.



Below are examples of the “Be a Hicksville Superhero” characters and posters created for our elementary level students:





The Superhero theme will also apply to graphics used on posters and collaterals for secondary students. Below are samples:



In summary, Hicksville Public School's PIO recognizes that regular and frequent two-way communication is an essential element of effective family and community engagement. The PIO will continue to be deeply involved in the communication process with our stakeholders as our schools reopen, staying flexible and available to address new issues and concerns promptly using all available avenues of communication and tools.



Health and Safety

All COVID 19 Pandemic Health and Safety guidelines, protocols and requirements set forth by the CDC, NYS Department of Health and Nassau County Department of Health will be closely followed and adhered to by all schools and buildings within Hicksville Public Schools.

Healthy Hygiene

Practices will be taught and re-taught in all schools by building administration and teachers. A Parent/Student handbook and Staff Handbook will be published by the District in coordination with the District's Communication Advisory Committee and the Public Information Office. Adequate supplies to allow for frequent hand hygiene will be provided through the District Facility Office and building administrators will convey the importance of this task and time to staff upon return from the summer break.

The Public Information Office will provide posters and informational signage to post in all schools. Building administrators will provide daily messages in their morning announcements to remind students and staff to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Buildings will display signage and posters at entrances, restrooms, cafeterias, classrooms administrative offices, auditoriums and custodial areas to remind students and staff to wear masks, social distance, and observe recommendations for hand washing and good hygiene. Written protocols will emphasize these procedures. Floor decals will define 6 feet for social distancing and directional arrows will facilitate foot traffic (sample exhibit 1).

HICKSVILLE COMETS SOCIAL DISTANCING DECALS

Please keep in mind that the health and safety of our employees, students and those around us is our top priority, which is why we are continuing to adhere to all COVID-19 workplace regulations and guidelines from local and national government authorities.

NON-SLIP REMOVABLE VINYL DECALS

Our 7mm Non-Slip Removable Vinyl Decal is a great solution for your floors, walls, and windows. This material can be easily installed on a variety of interior and exterior surfaces, while being easily removed with minimal damage. It works on tile, wood, metal, concrete, commercial carpet and painted surfaces. It is ideal for wall and floor graphics, painted cinderblock, locker rooms, break areas and entryways within your facilities.

- Easy to Self-Install
- Clean Only with Non-Abrasive and Non-Solvent Solutions
- Last 6-12 months depending on local conditions

| Size | CIRCLES | | | | RECTANGLES | | | |
|---------------|---------|----|---------|---------|------------|---------|----------|--|
| | 12 | 16 | 10 X 14 | 12 X 18 | 18 X 24 | 36 X 24 | 16 X 6.5 | |
| Qty per sheet | 32 | 18 | 27 | 44 | 10 | 6 | 40 | |

per design

CAMPUS BRANDING BSNSPORTS.COM // 877-207-7484 // campusbranding@bsnsports.com

Rachael Dillon
516-955-0575

FULL SHEETS QUANTITY 1-4 \$299 QUANTITY 5-24 \$269 QUANTITY 25-99 \$239 QUANTITY 100+ \$199

Exhibit 1



As recommended by the District-Wide Safety Committee, building visits by vendors, guests, contractors and guardians are by appointment only. Parents will use drop boxes located outside the building to drop off student belongings. All visitors entering the building will be required to complete a health screen, will be temperature checked, must maintain 6 feet of social distancing and wear a mask. Copies of the District's protocol will be sent to families and staff and made available at all buildings.

Hand Hygiene

Students and staff will practice good hand hygiene to help reduce the spread of COVID-19. The District will plan time in the school day schedule to allow for hand hygiene.

Hand hygiene will include:

Alcohol based hand sanitizers with at least 60% alcohol will be provided throughout District buildings. Touchless hand sanitizing stations will be available as follows: One at the entrance to each elementary school, two at the Middle School (4th Street Entrance and Main Entrance), three at the High School (Main Entrance, Athletic Wing, Student Entrance), and one in each health office (Exhibit 2). On order are wall-mounted hand sanitizing dispensers for each classroom at all buildings. Alcohol based hand sanitizers are flammable, and will not be installed in hallways or available on school busses or any other area prohibited by FCNYS 2020 Section 5705.5.

Bathroom hand dryers have been disconnected and replaced with touch free paper towel dispensers. Soap and paper towels are available in elementary classrooms next to the classroom sink. Custodial staff will ensure that sanitizing supplies are replenished as needed.

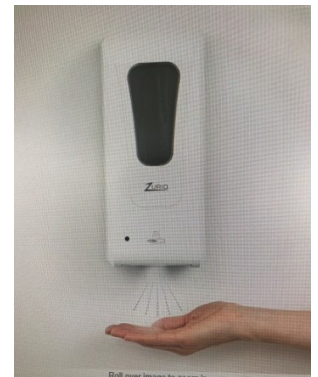


Exhibit 2

Written protocols for sanitizing and disinfecting that follow Department of Health and CDC Guidelines have been provided to custodial staff.

Face Coverings

All students and staff will be required to wear face coverings on the school bus and throughout the school building and school day. Face covering breaks will be allowed during instruction when students are seated and socially distanced. Face covering breaks will be supervised by the adult in charge. Duration of face covering breaks will be coordinated district-wide and communicated to students in the handbook and during instruction. Face coverings are required when moving about the building. Face coverings will be removed for eating with students socially distanced. Adherence to face covering requirements will be supervised by the adult in charge in all settings.

Students and staff are encouraged to wear their own mask. The District will maintain an adequate supply of child and adult sized masks, should a student, staff member or visitor forget their mask. Similarly, a mask will be provided for any student prior to boarding the bus, if necessary. Currently, the District has 30,000 pediatric masks, 61,000 adult sized masks, and 55,000 pairs of gloves in stock. The District ordered large quantities of disposable and high intensity supplies (gowns, eye protection, face shields, N-95 masks) from the New York State Office of General Services. PPE equipment will be provided for all health professionals.

**Group Size**

It is recommended that the size of groups/cohorts of students be determined by the number of students who can be in each classroom while maintaining 6 feet social distancing. Currently approximately 11-15 students may be assigned to classrooms.

At the elementary level this may necessitate using other instructional spaces such as the all purpose rooms and gymnasiums. Individual building principals will communicate student assignments to parents later in August. At the secondary level, the number of students enrolled in the building prevents our ability to welcome all students into the building using additional spaces. Therefore, secondary students will attend school according to a hybrid/blended learning model with students divided into cohorts attending certain days in school and certain days at home on the remote platform.

Building principals will establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/ guardians into the building, limiting large group contact to the greatest extent possible.

Students will maintain social distancing when moving through the hallways. Signs on floors and walls will indicate 6 foot distancing.

Where possible in-school movement will be reduced by keeping students within a defined area or classroom. This will include the necessity of eating lunch at student desks within a classroom at the elementary level and a combination of socially distanced seating in the secondary cafeterias and use of classrooms if necessary.

The District will maximize scheduling the same cohort of students with the same teacher each day. Special area teachers (e.g., music, art, physical education) may go to individual classrooms versus rotating all students through a shared space. Whenever possible, physical education and music classes will be held outside with social distancing.

Use of the restrooms will be staggered, allowing for social distancing. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.

Individual student belongings will be kept separately by their desks. There will be no sharing of supplies.

Locker assignments at the secondary level will be minimized. Secondary principals will communicate the final plan for locker use later in August.

Playgrounds may continue to be used when proper safeguards are in place. In elementary school settings, use of the playground will be staggered to ensure social distancing.

Beginning Each School Day

Staff and parents/Students will be required to answer a series of questions regarding their health each day prior to reporting to work and school. These questions must be answered before students board the bus where applicable as well.

The District will be using a school health app. All staff and parents/students will receive training in how to access and use the app prior to the opening of school. Please see the images for more information regarding this app.



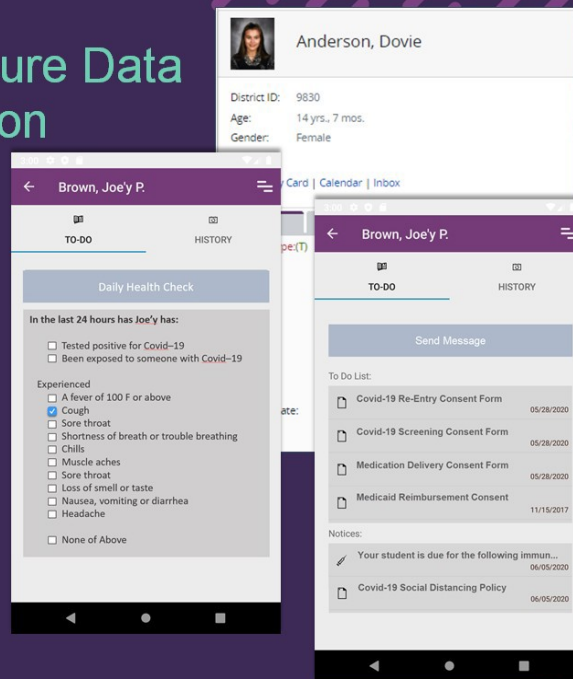
Timely, Accurate, and Secure Data Collection & Communication

Collecting critical health data around symptoms, infection, immunity testing and high-risk populations in a timely, secure and compliant manner is essential to determining

- When to (re)open schools
- Where (and with whom) to target risk mitigation efforts
- If current practices are working or not
- Where to make special accommodations (e.g. for high risk)
- When to make adjustments to policies and procedures

Timely communication with internal/external stakeholders in response to time-sensitive changes in status and policy

- Quickly send alerts to parents and staff of changes to student/staff/school/district health status, closures/openings, and policy changes
- Rapidly share data with local/state public health agencies
- Avoid less secure & manual methods of communication



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EHR VS. SIS Health Module

EHR

Dedicated system built around nursing and mental and behavioral health workflows



All-Inclusive "Single Source of Truth" for all health-related activity



Health-focused dashboards and instant access to critical data



Enhanced HIPAA / FERPA compliance



Better care for students and staff



SIS



Constant struggle to prioritize product & development needs



Fragmented data due to need for alternate methods of data collection (notebooks, binders, spreadsheets)



Lack of decision support tools



Less secure student data protection and communication



No data collection for staff health encounters

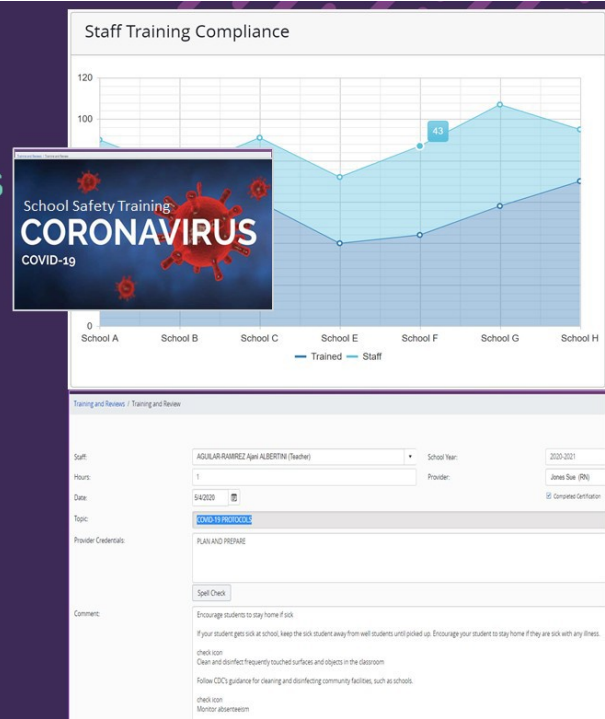


Effective Education and Training of Students, Parents, Staff, and Others

Broadly and effectively educating students, their families and school staff on operational expectations, safe practices and procedures around COVID-19 is critical:

- Initially, prior to school opening
- Once school opens
- When practices and procedures change

Easily and regularly push out updates and adjustments based on changes in the overall environment, situational environment and evolution in thinking regarding how to respond



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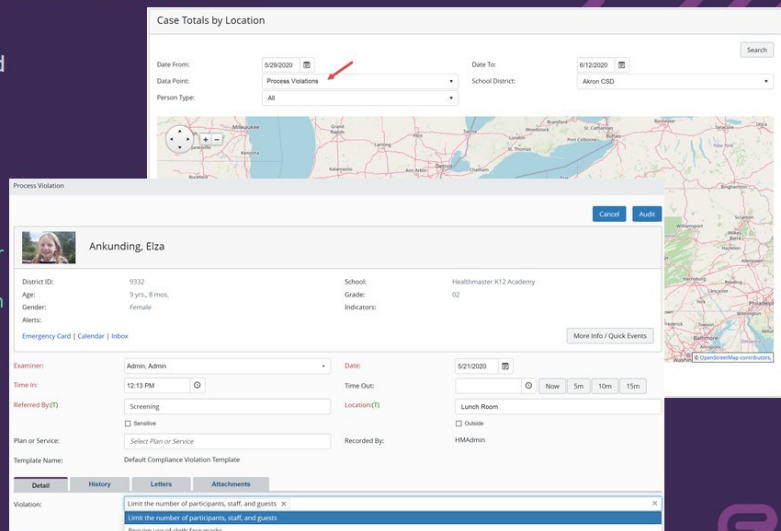
July 27, 2020



Process Management and Compliance / Enforcement

Strong and automated processes are needed to ensure adherence and compliance to desired behavior:

- Prompting, reminding and ensuring action around key activities - educational and training, completion of actions to reduce health risk, etc.
- Reporting on and alerting school officials or administrators of situations which may require additional follow up or remediation - e.g., teachers or students that regularly do not follow protocol or are high risk populations).



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Quarantine/Isolation & Re-Entry Management + Contact Tracing Support

Robust management of those who have tested positive or are symptomatic for COVID-19 is key:

- Workflow-driven case management for students and staff
- Support for school-focused contact tracing procedures and notification
- Quarantine and isolation start & expected return to school date
- Tracking daily symptoms in preparation for returning to school
- Determination of OK to return to school and communication with key stakeholders

| Person | Quarantine End Date | Action |
|-----------------|---------------------|--------------|
| Abbott, Terrill | 6/12/2020 | Send Profile |

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District-Level Reporting

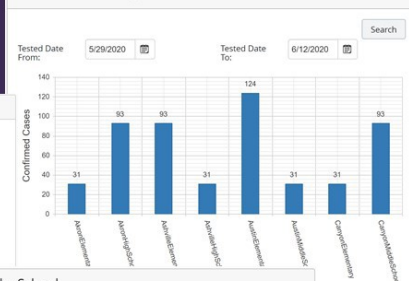
District-Wide COVID-19 Counts

| Type | Sum of Today | Sum of This Week | Sum of This Month |
|--------------------|--------------|------------------|-------------------|
| COVID-Confirmed | 1 | 4 | 7 |
| Grand Total | 1 | 4 | 7 |

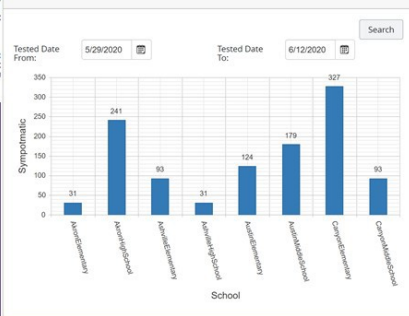
Counseling Sessions by Type



Confirmed Cases by School



Symptomatic by School



Coronavirus Testing Statistics

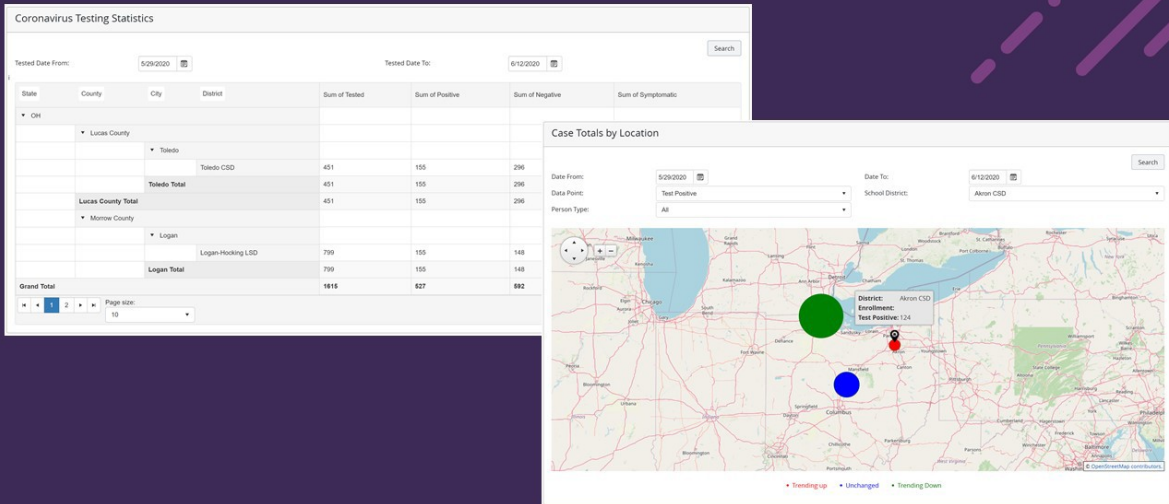
| School | Sum of Tested | Sum of Positive | Sum of Negative | Sum of Symp |
|----------------------|---------------|-----------------|-----------------|-------------|
| Grand Total | 496 | 0 | 0 | 0 |
| Alton Elementary | 31 | 31 | 0 | 31 |
| Alton High School | 241 | 33 | 148 | 241 |
| Athville Elementary | 93 | 93 | 0 | 93 |
| Athville High School | 31 | 31 | 0 | 31 |
| Austin Elementary | 124 | 124 | 0 | 124 |
| Austin Middle School | 179 | 31 | 148 | 179 |
| Canyon Elementary | 327 | 31 | 296 | 327 |
| Canyon Middle School | 93 | 93 | 0 | 93 |

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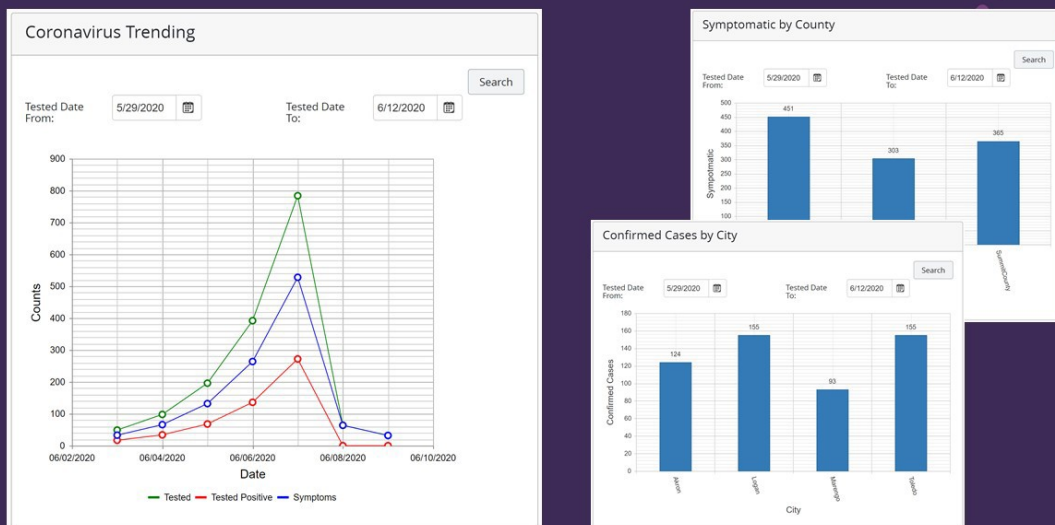
State-Level Reporting



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State-Level Reporting



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July 27, 2020

Temperature Checks



Temperatures will be taken of all persons entering District buildings daily. Since we do not know how community spread may be affected by the opening of schools, this procedure will occur regularly early on in the opening and may be discontinued for all once the use of the app is widely used. Please see below protocols for temperature checks. Building administrators will communicate the process in their back to School materials.

Temperature Taking Protocols

Temperatures of all staff and students will be taken daily by trained staff members using non contact thermometers at the buildings point of entry.

Those staff members taking temperatures will be wearing face coverings and gloves.

An additional staff member will be present in the event a person has a temperature, to supervise the student until the nurse is contacted. The person with a fever (100 F/ 37.7 C) will remain outside of the building whenever possible. The nurse will verify (retake the temperature) and if the person has a fever, contact the parent/guardian for immediate pick up. (See management of sick students for more details)

Temperatures and daily health questionnaires will be logged by the staff member as a cleared or not cleared, or Pass/ Fail. Those logs will be maintained in each school building.

Each person entering the school building at any time during the day must follow the protocol.

COVID Closure for Cleaning and Disinfecting

If there is a report of a COVID positive case in school, the school district will notify the Nassau County Department of Health, and in accordance with Nassau County DOH and CDC cleaning and disinfecting procedures, the school district will follow the recommendations and guidance.

Depending upon when the case is reported, schools may close for 24-48 hours for cleaning and disinfection. Remote learning will be done on the days when schools are closed for cleaning.

The school district will follow the CDC guidance for all cleaning and disinfecting, including the products that may be used.

Contact Tracing

Hicksville School District will work in collaboration with the Nassau County Department of Health to Identify students and staff who may need to quarantine following exposure to a COVID positive case. Confidentiality will be maintained.

The person who is positive is referred to as the case.

The people the case has been in contact with are considered the contacts.

Students or staff who have not directly been in contact with the positive case are considered contacts of a contact and will not be asked to quarantine.

Proper utilization of contact tracing will reduce the spread of COVID.

Using the CDC guidelines for identifying a close contact.



A close contact is defined as someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection) until the time the patient is isolated.

The district shall notify students(including the parent /guardian) and staff who are considered a close contact and ask them to quarantine for 14 days. They will be given the list of COVID symptoms to watch for, resources for referral to healthcare and testing. They will be encouraged to call their healthcare provider for further guidance. Those students and staff shall initiate remote instruction.

At the conclusion of the isolation of the positive case and the quarantine period of their contacts, they may return to school.

The COVID positive case must be 10 days after the start of symptoms AND fever free for 3 days (72hours) without the use of fever reducing medications AND have resolution of symptoms for 3 days (72hours) AND have a note from a healthcare provider allowing them to return to school.

The contacts may return after the period of quarantine AND the pass the health questionnaire AND have been fever free for the previous 3 days without the use of fever reducing medications AND are feeling well and fever free upon entrance to school.

Return to school will be in collaboration with Nassau County DOH and the school medical director, following any current guidelines that are established.

The school buildings shall be cleaned and sanitized as per the CDC guidelines for cleaning and disinfecting.

Many of the nursing staff have taken the contact tracing class through Johns Hopkins School of Public Health.

COVID 19 Coordinators

Each school building will designate a school nurse as the building COVID 19 coordinator. The District head nurse will be the District-wide COVID 19 Coordinator.

Each school nurse along with the District Head Nurse has identified an isolation area for sick students and staff.

Management of Sick Individuals

The following protocols are in place:

When students or staff present to the nurse's office, they will be triaged and assessed by the school nurse.

If no fever and no symptoms of COVID, then the nurse will treat and proceed as she normally would.

If the person is presenting with fever &/or symptoms of COVID, that person will be immediately isolated, and parent /guardian notified to pick up the child as soon as possible.

When the person arrives for the student, they will wait outside the building, show ID, sign out the child and then the student will be escorted to the person outside.

Resources for care will be given to the person accompanying the student, as well as criteria for return to school.

Criteria for return to school.

If tested for COVID, may NOT return to school, until results are provided to the school.



If COVID negative, the student must be 24 hours fever free without the use of fever reducing medications, and if antibiotics prescribed, must have received the first 24 hours of doses, and a note from a healthcare provider with diagnosis allowing them to return to school. The note may be reviewed by Dr Friedman, district medical director, PRIOR to return to school.

If COVID Positive, the student may return to school 10 days after the start of symptoms AND 3 days/72 hours fever free without the use of fever reducing medications AND 3 days of resolution of symptoms AND note from healthcare providers allowing return to school. This may be reviewed by Dr Friedman, district medical director.

COVID Positive Protocol

Once a student or staff member reports a positive COVID result,

1. Immediately notify the COVID monitor for the district, _____
2. The COVID contact will notify the Nassau County DOH and inform administration.
3. After receiving guidance from the Nassau DOH, contact the students or staff who have been in contact with the positive case.
4. Advise the students, parents, guardians and staff members in contact with the case to advise 14 day quarantine.
5. Those involved initiate remote learning
6. After completing the required quarantine, those students and staff may return to school if they are feeling well, have not had a fever or symptoms of COVID, pass the health questionnaire and temperature check.
7. The positive case may return to school 10 days after the start of symptoms AND are fever free for 3 days/72 hour without the use of fever reducing medications, AND 3 days of resolution of symptoms AND healthcare provider note allowing return to school.
8. ANY student or staff member who has been tested for COVID MAY NOT return to school, until the results have been received and documentation provided to the school.
9. All decisions regarding return to school will be made in conjunction with the Nassau DOH and Dr Friedman.

**Refillable Water Stations**

Each building has been equipped with fillable bottle stations as follows: one in each elementary building APR/Cafeteria, one in each cafeteria in the Middle School (total two), five in the High School (main lobby, cafeteria (2), main gym and gym hallway).

Safety Drills

As required in the District-Wide Safety Plan, the District will continue to conduct four lockdown and eight fire drills during the year. Working with the BOCES Health and Safety Specialists, drills will be modified to maintain appropriate social distancing, for example, by staggering schedules. Masks will be worn during all drills.



Child Nutrition

The District will continue to provide students access to a healthy breakfast and lunch each school day. Working closely with Whitsons, the District's Food Service Management Company, a nutritional plan will be developed to address both remote and in district instruction. Meals will be prepared in compliance with all health and safety guidelines and USDA / Child Nutrition guidelines for a complete breakfast and lunch meal.

Whitsons Food Service staff has been trained in food safety and sanitizing protocols. Whitsons will limit the number of food service staff on site at any one time and stagger shifts to comply with social distancing requirements.

Elementary students will use classroom sinks to wash their hands before meal service. Secondary students will use a combination of bathroom sinks and/or hand sanitizers before meal service.

In District students will access a grab and go breakfast upon arrival to be eaten in the classroom. Elementary and Middle School students will be provided lunch to be eaten in the cafeteria following social distancing and classrooms if needed. High School students will have access to the cafeteria where service will be socially distanced. Buffet style dining is prohibited. Students who access meals in the cafeteria will be seated 6 feet apart facing in one direction. Cafeteria equipment, including tables and chairs will be sanitized in between periods. The sharing of food and/or beverages is discouraged. Whitsons will continue to prepare individual meals for students identified with allergies.

Grab and go sites will be identified for students instructed on a remote platform. Breakfast and lunch will be in compliance with USDA/Child Nutrition guidelines for a complete meal.

Families are urged to complete a Free and Reduced Meal application sent to families in August each year and also available on the District's website and at each building. Applications are available in Spanish. Personnel are always available to assist in the application process. Last year's Free and Reduced status ends in October – **new applications must be submitted each year prior to October to continue benefits. All information on the application is confidential, i.e. not shared with any other governmental agency, and students who receive benefits cannot be identified.** Applications can be submitted for consideration at any time throughout the year.

To reduce the exchange of money, families are strongly encouraged to use Scholarchip, the District's pre-payment plan for meal service. Information on this program is available on the District's website.



Transportation

The District has received the following assurances from its transportation provider:

Bus drivers and attendants will complete a daily health assessment and be temperature checked upon reporting to work. Any employee with a temperature of 100.0 or greater will not be permitted to work.

All bus drivers, attendants and monitors are required to wear masks and gloves.

The District's contract provider will provide their employees Personal Protective Equipment, including masks and gloves, to be worn at all times. Drivers, attendants, and monitors have been trained on the proper use of PPE. Drivers will receive periodic refreshers on the use of PPE and social distancing.

Social distancing will be observed at bus stops and at arrival and dismissal times.

Seating will comply with socially distanced recommendations. Students from the same family will be seated together. Students and staff will be trained and wear masks and social distance on the bus. Students must wear a mask when entering the bus, while on the bus, and when exiting the bus. Students with disabilities will not be denied transportation should they be unable to wear a mask. Masks will be provided for students who forget to bring their own. As required, students will be trained and periodically retrained on the proper use of PPE, social distancing and the signs and symptoms of COVID 19.

To increase ventilation and air flow, passenger windows will be open 1 inch from the top as well as the roof hatch on weather permitting days.

All buses and vans will be cleaned and disinfected daily. High touch surfaces, for example, handrails, will be wiped down after each morning and afternoon run. Due to combustibility, hand sanitizer is prohibited on buses, however, hand sanitizer will be provided at the dispatch office, garages, and lunch rooms.

All students who qualify for transportation and attend in-district or private, parochial or special education programs will be offered transportation. Parents are strongly encouraged to consider alternate means of transportation to reduce density on buses if they are able to do so.



Social Emotional Well-Being

All district-wide and building-level comprehensive developmental school counseling program plans which were developed under the direction of the district’s Supervisor of Guidance K-12 and certified school counselors were reviewed and updated to meet the current needs of students. An additional bilingual social worker has been hired to work with the middle and high schools. A Mental Health and Wellness Coalition composed of families, students, school district leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and psychologists will inform the comprehensive developmental school counseling program plan. The first meeting of the Coalition will be on or about August 28th. An agenda item is Covid-19 and the impact on the school community. The discussion will include the Stress Diathesis Model which suggests that a person’s response to the difficult parts of life (Covid-19) are shaped by three factors:

- Intensity of the Challenge - Discuss and describe the intensity of the Covid challenge so far
- Pre-existing vulnerabilities - Have you seen any pre-existing vulnerabilities in students (or adults) which may define their emotional response to Covid including sleep difficulties, etc.
- Compensatory resources that are available to parents, staff and students

PROPOSED MEETING DATES

August 28, 2020
 September 14, 2020
 October 19, 2020
 November 16, 2020
 December 14, 2020

January 11, 2021
 February 22, 2021
 March 15, 2021
 April 12, 2021
 May 10, 2021



**HICKSVILLE UFSD SAMPLE AGENDA
MENTAL HEALTH AND WELLNESS COALITION
ADVISORY COMMITTEE MEETING
AUGUST 28 AT 10:00 AM**

1. Welcome and Introductions

2. What are community coalitions?

- Community coalitions are comprised of parents, teachers, health providers and other community members who are mobilizing at the local level to make their communities safer, healthier and more restorative in theory and practice.

3. How do coalitions make a difference in communities?

- Coalition building is a smart strategy that promotes coordination and collaboration and makes efficient use of limited community resources. By connecting multiple sectors of the community in a comprehensive approach, community coalitions can achieve progressive outcomes.

4. Genesis of the Hicksville Mental Health and Wellness Coalition

- Local and global mental health issues seem to be escalating
- Covid-19 impact on school community
- Diversity and Inclusion Needs

5. Discuss the Stress Diathesis Model which suggests that a person's response to the hard parts of live (Covid-19) are shaped by three factors:

Intensity of the challenge

Discuss and describe the intensity of the Covid-19 challenge so far?

Pre-existing vulnerabilities

Have you seen any pre-existing vulnerabilities in students (or yourself), which may define their emotional response to Covid 19? Sleep difficulties, etc.

SAMPLE IDEAS

A-Clinical School and Community Services

B-First Aid For Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic (Elementary Age Program)

C-Parent University: Resilience in the Age of Covid-19

D-Staff Training: Restorative Circles, Morning Meetings, Trauma Informed Counseling, etc.

E-New Business

The following information addresses reopening and how the district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. Professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing Covid-19



public health emergency as well as provide support for developing coping and resilience skills for students, faculty and staff.

Supporting Students and Staff

One of the biggest priorities as we navigate through the Covid-10 pandemic is the need to create supportive, responsive learning climates that will ensure students can thrive emotionally when they return to schools. This will involve tremendous teamwork. One of the most important things we can do at this time is to care for our students and families.

When we entered the pandemic, counselors, psychologists, social workers, teachers and administrators reached out and contacted every student and family to check in on their mental and emotional well-being. These individual connections will help us as we look to reopen schools. School counselors play a significant role in improving student achievement and serve as student and systems advocates. Through a comprehensive school counseling program of developmental, preventive, remedial, and responsive services, school counselors address academic development, career development, and the personal/social development of students.

As indicated in the **Hicksville Comprehensive School Counseling Plan K-12** https://hs.hicksvillepublicschools.org/high_school/guidance_department/guidance_plan, school counselors coordinate services with social workers and psychologists. The standard for personal/social development is to provide a foundation for personal and social growth as the students' progress through school and into their adult life. "Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of our society." Hicksville's school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the educational program for student success
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress

School counselors, social workers and psychologists district-wide completed the following two day trainings in preparation for the reopening of schools in September:

Day 1: Creating Suicide Safety in Schools (CSSS): This workshop empowered the Hicksville mental health support staff to establish realistic short-term plans for effective suicide prevention and response planning. All participants spent time planning and problem- solving for specific actions needed for suicide-safer schools. The workshop's format included didactic presentations coupled with small workgroup discussions, checklists, group planning documents, and exposure to free and low-cost resources that meet best practice recommendations and/or evidence-based practice standards. Creating Suicide Safety in Schools incorporates key aspects of the



Social-Ecological Prevention Model, public health perspectives, and recommendations for school-based suicide prevention practices. All participants were provided with a resource binder created by the Suicide Prevention Center of New York.

DAY 2: Lifelines Postvention-Responding to Suicide and Traumatic Death. This training assisted school crisis teams review current procedures for suicide and other traumatic deaths in the school community. The strategies presented were designed to respect the critical role of the school in the recovery process and provide support, control, and structure to maintain order while assisting in the grieving process of school community members. The workshop was based on the Lifelines Postvention Model which is on the National Best Practices Registry of the Suicide Prevention Resource Center and American Foundation for Suicide Prevention. Practical templates and step-by-step guidelines were presented in the context of foundational theories such as: grief concerns of children and teens, contagion prevention and crisis intervention. This theoretical background prepared crisis teams to respond to the broad variety of needs that arise as a result of tragic events. Participants were able to:

- Describe the competent community model of response to traumatic death in the school community.
- Clarify the role of the school administrator in postvention.
- Outline the roles and responsibilities of the crisis team.
- Clearly define the roles of other members of the school community including: teachers, parents, students and community providers.
- Customize templates and tools to meet the unique needs of their school
- Develop a process for responding compassionately and appropriately when faced with the death of a student.

A draft of the Hicksville Public Schools Crisis Safety Plan was reviewed and updated by District-wide psychologists, social workers and school counselors.

Mindfulness: Since the 2017/2018 school year, secondary school counselors, psychologists and social workers were trained in Mindfulness Based Stress Reduction (MBSR). The course was modeled after the MBSR program, founded in 1979 by Jon Kabat-Zinn at the University of Massachusetts Medical Center and was based on a practice known as mindfulness, a way in which to observe one's inner experiences and to intentionally work with the difficulties encountered in life rather than avoiding them. The cultivation of attention, awareness, acceptance, and compassion, key elements of mindfulness, have been shown to promote optimal health in mind, body and relationships.

MBSR has a foundation of over 35 years of clinical research exploring the effectiveness of Mindfulness and the Mindfulness Based Stress Reduction Program. Some of the many positive benefits associated with its practice include:

- Better ability to cope with stressful situations
- More positive states of mind
- Reduced anxiety and emotional distress
- Increased ability to relax
- Reduced chronic pain
- Lowered blood pressure
- Better quality of life



In addition, mindfulness practice has been demonstrated to positively influence:

- Overall brain function including attention and emotional reactivity.
- The nervous system
- Stress hormones
- The immune system
- Health behaviors, including eating, sleeping and substance use.

Secondary physical education teachers were trained in mindfulness and developed 5 session lessons and incorporated the practice in their physical education classrooms. Middle school counselors, social workers and psychologists provided push-in lessons that focused on social-emotional learning lessons and mindfulness lessons. This practice will continue into the 2020/2021 school year. School counselors, social workers and psychologists will also continue to use the techniques learned in their trainings to continue to support their students.

All district-wide school counselors, social workers and psychologists will participate in trainings in MBSR techniques during the 2020/2021 school year.

ENL/Bilingual Parent & Student University: The goal of the ENL/Bilingual Parent & Student University is to meet jointly with all ELLs and their parents and siblings in order to strengthen the home-school connection for an historically at-risk population. The PSU consists of a series of three to four workshops throughout the school year, the common goal of which focuses on having ELL parents understand the “nut and bolts” structure of an American school system, from report cards to working with guidance counselors to interacting with teachers and administration. Materials and presentations are provided in several languages that represent our largest ELL subgroups. An outgrowth of the PSU was the creation of evening English language classes for parents. As we navigate through the Covid-19 pandemic, we will continue to virtually meet with parents and students. The ENL/Bilingual Parent & Student University will resume in person if all the restrictions are lifted.

Elementary Guidance: The goal of the elementary guidance program is to incorporate social-emotional learning, mindfulness and teach coping skills in the classroom. This program creates a supportive forum for students to talk about feelings, express concerns, share ideas, and problem solve. Throughout the past school year, topics that were taught in the classroom included empathy, bullying prevention, kindness, self-esteem, friendship, integrity, and managing emotions. The elementary school counselor was also trained in the Olweus Bullying Prevention Program, which was introduced as a district-wide initiative this past school year. The Olweus Program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop.

The elementary counselor also created a guidance website for each of the seven elementary schools and incorporated the guidance program into remote online learning. The counselor created weekly health lessons for all elementary students which included social and emotional topics with interactive activities that students could do with their parents. These lessons incorporated components of the Olweus Bullying Prevention Program. The counselor collaborated with teachers, psychologists and social workers and contacted parents and students who



were struggling. Resources for social-emotional activities and mindfulness activities were provided on the counselor's website for each of the seven elementary schools.

<https://sites.google.com/hicksvillepublicschools.org/hpselemguidance/home>

K-5 Olweus

The Olweus program engages students in social and emotional as well as cognitive learning in the classroom. The online manuals provide ideas and topics for lesson plans to discuss bullying-related topics as well as peer relations, communications, promoting assistance, respecting differences, understanding visible and invisible disabilities, and building a positive classroom climate.

School counselors, psychologists and social workers have compiled some wonderful resources on our school website, specifically mental health resources. Links to Community and Mental Health Resources, Long Island Counseling Centers, and guide from New York State Office of Mental Health that focuses on talking to children about COVID-19 -it's a parent resource that provides tips in 6 different languages, including Spanish. The link to Support Services provides the email address of the elementary psychologists and social workers in each building.

[**NYSED Mental Health Resources**](#)

[**Benefits.gov: Finding the Right Help During the COVID-19 Outbreak**](#)

[**LI Counseling Centers Hospitals Hotlines**](#)

[**NYS Office of Mental Health Managing Stress during COVID \(Spanish\)**](#)

[**#WeThriveInside: Helping Kids Through COVID-19 and Beyond**](#)

[**LI Food Pantry Flyer**](#)

[**Food Distribution Centers**](#)

[**Mental Health Resources for Children and Families**](#)

[**Nassau County Mental Health Help Line: 516-277-8255 \(TALK\)**](#)

[**Nassau County Mobile Crisis Team Website**](#)



School Schedules

This plan describes the school schedule planned for implementation at the beginning of the 2020-2021 school year and to the extent practicable any contingent scheduling models if the situation warrants. Student arrival and dismissal times may be altered in order to comply with Covid-19 transportation limitations, social distancing, health screenings, etc. and any August Executive Orders. Additional passing minutes were added to both the middle school and high school to ensure social distancing when changing classes. The middle school and high school passing times were increased by five minutes. In August, building principals will carefully evaluate the number of students returning which will impact arrival/dismissal times and passing times.

Typical Bell Schedule

High School Bell Schedule

| | |
|--------------|-------------|
| Warning Bell | 7:35 |
| Period 1 | 7:40-8:21 |
| Period 2 | 8:25-9:08 |
| Period 3 | 9:12-9:53 |
| Period 4 | 9:57-10:38 |
| Period 5 | 10:42-11:23 |
| Period 6 | 11:27-12:08 |
| Period 7 | 12:12-12:55 |
| Period 8 | 12:59-1:40 |
| Period 9 | 1:44-2:25 |

Middle School Bell Schedule

| | |
|----------|-------------|
| Period 1 | 7:35-8:17 |
| Period 2 | 8:20-9:00 |
| Advisory | 9:03-9:18 |
| Period 3 | 9:21-10:01 |
| Period 4 | 10:04-10:44 |
| Period 5 | 10:47-11:27 |
| Period 6 | 11:30-12:10 |
| Period 7 | 12:13-12:53 |
| Period 8 | 12:56-1:36 |
| Period 9 | 1:39-2:20 |

Sample Elementary Schedule

| | |
|----------|-------------|
| Period 1 | 8:40-9:20 |
| Period 2 | 9:20-10:00 |
| Period 3 | 10:00-10:40 |
| Period 4 | 10:40-11:20 |
| Period 5 | 11:20-12:20 |
| Period 6 | 12:20-12:40 |
| Lunch | 12:40-1:40 |
| Period 7 | 1:40-2:20 |
| Period 8 | 2:20-3:00 |

Sample Covid-19 Bell Schedule

Modified High School Bell Schedule

| | |
|--------------|-------------|
| Warning Bell | 7:35 |
| Period 1 | 7:40-8:19 |
| Period 2 | 8:24-9:03 |
| Period 3 | 9:08-9:47 |
| Period 4 | 9:52-10:31 |
| Period 5 | 10:36-11:15 |
| Period 6 | 11:20-11:59 |
| Period 7 | 12:04-12:43 |
| Period 8 | 12:48-1:27 |
| Period 9 | 1:32-2:11 |

Modified Middle School Bell Schedule

| | |
|----------|-------------|
| Period 1 | 7:40-8:19 |
| Period 2 | 8:20-8:58 |
| Period 3 | 9:08-9:47 |
| Period 4 | 9:52-10:31 |
| Period 5 | 10:36-11:15 |
| Period 6 | 11:20-11:59 |
| Period 7 | 12:04-12:43 |
| Period 8 | 12:48-1:27 |
| Period 9 | 1:32-2:11 |

An advisory period will be added to the Middle School Schedule

Students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology by accessing the following:

- Telephone
- Email
- Online platform (Schoology)



Attendance and Chronic Absenteeism

Our mechanism to collect and report daily student attendance while in a remote, in-person or hybrid schedule will include our Learning Management System (LMS) - Schoology and PowerSchool. Both platforms are integrated to allow for the seamless recording of attendance. Chronic absenteeism will be monitored by all members of the school community including principals, teachers, school psychologists, guidance counselors and social workers. In addition to teachers and support staff calling and emailing families regarding absences, principals will continue to take an active role in speaking with families about participation in learning whether in-person, hybrid or remote. Google Meet appointments will be scheduled to discuss complex issues that affect attendance. Select Board of Education policies regarding student attendance are being reviewed.

The link below addresses taking attendance, class attendance status, meeting dates and view/print attendance reports.

https://support.schoology.com/hc/en-us/articles/201001913#taking_attendance

https://www.hicksvillepublicschools.org/district/attendance_policy

| Present Absent Late Excused | May 28 Monday | May 29 Tuesday | May 30 Wednesday | May 31 Thursday | Jun 1 Friday | Jun 2 Saturday |
|--|------------------|-------------------|---------------------|--------------------|-----------------|-------------------|
| Class Attendance Status | Saved | Saved | Saved | Not Saved | Start | |
| Andrews, Breanna BAndrews | | | | | | |
| Bailey, Sarah SBailey | | | | | | |



Technology and Learning

Action Taken During the Initial Closure

The Hicksville Public Schools has developed a one to one computing initiative over the past eight years. Prior to school closures from the pandemic, all students and teachers in grades 6-12 were using Chromebooks for daily instruction. During the pandemic closure, the district, with support from our transportation provider, delivered just over 800 iPads and Chromebooks to primarily elementary age students who were in need of one or more devices to support remote learning. In addition, devices were delivered to secondary students who needed a replacement device due to hardware failure. Further, the district provided devices to all faculty members who requested one. The majority of the devices delivered came from device carts that were originally allocated to elementary school classrooms and libraries.

Additionally, the district has successfully procured 700 additional Chromebooks and 740 additional iPads to ensure that every elementary age student will have access to a device at home and in school. K-2 students will receive iPads and 3-5 students will receive Chromebooks. In order to support teachers on remote learning platforms, the district provided approximately 1,000 hours of online professional development. District technology support staff answered over 2,000 support requests, frequently calling students and parents at home. When required, the technicians employed the use of translators to support non-English speaking parents.

Survey

In June, the district conducted a comprehensive survey of student's access to devices at home as well as access to sufficient broadband internet connectivity. 3,156 students and parents responded. Further, district psychologists, social workers and guidance staff reached out to families in need and identified approximately 40 students who did not have access to broadband internet.

Professional Development

The district contracts with Nassau BOCES for approximately 150 days of professional development specific to topics on instructional technology. These trainers will continue to work in our schools offering specific workshops as well individual support. This year's focus will be the instructional design in an online learning environment. Further, the district will be providing 80 hours of online professional development to assist teachers and administrators on how to use Schoology, an advanced learning management system. These trainers regularly work with teachers, administrators, teaching assistants and occasionally clerical staff. Students receive regular support from their teachers in building their digital learning skills. Teachers will continue to design lessons that support this skill acquisition.

Information Technology Support

As previously mentioned, the district's instructional technology support team was highly successful at supporting teachers, students and their parents during the initial closure. Further, each school building has computer lab teaching assistants who have a high level of skill in supporting teachers and students. These teaching assistants have and will continue to receive specialized training to support all learners.

The district has created tutorial videos for teachers as well as students and their families. These range from using Google Meets, Google Classroom, how to log into the PowerSchool parent portal and other related topics.

**Data Privacy**

The district limits the online tools used by teachers and students and ensures that best practices for data privacy in accordance with Education Law 2-d. Transfer of data between systems uses industry standard SFTP and other related practices will be monitored. Data is regularly backed up and stored in an alternate location. All district owned devices are filtered for content whether they are in school or not.

Printing

A noted and specific concern many families expressed was access to a working printer. Although the district has been actively using Google Classroom since its inception, this did remain a challenge. The district is adopting the use of Schoology, an online learning management system that interfaces directly with PowerSchool. This system should completely eliminate the need for any printing to be done at home and nearly eliminate the exchange of paper between students and teachers.

Broadband Access

It is worth noting that high speed internet access is available throughout the district's geographic boundaries. For families who are in need of internet access due to financial hardship, the district will procure 40 internet hotspots and pay for the service to provide them to those families. At this time, none of our teachers or administrators are in need of internet connectivity at home.

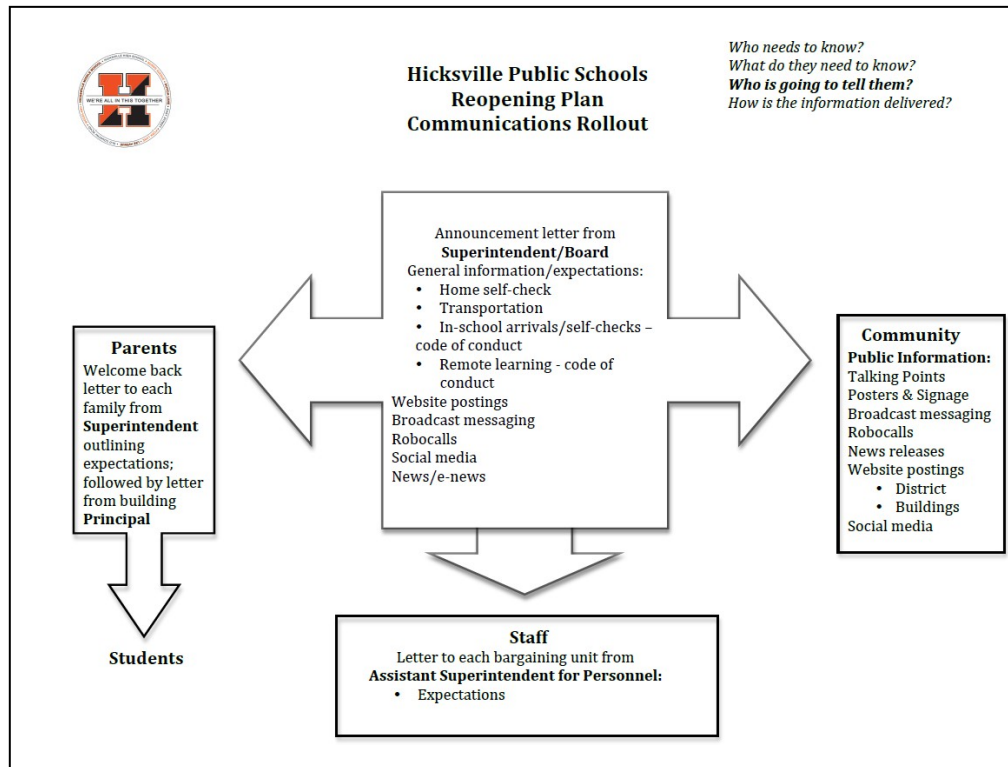


Teaching and Learning

There are still many unknowns surrounding COVID-19 and the long-term impact it will have on our school district. In recognition of this fluid environment, a Task Force of the school district’s stakeholder groups was convened. This plan is an outgrowth of the school district and Task Force’s work in addressing the reopening requirements. In the coming weeks and months, the Hicksville School District will continue to partner with stakeholders and educators to respond to emerging concerns and to provide resources and support. Our collective efforts will continue to support the Hicksville community.

Over the course of the summer, all district teachers will receive professional development in our learning management system - Schoology. Support staff and parents will receive opportunities for professional development that will address their role in teaching and learning. Extensive professional development was provided for teachers in the spring of 2020 that will serve as the foundation for instructional delivery in Schoology.

Communication is essential during this crisis and the Communications Committee developed the following flowchart.



This Continuity of Learning Plan for the 2020-2021 school year includes in-person, remote, and hybrid models of instruction. All instruction will be aligned to the New York State Learning standards (see link below). The reopening plan includes an educational program that is aligned to the New York State Learning Standards regardless if instruction is delivered in-person, remotely or in a hybrid model. This plan provides for a program that includes regular substantive synchronous interaction between teachers and students whether delivered in-person or through a hybrid model of instruction. All instruction will be developed so that whether delivered in-



person, remotely, or through a hybrid model will include routine scheduled times for students to interact and seek feedback and support from teachers.

Modifications to the scope and sequence of courses may be made during the summer and early fall of 2020 by the curriculum supervisors. New scope and sequence documents will be provided to teachers and students. Students in grades K-8 will be assessed with the NWEA MAP assessment for ELA and math. The results will be reviewed to determine areas of strength and weakness as we continue with our teaching and learning practices of assessment, diagnosis and remediation so that students can achieve their personal best. Extra help classes will be available by invitation.

<http://www.nysed.gov/next-generation-learning-standards>

Professional Development

Teachers will be completing a minimum of six professional development hours during the summer in Schoology. Parents and students will be provided with workshop opportunities in how to navigate the platform and assist their child. The first link provides an introduction to Schoology and the second link a more in-depth exploration of the platform.

<https://powerschool.shufflr.com/s/e826a5459b12494da4c4a6c1ae857103>

<https://www.youtube.com/watch?v=iz5ye3DyvqU&list=PLyhiW2xh9YYiUeH5J6ciLDN9CSmilm28x&index=2&t=0s>

Teachers will continue to receive training in the following technology and applications:

Seesaw - Students show their learning using built-in annotation tools to capture what they know in Seesaw's digital portfolio. Teachers gain insights by deeply understanding student thinking and progress enabling them to teach more effectively. Families gain a window into their student's learning and engage with school happenings.

Kami - Students enjoy annotating text and editing documents using Kami's Google Classroom integration. Using the child-centered app, students can annotate on ebooks, publisher-supplied PDFs, worksheets, etc. Students can be creative as they draw freely and annotate with a selection of colors, shapes and text sizes. Teachers can markup, discuss and provide feedback using Kami's text, audio, and video annotation tools. These collaborative tools encourage active, real-time participation in the classroom.

Screencastify- Teachers make learning more personal by recording full and/or bite-sized lessons, assignment solutions and explanations and verbal student feedback.

Schoology - Schoology is a learning management system (LMS) for K-12 that allows users to create, manage, and share academic content.

iPad - An iPad is a tablet computer. All iPads can connect using Wi-Fi and perform Internet functions such as web-browsing and emailing.

Chromebook - A chromebook is a laptop that is used primarily by students to perform a variety of tasks with most applications and data residing in the cloud rather on the machine itself.



Field Trips

There will be no field trips outside of the school district; however, principals may approve educationally appropriate virtual field trips.

Schedules

The following plans incorporate different scenarios depending upon the current situation related to Covid-19 as per New York State Education Department guidance. Due to the possibility of a high risk of Covid-19 community spread and all schools are closed, remote instruction will be the only option. Currently, we are awaiting an Executive Order to determine if families will be given the choice of only remote instruction instead of attending an elementary school daily or a secondary school on a hybrid schedule. Should parent choice be an option, all students will be afforded the opportunity to receive remote instruction on both the elementary and secondary levels.

- In-Person Instruction - Low risk of Covid-19 community spread
- Hybrid Instruction - Moderate risk of Covid-19 community spread
- Remote Instruction - High risk of Covid-19 community spread

Elementary

Families will be given a choice to send their child to the daily in-person elementary school option or the remote only option. The remote only option will include both synchronous and asynchronous instruction.

In-Person

While ensuring all mandated safety protocols including maintaining six feet for social distancing and the wearing of masks, the elementary schools will accommodate all students every day. Depending on the enrollment for remote and in-person instruction on each grade level, classroom teachers will work with students in two locations maintaining two cohorts. While the classroom teacher is providing direct instruction to one cohort, another teacher or teaching assistant will be reteaching and/or assisting with independent/guided practice with the other cohort. The classroom teacher will move between the two cohorts to maintain the integrity of the classroom cohorts and provide direct instruction.

Hybrid

Families will be educated at home, and work with a district-wide, grade specific remote learning teacher utilizing synchronous and asynchronous instruction. Students will use either an i-pad or chromebook to access the learning management system - Schoology. Instruction will be delivered using a combination of synchronous and asynchronous instruction.

Remote

Due to the possibility of school closures, all schools may be closed and remote instruction is the only option. Students will use either an i-pad or chromebook to access the learning management system - Schoology. Instruction will be delivered using a combination of synchronous and asynchronous instruction.

High School and Middle School

In-person

If there is a low risk of Covid-19 community spread and all students can return to school, this plan would allow for a seamless transition to in-person, brick and mortar learning. Students would simply access their schedules in-person for each school day. No scheduling adjustments would be necessary.



Hybrid

Under this model, only half the school's population will be on-site at one time, allowing for six feet social distance and the use of masks in the classroom. Students will be split into two groups. Each group will spend two days in a classroom receiving face-to-face instruction and the other three days learning remotely on Schoology. Students will follow their period by period schedule synchronously. All staff and students will spend Wednesday on remote instruction to become proficient using the learning management system with the combined cohorts. In addition, by all students on remote instruction on Wednesday, Hicksville will be ready to transition to remote learning at a moment's notice. This model will enable Hicksville to resume face-to-face instruction if all the restrictions are lifted.

Students will have access to in-person instruction two days per week in two different cohorts:
Below please find a sample schedule:

Group 1: Monday & Tuesday

Group 2: Thursday & Friday

All Students: Wednesday Exclusively Remote Instruction

This schedule is dependent on BOCES and our other educational partners.

*This is not a student schedule. Students will be divided into two groups and finalized last week in August. Once the groups are posted, the high school and middle school administration will be available during the week of August 24th to discuss your questions.

An adjustment may be necessary to ensure that the cohorts receive the same number of instructional days. Final determination will be made in August. Although the MS and HS will attempt to maintain the A-L and M-Z cohorts, there may be exceptions due to scheduling requests. Please contact the MS or HS with any questions.

Synchronous lessons will be recorded using Schoology and instruction will be accessible to students scheduled for remote learning for that day. Remote learning students will follow their bell schedule as outlined in Powerschool using Google Meet. Live synchronous lesson recordings will capture teacher audio and the screen of the SMARTboard for remote learning students.

Remote Instruction

Families who may select remote instruction only, will follow the bell schedule as outlined in Powerschool using Google Meet for daily instruction. Due to the possibility of school closures, all schools may be closed and remote instruction is the only option. Students will use either a chromebook to access the learning management system - Schoology. Instruction will be delivered synchronously following the period by period schedule.

District-wide Considerations

Assessment

Teachers will be encouraged to utilize digital exams to allow for synchronous testing, and should alternate between Cohort 1 and Cohort 2 as the in-person exam day. Shorter, more frequent assessments will allow for more instructional time. Teachers will discuss at grade level or department level meetings an appropriate number for the minimum number of major assessments for each trimester or quarter marking period.

Grading

Hicksville will resume with traditional category weighting that will calculate a student's marking period grade. The high school will also return to traditional weighting for each marking period that will calculate a student's end-of-year grade (Y1). At the high school, building administration, in collaboration with faculty, will decide if



semester exams will be administered in January. If they are not administered, an adjustment to the marking period weighing system will be made to exclude E1. There will be an ongoing review of grading practices and policies throughout the school year.

The Arts – Secondary and Elementary

The following fundamental tenets will be used as a guiding light when developing and implementing a Covid-19 plan for the Hicksville Schools Fine Arts program:

- Arts education supports the social and emotional well-being of students, whether through distance learning or in person.
- Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.
- Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.

Art/Music/Theater

All students that are required to receive, or elect to receive art, music or theater, will be provided with instruction.

- In-person and remote instruction will be provided to all students at both the Secondary and Elementary level.
- Students will be provided with both synchronous and asynchronous lessons via
 - Schoology
 - Google Classroom
 - SeeSaw
- Students will use these virtual platforms to interact with teachers, submit video and/or audio of musical performances, display of artwork, or theatrical monologues for feedback and possible public display.
- In person instruction will follow all guidelines set forth by the CDC, New York State, and the various National Associations for Art, Music and Theater.
- During in-person instruction 12 foot social distancing will be maintained for Band and Chorus, 6 foot for all other areas.
- Elementary General Music and Art teachers will be prepared to enter classrooms to provide instruction on a weekly basis.
- Sharing of materials and/or instruments will be kept to the bare minimum with a strict cleaning procedure implemented between use.
- Extracurricular activities will be maintained through online platforms until such a time the groups can meet in person.
- Virtual Art shows and Music/Theatrical performances will be presented throughout the school year until such a time live performances are allowed.



Physical Education – In-Person Elementary and Secondary

According to the CDC Guidelines, there will be no locker room use at any level. Students will come prepared for physical education classes. All physical education classes, whenever possible, will be taught outdoors at both the elementary and secondary levels. Students will be prepared to go outside (just as currently specified for recess) as long as the temperature exceeds 40 degrees. Students will participate in activities that will keep them at 12 feet apart. MS and HS gymnasiums and auxiliary areas (weight rooms, wrestling rooms, breezeway at the HS, etc.) will be used for physical education in the event of inclement weather. When indoors, students will participate in a variety of activities that does not result in (as per CDC guidelines) “*heavy breathing*” which requires a 12 foot distance. When indoors, students will be spaced 6 feet apart where they will engage in a variety of mindfulness exercises, yoga and personal skill development. Depending on class size, students can also be spaced 12 feet apart and perform a variety of ‘active’ skill acquisition, personal fitness and other activities. All shared supplies and equipment will be sanitized accordingly after use by the physical educators after class. Physical educators are also prepared at the elementary level to enter classrooms where they will do activities with students while at their desks, if necessary.

Remote Learning for Secondary Physical Education

All secondary students will be required to complete weekly fitness/activity logs incorporating each of the fitness components (cardiovascular endurance, muscular endurance, muscular strength, and flexibility). Teachers will post a variety of exercise/activity options for students so they could use their best judgment to complete the fitness logs safely and appropriately for each individual skill level. These options include but are not limited to: yoga, stretching, no equipment workouts, sport specific skills, cardiovascular endurance training, dance, self-defense, and mindfulness. Each teacher will also post additional assignments based on different activities/sports/units with video and/or reading materials. Students will be required to complete different assessments based on those assignments ranging from answering multiple choice questions, free response questions, or videos demonstrating a specific skill.

Elementary Physical Education Remote Learning

Physical Education students at the elementary level will be provided lessons on Schoology including our district webpages, Google classroom and seesaw accounts. The lessons posted will include different types of activities with multiple components of fitness. Lessons that include throwing & catching, locomotor skills, yoga, dance, cardiovascular endurance, flexibility, muscular endurance, and muscular strength will be provided. Additionally, the use of Screencastify and Seesaw to record videos will provide instructional cues or demonstrate the required skill or activity.

Driver Education

Working closely with the East Meadow Driving School, we will seek to complete the spring program that was started in February. The intended plan is to have several weeks every day after school in September where students will attend the lecture portion in the HS Auditorium. Students will be assigned seats in the Auditorium remaining 6 feet apart. Students will be asked to wear masks. With regards to the car/driving portion of the class, the East Meadow Driving School will provide additional cars and times for students (only two in a car) to make up the hours. All persons in the car will need to wear a mask except the driver. Once the drive has been completed, the instructor will wipe down the car for the next student.

At this time, it is recommended that the fall driver education program not be offered. The district can restart in February and continue to the summer of 2021, if needed.



Athletics and Extracurricular Activities

NYSPHSAA To Delay Fall Sports Start Date & Cancel Fall Championships

Latham, NY – The Officers of the New York State Public High School Athletic Association (NYSPHSAA), voted to delay the official start date of the Fall 2020 sports season, cancel the Fall 2020 Regional and State Championships and prepare to implement a condensed season schedule in January 2021 if high school sports remain prohibited throughout 2020 due to COVID-19. This decision comes at the recommendation of the NYSPHSAA COVID-19 Task Force when they convened as a working group for the third time this morning.

“As the state considers reopening, it is unrealistic to believe athletic seasons can start on August 24th as originally scheduled,” said Paul Harrica, NYSPHSAA President. “The priority will continue to be on the educational process and a return to learning in the safest way possible.”

The NYSPHSAA Officers’ decision includes:

- Delay Fall sports start date until Monday, September 21st (NYSPHSAA PAUSE)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

“We recognize this is challenging for everyone, but the decisions made at the State level are based upon data and statewide infection rates all in an effort to stop the spread of COVID and reopen responsibly,” said Dr. Robert Zayas, NYSPHSAA Executive Director. “At this time, Department of Health guidance presented on July 13th prohibits interscholastic athletics across the state. The Association will continue to follow state guidance and will work collectively with State officials to ensure high school athletics will start up responsibly in the future. As an association, we must be willing to be flexible and continue to explore all options with students’ safety as our main focus,” Zayas concluded.

With regional differences, schools and areas will be impacted differently by the COVID-19 crisis. At the discretion of the NYSPHSAA Officers and authorization from state officials, if the Fall sports seasons are interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented.

The Condensed Season plan would entail the following, with the stipulated dates being tentative.



Season I (Winter Sports)

Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks *Note: tentative dates

Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer.

* Because of high risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or season III.

Season II (Fall Sports)

Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks *Note: tentative dates

Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling.

Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

Season III (Spring Sports)

Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks *Note: tentative dates

Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

The NYSPHSAA Officers have the ability to adjust seasons with the authority granted within the NYSPHSAA Constitution which states: “Article IV, 2: A committee of officers in consultation with the staff shall have the authority to act on all matters not provided for in this constitution and bylaws, and on such emergency business as may arise between regular meetings of the Executive Committee.”

In an effort to assist schools in complying with recently released NYSDOH guidance, the NYSPHSAA COVID-19 Task Force is supportive of the use of the ezSCRN application. The ezSCRN application provides a unique online tool for schools to utilize if screening is part of their reopening plan as it complies with New York state and national restrictions and guidelines (i.e. Ed 2D Law, etc.). The EzScrn application allows a school or team to easily screen, trace and track students/ staff and immediately notify school administrators and health care officials of anyone exhibits COVID-19 symptoms.

A full report, including meeting minutes, will be released later this week. The next meeting of the COVID-19 Task Force has not been determined. Dr. Robert Zayas, NYSPHSAA Executive Director, will be available to the media, via a zoom press conference, at 3:00 PM today. To be invited to this press conference, media are asked to contact Chris Watson, NYSPHSAA Director of Communications, at cwatson@nysphsaa.org.

Other extracurricular activities are currently under review to determine group size and how to best include/social distancing to maximize student participation.



Special Education

Summary

The reopening plan presents challenges for all students; however students with disabilities and 504 students may encounter these challenges to a greater extent than their peers. Students with Disabilities will adhere to IDEA provision of FAPE (Free and Appropriate Education) in the LRE (Least Restrictive Environment). The federal disability law allows for flexibility in determining how to meet the needs of individual students.

Every aspect of the reopening plan (in-person, remote or hybrid) addresses FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. Programs and services offered will be documented in the Individualized Education Plan and provided to students with disabilities as well as communications with parents. The use of interpreters and Propio will address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to each child. Plans for monitoring and communicating student progress and a commitment to sharing resources will include progress monitoring and progress reports. Elementary grade students will receive a progress report three times a year and ungraded students will receive a progress report four times a year. All secondary students will receive progress reports four times a year. Contact teachers speak with parents on an ongoing basis. Students will have access to the necessary accommodations, modifications, supplementary aids and services, and technology including assistive technology to meet the unique disability related needs of students. Physical and virtual testing rooms will be established to meet the requirements of testing accommodations.

[Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools \(PDF\)](#)

Elementary Instruction

I. Grades K-5 (Ungraded, Non-Integrated (Graded 15:1), ICT, Resource Room and Related Services Only Students)

K-5 Integrated Co-Teaching students will follow the schedule of general education students and receive all related services in school on the days they attend. ELA (80 minutes) and Math (80 minutes) instruction will be divided into two forty minute periods each. One forty minute session will be synchronous, direct instruction and the additional forty minute session will be guided practice. Synchronous lessons will be recorded so that they can be accessed at another time for reinforcement or if the lesson was missed due to internet connectivity issues or use of a shared device. K-5 Non-Integrated graded students and ungraded students will attend school daily and will receive specially designed instruction by their special education teacher in-person. K-5 Non-integrated graded and ungraded students will receive their related services in-person, within the school day.

II. Grade K-5 (504 Plan Students)

Grades K-5 students with a 504 Plan will follow the schedule of general education students and receive all related services in school on the days they attend. ELA (80 minutes) and math (80 minutes) instruction will be divided into two forty minute periods each. One forty minute session will be synchronous, direct instruction and the additional forty minute session will be guided practice. Synchronous lessons will be



recorded so that they can be accessed at another time for reinforcement or if the lesson was missed due to internet connectivity issues or use of a shared device.

[Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#)

Secondary Instruction

- I. **Grades 6-12 (ICT, Resource Room and Related Services Only Students) (Regents Track)**
6-12 ICT students will follow the schedule of general education students and receive all related services in school on the days they attend. Students will be split into two cohorts by last name. Each cohort will spend two days in a classroom receiving face-to-face instruction and the other three days learning remotely on Schoology. All students will spend Wednesday on remote instruction. This schedule will enable us to resume school if all the restrictions are lifted. In addition, by all students on remote instruction on Wednesday, we will be able revert to distance learning entirely if necessary.
- II. **Grades 6-12 Non-Integrated (15:1) Students (Regents Track)**
It is recommended that all non-integrated (15:1) students attend in-person five days a week and receive their related services in school. In the event that students are unable to attend five days a week in person, students will follow the schedule of the ICT, Resource Room and Related Services Only students. To the extent possible, all non-integrated students will receive their related services on the days they attend school in-person.
- III. **Grades 6-12 (504 Students)**
Grades 6-12 504 students will follow the schedule of general education students and receive all related services in school on the days they attend. Students will be split into two cohorts by last name. Each cohort will spend two days in a classroom receiving face-to-face instruction and the other three days learning remotely on Schoology. All students will spend Wednesday on remote instruction. This schedule will enable us to resume school if all the restrictions are lifted. In addition, by all students on remote instruction on Wednesday, we will be able revert to distance learning entirely if necessary.
- IV. **Grades 6-12 Ungraded Students (Alternate Assessment Students)**
All students will attend in-person five days a week and receive their related services in school. Ungraded students will participate in their recommended IEP program and services in-person. Specially-designed instruction will support student needs and objectives towards individual goals. Related services, such as speech and language, audiological services, occupational therapy, physical therapy, hearing, vision, behavior intervention services and counseling will be in-person, within the school day of the students. Teaching assistants, as mandated by students' IEP documents in Supplementary Aids, will be assigned to students. Ungraded students who choose to remain on remote instruction will be provided with synchronous learning in addition to printed packets sent to the home.
- V. **PAES Lab (Practice Assessment Exploration System) Middle School and High School**
Middle School and High School ungraded students will participate in the PAES Lab in the Middle School



(Room 105) as part of their daily schedule. The program aims at teaching students job employment skills by taking interest and ability inventories. Data will be collected as the students progress through the program.

VI. Work Sites (High School Ungraded Students)

High School Vocational 3 students, who have gained the necessary skills to apply them to a real job setting will continue to go to their job sites, under the direction of a special education teacher and teaching assistant support. Students in this program have mastered skills that are taught and reinforced in the PAES Lab and are prepared to use these skills in sites such as Old Navy, Panera, ShopRite, Ace Hardware, Applebee's and On The Border. In the event that the work sites are unable to accommodate our students, due to the COVID-19 crisis, students will have instruction within the school building to strengthen their skill set and participate in lessons focusing on transition, job application completion and interviewing in a classroom setting.

VII. Regents Track Students Choosing to Remain on Remote Instruction

In the event that a family of a special education or a 504 student chooses to remain entirely remote for instruction and services, synchronous learning will be provided. Students will use devices to access the learning management system - Schoology. Occupational Therapy and Physical Therapy are live virtual lessons on Google or Zoom depending on Education Law 2-D regulations. Students will be provided with a Testing Google Meet Room utilizing digital exams to allow for synchronous testing with testing accommodations. This will be for remote students who are not attending school. This will continue for the school year. It is anticipated that speech and counseling services will be provided using Schoology.

Related Services

(Speech and Language, Counseling, Occupational Therapy, Physical Therapy, Vision Services, Hearing Services, Audiological Services, Behavior Intervention Services)

Related Services will be provided in-person, to the extent possible. Students K-12 will receive their related services in school. Individual sessions will be provided, as mandated by the IEP or 504 document. Students who receive their services in a group, will receive those services in a group. The maximum allowable group size is five students, therefore, related services can be provided in person. Students who choose to remain in remote instruction will receive their services virtually.

Testing Accommodations

Students will be provided with testing accommodations, per their IEP or 504 document in-person, if they choose to attend school. The testing accommodations will be provided with the use of Teaching Assistants, as in previous years. Students will adhere to social distancing guidelines during testing. Students who choose to remain on remote instruction will be provided with a Google Meet Room that meets their testing accommodations mandates.

Parent Involvement and Communication

I. Committee on Special Education (CSE) and 504 Meetings



CSE and 504 meetings will be held via the Google Meet platform to ensure health and safety of all participants. The Google Meet platform will be utilized for initial meetings, requested reviews, re-evaluation meetings, program reviews, annuals reviews and 504 meetings. This return of in-person meetings will be determined by the CDC guidelines with all health and safety measures in place.

II. **Initial Referrals to Special Education, 504 and Evaluations/Re-evaluations**

Students referred to the Committee on Special Education or 504, will evaluate and collect the necessary data to proceed with the evaluation within the mandated time frame. In-person evaluations will be conducted with six feet of distance with health and safety guidelines strictly adhered to.

III. **Contact Teachers K-12**

Contact teachers are special education teachers assigned to each student to be the bridge between school and home. Contact teachers will review all IEP/504 documents on their caseload and ensure that students are receiving their programs, services and accommodations. Contact teachers for special education students are always teachers of the student. Contact teachers participate in students' CSE meetings and collaborate with parents on an ongoing basis. Contact teachers of 504 students will introduce themselves to the student, family and the teachers of the 504 student. Contact teachers of 504 students ensure that accommodations are provided to students and attend their annual 504 meeting.

IV. **Social Workers and Psychologists**

Social Workers and Psychologists will provide counseling services to students with an IEP and/or a 504. Services will be provided individually or in a group, per student IEP or 504 document with all social distancing guidelines in place. Social Workers and Psychologists connect with families on an ongoing basis to ensure that students are meeting with success and supporting students who are experiencing challenges.

V. **Northwell Health School Based Mental Health Services Partnership**

The school district and Northwell Health will be providing services to our school community with a focus on long-term success. The partnership cultivates a collaborative relationship between the district mental health staff (social workers and psychologists) and Northwell Health psychiatrists and licensed mental health professionals. The coordination of services aims at improving the overall wellbeing and academic success of students in need. No

VI. **Parent Counseling and Training (PCT)**

Parent Counseling and Training is a related service provided to parents of students with Autism. PCT is a monthly meeting held after school in the evening for parents. PCT meets monthly for an hour, with relatable topics for parents of students with Autism and/or those parents who would benefit for the additional support at home. PCT will be held through the Google Meet Platform, to support a wider range of parents who may require the service.

VII. **SEAC (Special Education Advisory Committee)**

The Special Education Advisory Committee meets after school hours to discuss various topics impacting the community, as they relate to Special Education. This forum enables parents and the school district to



participate in an open dialogue about the challenges and opportunities that are available to students with disabilities. The SEAC committee will be held through the Google Meet Platform, to enable a large group of participants to enter the meeting.



Bilingual Education and World Languages

All pertinent information to parents/guardians of ELLs will be provided in a language and format that parents can easily understand and access. Communication will be provided in their preferred language and mode of communication that will ensure that they have equitable access to critical information about their children's education. Using Title III funding, Hicksville employs a consultant to translate information into Spanish. The district also employs a part-time teaching assistant to translate information into Urdu. Nassau BOCES is used to translate incidental languages such as Hindi and Punjabi. The district uses a Nassau BOCES service, Propio, to contact parents. Propio partners with over 4,000 interpreters who collectively speak more than 200 languages for over-the-phone interpreting.

Hicksville will conduct ELL identification for all students who enrolled during COVID-related school closures in 2019-20, during the summer of 2020, and during the first 20 days of the 2020-21 school year within 30 days of the start of the school year. Hicksville will take a proactive approach and begin ELL identification during the summer of 2020 enabling students to begin school immediately with a schedule. The initial screening process will be followed in person for new entrants following the district's safety protocols to ensure compliance with the Governor's Executive Orders and Center for Disease Control (CDC) health and safety guidelines.. After the 20 day flexibility period, identification of ELLs must resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

ELLs will receive appropriate instruction that supports their college, career, and civic readiness by providing them the required instructional Units of Study in their English as a New Language or Bilingual Education program based on their most recently measured English language proficiency level. Progress monitoring tools to measure ELL proficiency include diagnostic tools and formative assessment practices in order to measure ELLs/MLLs' content knowledge as well as new and home language development to inform instruction by:

- Using existing local progress monitoring assessment tools that will allow the monitoring and collection of student performance data to inform instruction, develop instructional goals for English and Home Language development, and help accelerate the learning.
- Using language proficiency data from the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State Identification Test for English Language Learners (NYSITELL) to understand where ELLs/MLLs are along the continuum of language development and how to provide appropriate scaffolds for them according to their proficiency level.
- Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- Utilizing appropriate tools to assess the needs and progress of differently-abled ELLs/MLLs.
- Utilizing analytical rubrics that provide feedback on content knowledge and language development.
- Using home language assessments to inform instruction and demonstrate growth in bilingual education programs in which the home language is being used.

To further support students, the district will leverage the expertise of Bilingual, ENL, and Languages Other Than English (LOTE) teachers and support personnel while increasing their professional capacities by providing



professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commissioner's regulations. Examples of professional learning opportunities include the following:

- Creating intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
- Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs/MLLs, including home and new language development.

Social-emotional learning to support ELLs in their home language include bilingual guidance counselors, Bilingual, ENL, and Languages Other Than English (LOTE) teachers and support personnel to leverage ELL/MLL home languages, cultural assets, and prior knowledge by:

- Regarding home languages as instructional assets and using them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.
- Using home languages and cultures of ELLs/MLLs to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013), <http://www.p12.nysed.gov/dignityact/>.
- Actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote or hybrid learning.

Technology use in ELL/Bilingual instruction includes iPads in grades K-2 and Chromebooks in grades 3-12. To the greatest extent possible, the district will ensure that all ELLs and other vulnerable students can access technology and wi-fi needed for periods of remote learning so they do not fall further behind as a result of COVID-19 closures and remote/hybrid learning. ELLs must be afforded the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction. While many ELLs may have benefited from learning through remote learning platforms, it is important to consider their unique needs and to strengthen the home language and supports necessary for English language development utilizing synchronous and asynchronous learning. The fundamental design elements of learning activities will include:

- Culturally Responsive-Sustaining Education Framework
- Socio-Emotional Needs of ELLs
- Equitable Access for ELLs/Bridging the Digital Divide

Programs for Students with Interrupted/Inconsistent Formal Education (SIFE) and ELLs with IEPs will resume to address the specific needs. The Multilingual Literacy SIFE (MLS) Screener, which is generally used in NYS for identification of SIFE, can also be administered for a general literacy evaluation. The MLS is a multilingual screener that determines students' home language literacy and math skills to identify SIFE and design appropriate instruction.



The Emergent Multilingual Learners (EMLL) Profile will be utilized to support early learning by identifying when a pre-kindergarten student's home or primary language is other than English. The language profile is available in 24 languages.

For additional information on CR Part 154, please access the link below:

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>



Staffing

I. **TEACHER and PRINCIPAL EVALUATION SYSTEM (EDUCATION LAW 3012-D: APPR)**

***Mandatory Assurance:** The District provides assurance that all teachers and principals are evaluated pursuant to the currently approved APPR plan, including any variance applications approved by the Department.*

The District fully intends to implement its currently approved APPR Plan during the 2020-2021 school year.

As the District finalizes its 2020-2021 teaching and learning plan, it is simultaneously reviewing the subcomponents of its approved APPR Plan.

- A. **Student Performance Measures:** The District is thoroughly reviewing the current measures to determine if adjustments are necessary to support the teaching and learning plan.
- B. **Assessments:** At the time of this writing, it is not known if there will be a Federal waiver of the administration of student assessments. Proceeding in the absence of a waiver, the District is doing the following: reviewing the selected assessments to ensure that they are aligned with the teaching and learning plan for 2020-2021; reviewing student growth targets to ensure alignment with the District's current instructional goals; and reviewing processes in place for measuring student growth.
- C. **Observations/School Visits:** The District is reviewing this subcomponent to determine if the 2020-2021 teaching and learning plan requires any adjustments to the APPR Plan. Specifically, review of the Danielson Rubric is in progress to identify: the priority areas for the year based upon the teaching and learning plan; the Rubric elements which remain observable as focus areas during 2020-2021; and the authentic evidence of practice that can be collected and used to support educators' work.

At the conclusion of this work, the District will determine whether it will follow the process to seek an APPR variance for the 2020-2021 school year.

II. **CERTIFICATION, INCIDENTAL TEACHING, AND SUBSTITUTE TEACHING**

***Mandatory Assurance:** The District ensures that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations or Education Law.*

CERTIFICATION

The District closely monitors the effective dates of all teachers' certificates to ensure that all certificates remain valid. Teachers are advised of any concerns in that regard so that they may take appropriate steps to remediate issues.

Simultaneously, the District closely monitors the teaching assignments of teachers in each building and department to ensure that assignments align with certification status.



The District consistently ensures that teachers' assignments align with their NYS teacher certification status, as evidenced by NYSED's Office of Information and Reporting Services not issuing a "*Teachers Teaching Out of Certification Report*" for Hicksville for the 2019-2020 school year.

INCIDENTAL TEACHING

During the 2019-2020 school year, the District did not request any approvals for incidental teaching from Nassau BOCES.

In consideration of the 2020-2021 ability of the Superintendent to assign a certified teacher to teach a subject not covered by their certificate for a defined period of time, the District will begin to explore this option in support of the teaching and learning plan upon the principals' return from vacation in August. The option will remain under consideration throughout the school year, as needed.

SUBSTITUTE TEACHING

As a matter of practice, the District requires its substitute teachers to possess a valid teaching certification.

The District recognizes that, due to the COVID-19 pandemic during the 2020-2021 school year, it has the ability to hire substitute teachers who possess only a high school diploma, if the Superintendent certifies that a good faith effort to hire certified substitute teachers has been unsuccessful.

Recognizing that certified substitute teachers may serve to support its teaching and learning plan in important ways during the school year, the District is considering expanded use of their services in supporting teachers of record.



Student Teaching

In an effort to continue to welcome student teachers to the District during the COVID-19 pandemic, the Office of Curriculum and Instruction distributed an electronic survey to the District's teachers during the Spring to assess their interest in working with either a student teacher or a student observer from an accredited college or university during the 2020-2021 school year. A total of twenty-eight (28) positive responses were received from District teachers.

The District maintains an ongoing agreement with Long Island University's CW Post Campus to assist with placing their elementary and secondary student teachers and observers each year.

As of this writing, the District has not received a request for placements from Post for the 2020-2021 school year. However, a total of ten (10) student teaching requests were received from various other colleges on Long Island, and in New York City and Connecticut. Once the Post requests are received, and placements are assigned to those students, then these additional students may be placed, depending upon availability of cooperating teachers. Upon their return from vacation in August, principals and other administrators will assist in identifying cooperating teachers to work with student teachers for whom placements are sought.

Once student teachers are identified and placed, they will be called upon to assist teachers of record with the teaching and learning plan in place for 2020-2021.



Glossary of Terms by Topic

Many of the definitions are from The Aurora Institute and *The Online Learning Definitions Project*.

Distance Education - General term for any type of educational activity in which the participants are at a distance from each other or separated from each other. They may or may not be separated in time (asynchronous vs. synchronous).

Distance Learning - Learning that takes place when teachers and students are separated by distance.

Online Learning - A form of distance learning in which instruction and content are delivered primarily over the internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software programs that do not have a significant internet-based instructional component. Used interchangeably with virtual learning, cyber learning, and e-learning.

Synchronous Learning - Learning in which participants interact at the same time and in the same space.

Asynchronous Learning - Learning that occurs in elapsed time between two or more people. Examples included email, online discussion forums, message boards, blogs, podcasts, etc.

Hybrid/Blended Learning - Situations in which a student learns at least in part at a supervised brick -and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace; often used synonymously with hybrid learning.

Learning Management System (LMS) - Technology platform through which students access online courses or digital instructional materials. An LMS generally includes software for creating and editing course content, communication tools, assessment tools, and other features for managing the course.

Remote Learning – Learning that occurs where the student and the educator are not physically present in a traditional classroom environment. Information is relayed through technology.