



2020 SCHOOL REOPENING PLAN

REVISED MAY 3. 2021

May 3, 2021
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EXECUTIVE SUMMARY

South Orangetown School Reentry Plan

The SOCSO school closure back in March due to the COVID-19 crisis resulted in a systemic review of how teaching and learning could be delivered in a remote and/or hybrid model versus an in-person traditional model of instruction. SOCSO's District Reopening Task Force and subcommittees have been meeting regularly since mid-June to map out reopening concepts and logistics for the potential re-opening of schools in the fall. The South Orangetown Central School District administrators, educators, health and safety experts, mental health clinicians, transportation planners, communications staff also joined the County-Wide Reopening Work Group convened by Rockland BOCES to plan for the reopening of Rockland County schools, in the wake of the state-mandated school closure in response to the COVID-19 pandemic which began on March 18 and remained in effect through the end of the 2019-20 school year.

On June 17, the District launched its own Reopening Task Force and subcommittees to focus on reopening planning and logistics specific to South Orangetown schools for the 2020-21 school year. Subcommittees were chaired by District Leaders to cover the following topic areas: Curriculum and Instruction, School Health and Safety, Pupil Personnel Services, Facilities, Food Service, Transportation, Technology, Staff Relations, Athletics and Communications.

The SOCSO administrative team and subcommittees carefully reviewed guidance documents from the Department of Health and the New York State Education Department, as models of student instruction and learning were developed, whether instruction occurs in person, remotely, or some combination of both for the 2020-2021 school year. The SOCSO Re-Opening Plan specifically outlines the essential elements that were required to be included in our plan, as well as best practices for moving forward.

As we assessed our distance learning survey results, operated our summer virtual STEAM Camp, and engaged in planning for school opening in the fall, there were lessons learned and new insights developed. Our Re-Opening plan was developed in the context of a new paradigm shift that requires adaptive and creative change, while being prepared to pivot and adjust to the dynamics associated with the COVID pandemic. The SOCSO Administrative Team remained committed to addressing the unique needs of our SOCSO students and families, regardless of what the learning environment will look like.

Lessons Learned – Global Perspective

The everyday challenges to providing remote learning, meal distribution, and childcare were daunting for NYS school districts. However, the crisis demonstrated a considerable capacity for innovation. As traditional schedules and instruction abruptly stopped, districts found ways to reach students and provide instruction in ways that were innovative. It will be important as we think about reopening schools that we incorporate what we have learned during this pandemic into our reopening plans.

Information on lessons learned has been collected from school districts and the following are some of the most frequently heard comments on what we have learned since the March

shutdown of New York State schools.

- Many of the lessons learned showed how responsive the educational system was during the first few weeks of school closures. However, over time a consensus emerged that the educational organization needed to be more flexible. Organizational constraints, restrictive pre-COVID-19 regulatory and statutory requirements, and lack of sufficient resources became high hurdles.
- Staff learned to communicate with students and families differently and in many instances more effectively. The pandemic in some ways created a sense that everyone was involved with the crisis in one way or another. There was a need to continually reach out to families, which provided a better sense of family dynamics and needs.
- Support staff is a critical part of the educational infrastructure. We plan to continue to utilize and leverage our support staff in the reopening of schools.
- There is a critical need to continue to use online programs and applications more effectively. We have been working throughout the summer to develop a comprehensive SOCSO Hybrid Learning Plan, which includes continued extensive professional development for teachers, students, and parents.
- Our technology departments and teams became technical support centers to families and other stakeholders. Some of their responsibilities turned from in-building responsibilities to distribution and maintenance of devices and technical support to ensure that devices were working for students and families.
- We learned that vulnerable student populations became even more vulnerable during distance learning. Students in special education, ELL students, and students with mental health needs in many instances did not have the same educational experience during school closure as did students needing less support navigating an all online environment. Increasing individualized instruction, academic intervention, various therapies, and one-to-one engagement continue to be a priority moving forward.
- Attending to the social-emotional needs of students and families was of paramount importance and will continue to be a priority.
- Creating relationships was crucial during the shutdown period. Newly forged relationships between staff in different school buildings and grade levels and between teachers, students, and parents became critical for ensuring that students remained connected. SOCSO is taking steps to ensure that students have the opportunity to successfully articulate to new grades and schools.

INTRODUCTION AND PURPOSE

South Orangetown School Reentry Plan

The main goal of South Orangetown CSD's Re-Opening Plan was to provide a document that outlined essential information for the safe reopening of South Orangetown CSD's schools and offices through collaboration and input from a diverse group of stakeholders. This work included communication with the State and local health departments, the NYS Department of Education, Rockland County School Districts, Rockland County BOCES, PNW BOCES, community partners, and South Orangetown CSD staff, students, and families.

The SOCSO Reopening Plan meets the State requirements by:

- Maintaining the 180-Day instructional school calendar (*for purposes of State Aid*);
- Ensuring required Units of Study, Grades K-12 are met;
- Continued commitment to meeting the individual needs of our students and staff; and
- Providing equitable access for all students to develop college and career readiness skills and develop a unique pathway to graduation.

As this remains a fluid and dynamic time, the District has positioned itself to pivot to changes received from the State Education Department, Governor's Office, and the Department of Health. We will continue to make the necessary adjustments in order to meet the needs of our students, staff, and community, along with finding opportunities to improve upon the effectiveness of our internal systems and resource allocation methodologies in order to prevent the spread of COVID-19 and support the needs of our instructional program.

The South Orangetown CSD Re-Opening Plan was submitted to the New York State Education Department (NYSED) in time to meet the July 31, 2020 deadline. **Our Updated Plan (May 3, 2021) reflects the NYSED required assurances in 14 areas of District operation to ensure that we considered and addressed the health and safety needs, and social-emotional needs of students, staff, and community, along with meeting the instructional needs of our students. This revised plan shifts to a return to in-person learning or virtual-learning. The 50/50 hybrid model is eliminated.** The revised re-opening plan is posted at www.socsd.org/reopening and will continue to be updated in order to meet our school community's needs as changes and updates at the local and state level occur. For further information, please see: [NYSED Guidance](#). SOCSO was also required to attest compliance to the [Department of Health](#) requirements. Additionally, members of the SOCSO RE-Opening Task Force are listed in the chart on the subsequent pages and reflect our commitment to an inclusive and collaborative process in developing our reopening plan.

"South Orangetown CSD understands that over the last few months, many in our community have experienced physical, emotional, health, and financial strains. High levels of stress and trauma experienced has highlighted the resiliency, strength, and power of administrators, teachers, support staff, students, and parents. It is important that we make students, families, and staff feel comfortable and safe when returning to our schools this Fall. On behalf of SOCSO, we are genuinely appreciative of the community's ongoing support and partnership as we continue to move forward in these unprecedented times." – Dr. Robert Pritchard, Superintendent of Schools

South Orangetown School Reentry Plan

SOCSO RE-OPENING TASK FORCE	
Superintendent of Schools	Robert Pritchard
Assistant Superintendent for Curriculum and Instruction (Promoting Academic Success)	Brian Culot
Executive Director of Finance and Management Services (Ensure Equity & Access for All Students, Management of District Daily Operations)	Kleo Girandola
Executive Director of Pupil Personnel Services (Student Support Services, and Family and Community Engagement)	Karen Tesik
Director of Technology	George Brady
Director of Staff Relations	Joseph Lloyd
Director of Athletics, PE, and Health	William Pilla
Director of Facilities	Jack Rallo
Communications	Jen Citrolo George Brady
Director of Safety, Security and Compliance	John Gulino
Coordinator of Assessment and Accountability	Jeanne Corcoran
WOS Administrative Representative	Sheila Beglin Brian Galvin
CLE Administrative Representative	Karen Ramirez Rob Schliessman
SOMS Administrative Representative	Chad Corey Joseph Onativia
TZHS Administrative Representative	Rudy Arietta Melissa Luciano Rich Neidhart

South Orangetown School Reentry Plan

Instructional Technology Coach	Marc Eckert
Instructional Coach	Mark Stanford
WOS Teacher Representative	Kathryn Cuccia
CLE Teacher Representative	Sunny Hill
SOMS Teacher Representative	Ron Scherer
TZHS Teacher Representative	Marisa Premus
Teacher Member At Large (EASO)	William Hughes
Elementary Parent Rep (SOCES)	Andrea Kheochaon
Secondary Parent Rep (SOMS)	Elizabeth Dudley
Secondary Parent Rep (TZHS)	Jeannie Irizarry
High School Student	Matthew Tobin
High School Student	Adith Vettom
High School Student	Hannah Lustig
High School Student	Rachel Alexandre

South Orangetown School Reentry Plan

TIMELINE

This is a brief overview of key dates of the South Orangetown CSD subcommittee meetings, in addition to the internal administrative planning efforts and response to developing a comprehensive reopening plan.

Subcommittee	Date
District Reopening Task Force	June 17, July 1, July 16
Instructional Technology Subcommittee	June 16, June 24, July 1, July 22
Communications Subcommittee	June 18, July 9, July 23
Nursing Subcommittee	June 18, June 22 (with joint chairs)
Curriculum Council Subcommittee	June 22, July 9, July 22
Pupil Personnel Services Subcommittee	June 22, July 7, July 15
Food Service Reopening Subcommittee	June 24, July 20
Staff Relations Subcommittee	June 24, July 9, July 22
Transportation Reopening Subcommittee	June 25, July 20
Facilities and Safety Reopening Subcommittee	June 25, July 20
Athletics Subcommittee	July 1, July 14

GOVERNANCE AND ACTION ITEMS

South Orangetown CSD Administration collaborated with appropriate stakeholders to focus on the immediate needs to open schools but also provide long-term planning in the event we need to adjust our methods of instruction due to COVID-19. Action items included:

South Orangetown CSD Reopening Plan was developed and submitted to stakeholders for review and comments

SOCSD plan has been aligned with recommendations issued by the NYS Department of Education and reviewed for updated federal, state, and local guidance

SOCSD has submitted the reopening plan for approval to NYS Department of Education by the July 31, 2020 deadline.

Review and revised the SOCSD facilities, health and safety, transportation, and food services plans in order to ensure compliance with State and local requirements

Reviewed the 2020-21 school calendar and build in contingencies considering alternative calendar options while maintaining 180-Day Instructional School Calendar

Reviewed and selected instructional strategy and plan for modifying instruction as needed

Reviewed and revised school budget as required

Reviewed and revised technology infrastructure and examined what steps are needed to ensure that students have access to technology at home as available

Reviewed and revised professional development plan based on recommendations from this document and guidance from local, state, and federal agencies

Ensured that all facilities are prepared for reopening and adequate supplies are maintained in inventory for cleaning and sanitizing while being cognizant of the demand on the supply chain

Reviewed and revised Human Resource policies for clarity and to minimize absenteeism while still encouraging employees to remain at home if they are ill

Communicated with school constituents and stakeholders regarding plans for reopening on a continuing basis as information was gathered

Ensured that District-Wide Safety Team is in place and updated the emergency operations plan after a thorough and ongoing evaluation of the response to the 2020 pandemic closure

COMMUNICATION AND ENGAGEMENT

Communications Strategy and Plan

The State Education Department has issued guidance to school districts regarding the opening of school. Central to this guidance, NYSED is requiring school districts to provide regular and frequent communication between schools, families, and the wider community to encourage family and community engagement. When considering the impact of communications efforts, it is important to remember that communication is only deemed effective when information is delivered, received, and understood by all stakeholders. (NYSED 2020)

Reopening with public confidence can be optimized with regular communications. Health and safety issues must be communicated transparently, while still protecting the privacy of students, staff, and families. A targeted communications strategy is critical to ensuring public confidence in all COVID-19 mitigation strategies. Consistent with its general communications approach, SOCSO will communicate reopening information to external audiences (parents and community members) using multiple tools and platforms. (RBOCES 2020)

Engagement and Training

Stakeholders

The Board of Education, district administration, staff, students, families and the larger community comprise our stakeholder groups. The District will target our communication to our stakeholder groups to ensure effective community engagement.

Reopening Webpage

The Reopening webpage (www.socsd.org/reopening) was published in June to serve as the primary hub for District reopening information. The page will be updated on an ongoing basis with updates and resources for families and the general public. SOCSO reopening plan is posted on the website and will continue to be updated as changes are required.

SOCSD Summer Update e-blast

The SOCSO Summer Update e-blast launched July 10, several weeks earlier than usual, to keep families and community members connected to the District. The Update, sent at 4PM on Fridays, contains information and announcements regarding reopening and standard back-to-school information. The Update format has been changed to be more digest-like, with shorter blurbs which link to the website or District social media feeds, in order to be published in both English and Spanish.

Reopening Postcard

A Reopening postcard will be produced and mailed to all South Orangetown residents the first week of August to direct them to www.socsd.org/reopening starting August 14 for information regarding reopening, virtual continuing education programs for fall and Google Calendars with updated dates. The postcard contains both English and Spanish copy. A blurb to encourage community members not directly connected with the school to subscribe to the Community

Communications List to receive District e-blasts. Also included: a reminder to new residents to register their students for the new school year with contact information.

Reopening Reference Sheets

At-a-glance, downloadable reference sheets will be produced in English and Spanish for posting on the Reopening webpage starting August 14 to convey key aspects of the District's reopening plan in simple language (with infographics for limited literacy users). Reference sheets will be developed in close collaboration with subcommittee chairs who will provide content for their respective areas:

- Screening questionnaire with guidelines for keeping students home from school and exposure/symptom reporting protocol
- Curriculum format/schedule for general and special education students
- Social distancing in classrooms and common areas
- Social distancing on buses and transportation procedures for all students
- Food service for in-person and remote students
- Transmission reduction efforts taken to reduce transmission (see Health & Safety Section):
 1. on the bus (e.g., distancing and frequency of cleaning/sanitization),
 2. in our schools generally, and
 3. in our classrooms. Will also include parent, staff and student roles in reducing transmission risk (i.e., staying home if sick, handwashing, wearing masks, etc.).

Community Partners

Ongoing engagement with the leadership of our Board-approved community partners--SOCES PTA, SOMS PTA, TZHSPTSA and the TZ Red & White Sports Booster Club-- has included consistent, two-way and year-round communication. Administrators met with these leaders prior to the public release of the District's draft reopening plan to walk them through the plan and answer questions so that they have the information they need to respond to families and direct them to District resources, as well as to support and inform District communications.

Instructional Videos

Short videos will be produced to provide students and families with visuals of reopening transportation and school environments and key information about protocols. As always, videos will be captioned to be accessible for the hearing-impaired. We are also making videos accessible for primary Spanish speakers, some of whom are low literacy. Production is planned to begin the week of August 10, to allow for any required changes to the District's submitted draft plan. Final videos will be posted on the Reopening webpage, on District social media feeds and shared via e-blast with families.

Social Media

District social media feeds (Facebook and Twitter) will continue to share general District news and information throughout the summer. However, starting in August, content will increasingly focus on reopening preparations and expectations. Posts regarding summer professional development and student programming will include references to how these efforts are helping to shape the structure and delivery of instruction for fall.

E-Blasts

E-Blasts will continue to be used to share and reinforce information. However, to minimize disruption and stress associated with hypervigilance (students and families feeling that they need to constantly monitor email so they don't miss something), every effort will be made to send non-emergency, District e-blasts at 4PM on weekdays.

School Messaging

Robocalls in English and Spanish will also be used, as key information is posted, to direct families to important information posted on the District Reopening page.

Other Considerations

According to school and District staff, distance learning in the spring resulted in most previously no or low-tech access families connecting via provided devices and hotspots. For years, the District has relied on Spanish language robocalls, backpacked materials and texts from school social workers and staff as the primary means to contact hard-to-reach families.

Additional Resources

[The Dual-Capacity Framework for Family-School Partnerships](#)

HEALTH AND SAFETY

Considerations of Reopening

The health and safety of students, staff, and school community is the top priority when making the decision to reopen school campuses and South Orangetown CSD will work in conjunction with NYSED, the NYS Department of Health, and the Rockland County Department of Health in making the decision to safely reopen and remain open. In addition, the District will continue to monitor the regional rate of infection based on the formula prescribed by Governor and follow all State and Local guidance received.

The reopening plan will support South Orangetown CSD leaders in their ongoing collaboration with their school communities and health professionals about reopening strategies. It is important that when schools reopen, the South Orangetown CSD continue this collaborative effort to monitor disease levels, adapt to suggested best practices, and communicate ongoing guidance.

The Director of Safety, Security and Compliance is designated as the COVID-19 Safety Coordinator, whose responsibilities include continuous compliance with all aspects of the District's reopening plan. Further, the entire administrative team has the duty under their specific areas of responsibility to ensure the reopening plan is operationalized with fidelity.

Health Checks

Parent and/or Guardians, Staff and Visitors to our schools will be provided resources to educate themselves regarding the careful observation of symptoms of COVID-19 and health screening that must be conducted each morning before coming to school.

SOCSD Dual-Screening Protocol

a. ***Passive Screening:*** Staff, Students, Contractors, Vendors, Partner Agencies and Visitors

For SOCSD Staff will be required to self-screen for symptoms by electronically completing a daily COVID-19 screening questionnaire prior to entering all district property. In the case that a staff member answers yes to one or more of the items in the questionnaire, he/she is required to stay home and contact their direct supervisor. Supervisors will then contact the Director of Staff Relations for further instruction.

For SOCSD Students, all parents and/or guardians are required to electronically complete the questionnaire daily on their student's behalf; this must be done before the student arrives on district property and/or boards a school bus. If the response on the questionnaire has one or more yes answers, the student must be kept home. The parent and/or guardian must report their child's status to the attendance secretary following normal school procedures for reporting

absences. The school nurse and/or trained personnel will follow up with parents and/or guardians for reported absences due to COVID related matters.

Contractors, Vendors, Partner Agencies and Visitors will be issued the screening questionnaire (either in person, by mail or electronically) and will be reviewed to ensure that answers do not include yes to any of the questions. No one will be allowed admittance to district property who has answered yes, and their immediate supervisor will be responsible for this process. In addition, contractors, vendors, and partner agencies are required to submit their approved NYS Forward Safety Plan to SOCSO prior to commencing any services for the district. Visitation in our buildings will be strictly monitored and limited to essential business only.

b. Active Screening: Staff, Students, Contractors, Vendors, Partner Agencies and Visitors

Staff will perform daily COVID screenings including temperature checks prior to arrival on campus, however, in the event a staff member arrives on campus exhibiting symptoms of COVID or a temperature greater than 100 degrees Fahrenheit, they will be isolated to a separate location and re-checked by the building nurse for an oral temperature. If the temperature is greater than 100 degrees (or other symptoms are present), the principal will be contacted by the Nurse, and the staff member **MUST** be sent home within 30 minutes. Staff Relations must be notified, and a return date will be reviewed with the Building Principal. If the oral temperature is at or below 100 degrees, the staff member will continue with his/her day unless they present with other symptoms.

The Director of Staff Relations and/or the Director of Safety, Security & Compliance will consult with the Rockland County Department of Health, in regards to the requirements for determining when staff members, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. The returning protocol may include, but not be limited to:

- Documentation of evaluation by a healthcare provider (a healthcare provider note clearing a person to return to school/work);
- Negative COVID-19 diagnostic test result, and symptom resolution;
- If COVID-19 positive, release from isolation.

Students will be screened for symptoms as they enter campus and/or school bus consistent with public health guidance, which may include but not limited to, visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures are not greater than 100.0 degrees Fahrenheit) and other symptom checks such as: asking students if they have experienced COVID-19 symptoms within the last 24 hours, whether anyone in their home has had COVID-19 symptoms and/or a positive test.

If a student is symptomatic while entering campus or during the school day:

1. The student will be isolated in a pre-selected area of the school that is supervised by the

- school nurse and/or other trained personnel.
2. The student must immediately put on a mask or cloth face covering.
3. Parent and/or guardian will be contacted to pick up student from school.
4. Student will remain in isolation until picked up by an authorized adult within 30 minutes.

Any confirmed COVID-19 case the SOCSO learns of regarding students will automatically be reported to the Rockland County Health Department by the School Nurse Team Leader and Executive Director of Pupil Personnel Services.

Contractors, Vendors, Partner Agencies and Visitors may be subject to live temperature screening with no touch thermometers and/or other screening technologies, and other symptom checks. This will be done by SOCSO personnel as deemed appropriate. In cases where one of these individuals exhibits a temperature of greater than 100 degrees Fahrenheit, or other COVID-19 related symptoms, they will be denied access and/or removed from campus and their immediate supervisor contacted. Individual(s) will not be permitted back on school campuses until appropriate documentation (and acceptable to Rockland Department of Health) is received by the District.

Healthy Hygiene Practices

The District recognizes the importance of healthy hygiene practices and will work to support and convey the following to all staff, students, and visitors:

1. Stay at home if they feel sick;
2. Cover their nose and mouth with a mask or cloth face covering when unable to reasonably maintain social distance from others;
3. Properly store, clean, and when necessary, discard PPE;
4. Adhere to social distancing instructions;
5. Report symptoms of, or exposure to, COVID-19;
6. Follow hand hygiene, and cleaning and disinfection guidelines (e.g. signage and training) and;
7. Follow respiratory hygiene and cough etiquette (e.g. signage and training).

Social Distancing

With the downgrading of Rockland County from a Red Zone (High Transmission) to an Orange Zone (Substantial Transmission), we are reopening our schools to three-foot Social Distancing, also called "physical distancing". This means keeping a three-foot space (and in some cases *twelve feet ie PE ,Chorus, Lunch*) between oneself and others. **We are eliminating the 50/50 hybrid (50% in-person, 50% remote) and allowing students to either be fully in-person or fully remote.**

The District will implement the following to ensure social distancing guidelines, to the extent practical:

South Orangetown School Reentry Plan

1. Create smaller student/educator cohorts to minimize the mixing of student groups throughout the day.
2. Minimize movement of students, educators, and staff.
3. Staff and students alike are required to wear a mask and/or cloth facial covering in all common areas, classrooms, bathrooms, hallways, on the bus and when social distancing cannot reasonably be maintained.
4. The use of barriers/dividers will be utilized in classrooms, offices, and other common areas when necessary.
5. Turn desks to face in the same direction rather than facing each other.
6. Six-Foot teacher safety zones are identified in all classrooms.
7. Utilization of visual aids (stickers, posters, arrows, cones, etc.) to illustrate traffic flow, proper hygiene, and appropriate spacing.
8. Repurposing of larger alternate spaces (i.e., auditoriums, gymnasiums, etc.).
9. Keep staff and students' belongings separated and minimize sharing classroom materials.
10. Divide entrances and exits to limit funneling through the same spaces and close contact.
11. Alter emergency drills practices (i.e., fire and lockdown) to allow for social distancing.
12. Minimize gathering in small spaces and discourage social gathering.
13. Ensure that distance of twelve feet in all directions is maintained between individuals while participating in activities requiring projecting the voice (e.g., singing) and when participating in physical education activities.
14. Cancel/limit in-person student assemblies, athletic events/practices, performances, school-wide parent meetings, field trips as deemed necessary. Rather adapt virtual means of holding these events.
15. Visitors to campus will be strictly limited to essential business. Online meetings and other forms of electronic communication with parents and others will be strongly encouraged.
16. Restrict usage of gathering areas and lockers. Students should not carry an unreasonable number of books and materials throughout the day.
17. Properly supervise playgrounds to ensure physical distancing.
18. Avoid activities where multiple groups would need to interact when physical distancing is not practical.
19. Installation of physical barriers (e.g. desk dividers and sneeze guards) where physical distancing may be difficult and/or as an additional measure of prevention.

Personal Protective Equipment (PPE)

The South Orangetown CSD will follow all OSHA, CDC, NYSED, and Department of Health COVID-19 guidance, regarding PPE which includes:

1. Selected PPE based upon the hazard to the staff member.
2. Ensure PPE consistently and properly works when required.
3. Regularly inspect, maintain and replace, as necessary.
4. Properly remove, clean, store or dispose of, as applicable, used PPE to avoid contamination of oneself or others.

Staff members who are performing aerosol generating treatments (such as school nurses) including those known to be, or suspected to be, infected with COVID-19 will use appropriate PPE (e.g., surgical mask and face-shield). These treatments will only be allowed by each school health professional (e.g. school nurse).

Further all SOCSD staff members have been supplied with a face shield and washable mask, and access to a supply of disposable masks in each school building. All assigned teacher mobile desks and all clerical office desks have been supplied with a polycarbonate sneeze guard/barrier.

Cloth Face Coverings

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Masks or cloth facial coverings must completely cover staff members' noses and mouths in order to prevent the transmission of virus-containing droplets. Staff members are required to wear a mask or cloth facial covering at all times when not seated at their individual desk and/or not instructing students from teacher safe zone, this includes:

- In all common areas of the school buildings;
- In all hallways;
- In all restrooms; and
- In all other congregate settings (i.e. playgrounds, common office areas, conference rooms, classroom spaces).

Further all SOCSD staff members have been supplied with a face shield and washable mask, and access to a supply of disposable masks in each school building. The inventory includes an adequate supply in the event students do not have a mask or cloth facial covering upon entering school. Each school will allow employees to wear their own acceptable face covering, pursuant to CDC guidance, or will wear one provided by the district.

Staff members with healthcare provider documentation stating they are not medically able to tolerate a mask and/or cloth face covering cannot be required to do so and will be directed to wear the face shield provided to them and to socially distance to the extent practical.

Students are always required to wear a mask or cloth facial covering when not seated at their individual desk or table, at times when direct instruction is not being delivered, and not during assigned meal service times, this includes:

- In all common areas of the school buildings;
- In all hallways;
- In all restrooms; and
- In all other congregate settings (i.e. playgrounds) when social distancing cannot be reasonably practiced.

Students with healthcare provider documentation stating they are not medically able to wear a mask and/or cloth face covering cannot be required to do so, and will be directed to wear a face shield provided to them by their physician and/or SOCSO, and to socially distance to the extent practical. NYSED, CDC, and Department of Health guidelines will be followed when enforcing the wearing of a mask and/or cloth face covering, including when individuals should not be wearing a mask or cloth face covering.

The South Orangetown CSD will instruct students, parents/guardians, contractors and vendors on:

1. The proper way to wear masks and cloth face coverings;
2. Washing hands before putting on and after removing their face covering;
3. Proper way to discard disposable face coverings;
4. The importance of routine cleaning of reusable face coverings; and
5. Not to share face coverings with anyone.

SOCSO has secured multiple vendor pathways for maintaining an adequate supply of Personal Protective Equipment.

Management of Ill Persons

Students and staff with symptoms of illness must be sent to the health office where a school nurse will perform an assessment. Anyone that has a fever or COVID-19 symptoms that is not explained by a chronic health condition (e.g. asthma, allergies or chronic gastrointestinal conditions), will be isolated in a separate room near the health office suite and be sent home within 30 minutes.

Administrators will work collaboratively with school nurses to determine if additional staff is needed to assist with non-nursing tasks such as:

- Student Supervision
- Telephone Calls, emails to parents/guardians
- Assistance with completing required paperwork other than nursing documentation

If Students or Staff become ill with Symptoms of COVID-19 while at school:

1. School staff will immediately report any illness of students or staff to the school nurse
2. For ill students, the school nurse will immediately notify the students parent/guardian and Rockland County Health Department. The nurse will also notify the Executive Director of Pupil Personnel Services.
3. For ill Staff Members, the Nurse will immediately notify the Director of Staff Relations.
4. The Director of Staff Relations and/or the Director of Safety, Security and Compliance will notify the Rockland county Health Department to satisfy reporting requirements.
5. The staff member or student will be isolated and sent home within 30 minutes.

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6. This district will follow all guidance from the RCHD and will close off areas used by a sick person and will not use again until the area can be properly disinfected.
7. Opening outside doors and windows to increase air circulation throughout the space.
8. Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as practical.
9. Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, common areas, etc.
10. Once the area has been appropriately cleaned and disinfected it can be reopened for use.

Also, staff should be aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19 which is a serious condition associated with COVID-19 in children and youth. Schools should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:

- fever
- abdominal pain
- vomiting
- diarrhea
- neck pain
- rash
- bloodshot eyes
- feeling extra tired

Schools must call for emergency transport (911) for any student showing any of the below warning signs (or other concerning signs) related to MIS-C:

- trouble breathing
- pain or pressure in the chest that does not go away
- new confusion
- inability to stay awake
- bluish lips or face
- severe abdominal pain

Returning to School After Illness

The South Orangetown CSD will follow the NYSDOH COVID 19 TOOLKIT and CDC guidance for a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed with COVID-19 by a healthcare provider (physician, nurse practitioner, physician assistant) they can return to school:

1. Once there is no fever without the use of fever reducing medicines, and they have felt well for 24 hours.
2. If they have been diagnosed with another condition and has a healthcare provider note stating, they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or symptoms, or does not get a COVID-19 test but has had symptoms, they will not be allowed at school and must stay home until:

1. It has been at least ten days since the individual first had symptoms
2. It has been at least 72 hours have passed since the individual has had a fever (without using fever reducing medicine
3. It has been at least 72 hours since the individual's symptoms have improved, including cough and shortness of breath.

Ending Isolation of Person Potentially Exposed to COVID-19

The CDC has specific guidance for discontinuation of person in isolation who may have been exposed to COVID-19. As this guidance is subject to change, the South Orangetown CSD will refer to the below link for ongoing guidance around this issue:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

COVID-19 Testing

In accordance with CDC recommendation, the South Orangetown CSD will not conduct COVID-19 testing or require diagnostic or antibody testing of students or staff members. The decision of whether a test needs to be conducted will be determined by a healthcare provider or the RCHD.

Contact Tracing

In collaboration with the Rockland County Department of Health, the SOCSD nursing team and Office of Staff Relations will support contact tracing if a student or staff member is diagnosed as COVID positive.

The district will assist with contact tracing by:

1. Keeping accurate attendance records of students and staff members.
2. Ensuring student schedules are up to date.
3. Keeping a log of any visitors which includes date, time, and where in the school they visited.
4. Assist local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided in accordance with the below link:

<https://coronavirus.health.ny.gov/new-york-state-contact-tracing>

Note: Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try and determine who is to be excluded from school based on contact without guidance and direction from the Rockland County Department of Health.

School Closures

The South Orangetown CSD will collaborate with the Rockland County Department of Health to determine early warning signs to a closure (e.g. increase absenteeism or increased illness in the school community) and whether school district can operate safely.

Cleaning and Disinfection

The South Orangetown CSD will follow CDC guidance in determining what level of cleaning/disinfection is necessary against COVID-19. Two resources that will be referenced are:

1. <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
2. <https://www.cdc.gov/coronavirus/2019-ncov/community/cleaning-disinfecting-decision-tool.html>

The following include, but are not limited to, cleaning and disinfections practices the South Orangetown CSD has implemented that align with NYSED guidance:

1. Use only EPA-approved disinfectants against COVID-19.
2. Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
3. When EPA approved disinfectants are not available, use alternative products (e.g. 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions).
4. Identification of cleaning and disinfecting frequency for each facility and area type.
5. Clean and disinfect high touch surfaces frequently and throughout the day such as: tables, doorknobs, light switches, handles, desks, phones, keyboards and tablets, and restrooms.
6. Follow all manufacturer instructions for cleaning and disinfection of electronic devices

such as laptops, iPads or Chromebooks, musical instruments.

7. Maintain a cleaning log that includes date, time, scope of cleaning and disinfections; this will be posted in every area and updated periodically.
8. Shared athletic/gym equipment (e.g. balls, protective gear) will be cleaned between use per manufacturer's instructions.
9. School Health Office cleaning will occur after each use of cots, bathrooms, health office equipment (blood pressure cuffs, stethoscopes, etc.), per manufacturer's instructions.
10. Outdoor playgrounds will be cleaned but do not require disinfection.
11. If someone is suspected or confirmed to have COVID-19, the District will wait at least 24 hours (*if feasible*) before cleaning and disinfection.

Students should not be present when disinfectants are in use and should not participate in cleaning and disinfection activities. However, staff and students may use disinfectant wipes to clean work surfaces and devices used.

Safety Drills

The SOCSO will satisfy all mandatory Emergency Drills per Education Law, this includes lockdown, fire (evacuation), bus safety and early go home drills. The district will stay consistent with COVID-19 safety practices while conducting such drills, including social distancing, the wearing of face coverings, etc. To accomplish this, the District will:

- Use a “staggered schedule” for Evacuation Drills, where classrooms will evacuate separately rather than all at once.
- Conduct Lockdown Drills without hiding or sheltering. However, an explanation of how to hide or shelter will be provided during such time.

Health & Safety Training

The Director of Staff Relations and/or Director Safety, Security & Compliance will issue a District-Wide Memorandum before the start of the school year in order to apprise staff members of 2020-2021 required online safety trainings. This will include instruction in COVID-19-related protocols such as:

1. Safety actions related to COVID-19 (e.g. social distancing, etc.)
2. Putting on, taking off, and cleaning a mask
3. Proper handwashing and general hygiene
4. Proper respiratory etiquette

Additional ways the South Orangetown CSD will convey COVID-19 Safety information are:

- Signage prominently displayed in each school/building
- Timely and accurate information communicated parents/guardians and the community

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in multiple formats and languages (please see Communications Section of this plan).

Accommodations

For Staff: The Office of Staff Relations will be disseminating a survey to all staff to determine those who may be at high risk or live with a person at high risk. Following the collection of this information, the Director of Staff Relations will reach out to staff members accordingly.

Forms are available in the Re-Opening Plan Appendix and on our webpage, such as:

- [SOCSD Daily Coronavirus \(COVID-19\) Employee Screening Form for Staff Members](#)
- [SOCSD Compliance Trainings \(Fall 2020 Memorandum DRAFT\)](#)
- [SOCSD Workplace Accommodation Request Form](#)
- [SOCSD Workplace Accommodation Request Form \(Health Care Provider Follow-Up\)](#)
- [Families First Coronavirus Respect Act \(FFCRA\) Poster](#)
- [SOCSD FFCRA Request Form for Employees](#)
- [SOCSD FFCRA Request Form for Child Care Leave](#)
- [SOCSD APPR Plan \(Approved June 25, 2020\)](#)

For Students: The Office of Pupil Personnel Services is available to support any student whose medical needs preclude them from returning to in-person learning. Students who currently have a 504 plan or an IEP that includes medical alerts will be receiving a communication from this Office to develop individual plans. If a student is not currently classified or identified as a 504 student, a parent must notify the Executive Director of Pupil Personnel in writing of a request for such accommodations with medical documentation or a request or evaluations.

FACILITIES

Considerations for Reopening

The South Orangetown Central School District facilities department will follow closely the guidance provided from New York State Education Department (NYSED), New York State Department of Health (NYSDOH), and the Rockland County Health Department (RCHD), to safely re-open our facilities.

Ensuring that the buildings and grounds are maintained, cleaned, inspected, and compliant is essential to the Health and Safety of all students and staff. By working closely with Administrators and Staff, the facilities department has developed plans, protocols, and management strategies, that align with the instructional program, in order to provide a safe and efficient reopening.

Key Points - Means to control Infection

1. Time Management, the District to the extent practical will:
 - Manage time and schedules to reduce student use of the corridors.
 - Follow all social distancing protocols to prevent large gatherings in hallways (see Health & Safety section).
 - Ensure that the bathroom use protocols are in place to avoid gatherings and promote proper hygiene.
2. Alcohol-based Hand Sanitizer Dispensers, the District will:
 - Provide adequate supply of alcohol-based hand sanitizer dispensers in order to comply with FCNYS 2020 Section 5705.5 in each school building.
3. Dividers at doors and other points of congregation, should the District opt to:
 - Install dividers attached to building infrastructures, SOCSO will conduct a review with the architect and submit floor plans to the State Education Department, Office of Facilities Planning for review approval.
 - All applicable NYSED, Building and Fire Codes will be strictly adhered to.
4. Required Square footage, the District will:
 - Base the standard for proper social distancing measurements for individual rooms on NYSED, CDC, and Department of Health guidance.

Space Utilization – Health & Safety Assurance

When SOCSO reopens, it will be essential that physical spaces are configured and maintained in a way that best mitigates the spread of COVID 19.

1. Alterations to space-

- The district may alter or reconfigure classrooms or spaces to create better space utilization. For temporary or moveable partitions, or physical space (e.g. permanent) infrastructure alterations, the NYSED Office of Facilities Planning (OFP) must review and approve. Means of egress, fire alarm system, ventilation, and lighting will be sent on those plans as well.
- The district will consult with architect and submit floor plans for any space alterations.
- The district will may consider movable partition or queue barriers. If necessary, all changes will be submitted to OFP for review and approval.
- The district may use Cafeterias, Libraries, Auditoriums and Gymnasiums. If necessary, the district will submit a floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.
- The district will ensure that any project submissions only dedicated to "COVID 19 Re-opening" will be labeled as such.

2. Space Expansion-

- The district is not planning to add space or lease space in order to expand its spatial requirements.

3. Tents for additional space-

- The district may be using tents for additional space. If necessary, a design professional will be consulted, and plans will be submitted to OFP for review and approval.

4. Plumbing Facilities and Fixtures-

- Toilets and Sinks
 - Per the NYSED guidance, the district may under certain circumstances reduce the number of toilet and sink fixtures to facilitate frequency of cleaning. If necessary, the number of toilets will meet the minimum requirements for the occupancy of building according to BCNYS code.
 - The district will ensure that soap is readily available at all sink fixtures.
 - Custodians will clean, check, and refill bathrooms frequently throughout the day.
- Drinking Fountains
 - The district may reduce the number of drinking fountains in order to facilitate frequency of cleaning. The number of fountains must meet the minimum requirements of 1 fountain per 100 occupants.
 - The district has a written plan if the drinking fountains must be taken out of service.

Fire Code Compliance

The District will submit changes and/or additions to facilities for review and approval by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

- The district will perform all necessary inspections to conform to the 2020 fire and building codes.
- The district will conduct the Visual inspection for the facilities in accordance with NYSED and as scheduled for SOCSO.

Lead Testing

At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling should not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. Simulation of “normally occupied operation” for the purpose of lead-in-water testing is not permitted. NYSDOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening. The district plans to conduct the lead testing in the spring of 2021. When the buildings are “normally occupied.” All results and remediation plans will be posted to the district website:

<https://www.socsd.org/safety/environmental-health/water-testing/>

The district will monitor all water systems and features for safety after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.

Ventilation

- The district will maintain adequate, code required ventilation (natural or mechanical) as designed, and meet or exceed the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) standard.
- The district conducted a review of its HVAC systems with architect and engineer. Any changes or additions to HVAC equipment deemed necessary, will be submitted to OFP for review and approval.
- The district will increase the fresh air ventilation rate to the extent possible to aid in maintaining a healthy indoor air quality as per recommended CDC and Department of Health guidance.
- The district will set a schedule for the frequency of changing and cleaning of HVAC filters.
- Ventilation systems and fans will operate properly and increase circulation of outdoor air as much as possible through open windows and doors and other methods.
- Central air filtration for heating, ventilation, and air conditioning (HVAC) systems will be maximized.
- Airflow patterns within classrooms and office spaces flows properly to lessen the exposure to COVID-19.

Additional Resources

Office of Facilities Planning
Department of State - Building Codes

New York State Fire Code

CHILD NUTRITION

The South Orangetown Central School District (SOCSD) has developed a meal service model ensuring that students receiving instruction in-person or via remote learning receive healthy and nutritious breakfast and lunch meals as pre-ordered, and in compliance with NYS Child Nutrition regulations and New York State Education Department guidance.

Considerations for Reopening

SOCSD considered the various options for the preparation and delivery of meals to students using the most effective manner available given the instructional model chosen, and to pivot easily should the District be mandated to go to remote learning at any time during the school year.

Other considerations:

- Consider whether it is feasible to use buses to distribute meals to students.
- Updating standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Training all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
- Cleaning and disinfecting surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads or no contact point-of-service methods.

Further, the Food Service Management Company must submit their approved NYS Forward Safety Plan that includes COVID-19 related safety protocols, including but not limited to: screening of employees for COVID-19 related symptoms, cleaning and sanitizing kitchen work areas and common cafeteria spaces, training program for staff, and oversight provided to ensure compliance with all applicable NYSED, CDC, and Department of Health regulations and guidance.

Safety and Sanitation

For health and hygiene promotion, South Orangetown CSD will:

- Designate a COVID-19 food coordinator that will ensure compliance with all applicable rules, regulations, and guidance from CDC, NYSED, and Department of Health.
- Provide professional development to teach and reinforce handwashing, and use of a mask or cloth face covering while working on school campus (see Health and Safety section).
- Have adequate supplies for both staff and students including soap, hand sanitizer, and tissues.
- Posting signs on how to stop the spread of COVID-19 including proper hygiene, proper hand washing, social distancing.

- Cleaning and sanitizing of school kitchens and cafeteria spaces will follow district procedure as outlined in the Health & Safety section of the Reopening Plan.

Meal Service

For meal preparation, South Orangetown CSD will:

- Ensure gloves, masks, disposable aprons, and other supplies are readily available and worn by all employees and contracted workers.
- Promote fresh healthy menu options that are individually plated meals that are pre-portioned and pre-wrapped, and in compliance with USDA and NYS Child Nutrition regulations.
- Use a pre-ordering system in order to plan, prepare, and deliver pre-packaged meals to students.
- Reorganize workspaces for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize number of staff in the kitchen.

For onsite meal service, South Orangetown CSD will:

- Collaborate with Building Administrators on the use of cafeterias, classrooms, other large common areas, and outside areas for meal service. Meals will be distributed by Food Service Staff to designated spaces.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible.
- Stagger mealtimes to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, and/or providing barriers/dividers on tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.
- Suspend use of self-service buffets for food and condiments and no line service will be permitted. All meals will be prepared and packaged to students based on a pre-ordering system.
- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
- Ensure cleaning of every table between groups of students and/or meal service times.
- Utilize my payments plus to make payments for student meals. No cash will be accepted.
- Students who bring in meals to schools must do so in a sealed, closed container, following school rules for meals, including those associated with students with nut allergies.
- Strongly discourage sharing of food items.

For offsite meal service, South Orangetown CSD will:

- In addition to the above, pre-ordered, pre-packaged meals will be delivered and/or distributed to students covering five breakfasts and five lunches for the following week, and
- Offering pick up by parents and/or guardians, including drive-through and curbside pick-up options. All meals must still be pre-ordered.
- Assess whether there are students who are unable to access school meal distribution options and identify ways to address these gaps working collaboratively with our Family Engagement Center.

Food Service Staff Training

All Food Service Staff will be required to complete training as outlined for SOCSD employees, including COVID related training. Further, Food Service Management Company must perform training on topics associated with proper food handling and preparation, proper hygiene, proper hand washing and hand hygiene, cleaning and disinfecting work surfaces, equipment and tools, and other COVID related prevention training, and submit documentation of such training to the Executive Director of Finance & Management Services.

Additional Resources

[NYSED Child Nutrition](#)

[USDA](#)

[Institute of Child Nutrition](#)

[Health NY](#)

[CDC](#)

TRANSPORTATION

Considerations for Reopening

Transportation will be adjusted to support the new instructional model that was chosen, in collaboration between South Orangetown CSD instructional program staff and school transportation staff. Collaboration between staff was integral to selecting an appropriate reopening strategy.

Key points that were considered:

- In order to practice social distancing on the school bus to the extent practical, the seating capacity may need to be reduced. What are the impacts of reducing capacity on the buses and what does that mean for availability of the number of buses?
- Social distancing at bus stops and school loading and unloading zones has been considered and information will be communicated to our school community.

School Bus Requirements

- South Orangetown CSD requires staff and students who are able, to wear masks and/or acceptable face coverings at all times while entering, leaving, and riding the bus, in accordance with New York State Department of Health Guidance and NYSED Guidance.
- SOCS students requesting transportation to school buildings **within** the district will be required to register for transportation for the 2020-2021 school year. Tappan Zee High School students residing within the 1.5-mile Walk Zone, are ineligible for transportation they do not need to submit a form. Registration forms will be due by August 15th, please refer to the appendix for a copy of the form.
- Students who will be riding buses will be required to socially distance whenever possible.
- Contracted bus vendors will be required to clean and disinfect all buses and equipment contained within; twice per day, after the completion of morning and afternoon routes, using an EPA approved product specifically labeled for use in the disinfection of SARS-CoV-2, and implement proper ventilation procedures post disinfection prior to the next route.
- School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors, and attendants must not carry personal bottles of hand sanitizer with them on school buses.
- Buses transporting students in wheelchairs must configure wheelchair placement to practice social distancing to the extent practical.

School Bus Considerations

- Transportation staff will work with contracted vendors, staff, students, and guardians at bus stops to ensure social distancing is practiced to the greatest extent possible at bus stops and while loading and unloading buses.

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- Bus stops will be reviewed and modified as necessary to minimize the number of students waiting together.
- Parents who can do so, are strongly encouraged to transport their students to and from school.
- When temperatures do not fall below 45 degrees, windows on buses are to be partially opened in a way to ventilate the vehicle using appropriate air flow patterns.
- School buses are an extension of the classroom, all expectations of the classroom must always be adhered to on buses.
- The code of conduct for students and all pertinent South Orangetown CSD Policies will continue to be applied to students riding the bus.
- South Orangetown CSD will determine the maximum capacity of students for each vehicle while meeting current social distancing guidelines whenever possible.

School Bus Staff Requirements

- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work daily. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer for further direction and seek medical attention.
- School bus drivers, monitors, attendants and mechanics must wear a mask or cloth face covering along with an optional face shield.
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19. Evidence of such training is to be submitted to the SOCSO Coordinator of School Transportation.
- Transportation departments/carriers must provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as **hand sanitizer for all staff in their transportation locations** such as dispatch offices, employee lunch/break rooms and/or bus garages.
- Drivers, monitors and attendants who must have direct physical contact with a child must utilize one-use wear gloves.
- Contracted bus vendors are required to store any cleaning and disinfection supplies in a manner in which students do not have access to them at any time.

Students on Transportation Requirements

- All parents/guardians are required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.
- Students must wear a mask on a school bus at all times, with the exception of students that have an approved medical exemption on file with the District. In those instances, students must wear an approved face shield.
- Students must socially distance on the bus whenever possible.
- Students who do not have a mask CANNOT be denied transportation, however they will be provided with a disposable mask.

- Students who do not have masks must be provided one by the district.
- Students with an identified disability which would prevent them from wearing a mask will not be forced to do so or denied transportation, as long as proper documentation is maintained with the Individualized Educational Plan (IEP). In these instances, the student(s) must wear an approved face shield.
- Buses transporting students in wheelchairs must configure wheelchair placement to practice social distancing to the extent practical.

Students on Transportation Considerations

- Students will be required to clean their hands using approved hand sanitizer **prior to** boarding buses.
- Eating and drinking on buses is strictly prohibited.
- Siblings or children who reside in the same household will be seated together.

Student Loading and Unloading

- Transportation staff will work with contracted vendors, staff, students, and guardians at bus stops to ensure social distancing is practiced to the greatest extent possible at bus stops and while loading and unloading buses.
- When students embark and disembark the bus, they should follow current social distancing protocols. This will likely increase the time required to load and unload buses at stops.

Pupil Transportation Routing Requirements

- As per NYSED regulations, SOCSO will continue to provide pupil transportation to nonpublic, parochial, private, and charter school students and/or for students whose Individualized Education Plans have placed them out of district, when those schools are meeting for in-person instruction and SOCSO is open for student instruction (in-person or remotely). Please see School Calendar at www.socsd.org.
- All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools.
- Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Pupil Transportation Routing Considerations

- South Orangetown CSD will pursue every avenue to provide transportation for our student populations using creative means of district routing while adhering to applicable New York State Laws, Regulations, and Guidance.

Additional Resources

[NY Association For Pupil Transportation](#)

[NY Association For Pupil Transportation - School Reopening FAQ](#)

[Interim Guidance for Cleaning and Disinfection- Public Transportation](#)

SOCIAL EMOTIONAL WELL-BEING

South Orangetown CSD is committed to placing student and staff wellness first to establish a positive, safe, and supportive learning environment. Leading with trauma-informed practices and increasing the use of Social-emotional learning is essential because children need social and emotional support as they navigate the unprecedented challenges of alternative learning contexts, and because social-emotional learning helps students access academic content through building essential self-management skills, resilience, and connections. The following were considerations for reopening:

- South Orangetown CSD will engage with families and provide activities to help them feel comfortable coming back to the school campus thru both our communication plan. This also needs to be considered for staff.
- We have developed plans to perform of nonacademic check-ins related to social-emotional well-being for all students.
- Further implemented tools for identifying feelings as we anticipate wearing masks may alter our understandings of how individuals are feeling. Also developed lessons on alternative ways to communicate feelings.
- Developed student-created videos that teach and have a positive message on the importance of physical distancing in the classroom
- Developed individual plans for students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability.
- Developed a “Trauma-Informed Reentry Plan” to address the specific needs of our community related to the COVID-19 closure and to support students dealing with the issues of racism and equality.
- South Orangetown CSD has and remains mindful and sensitive to the needs of those who are grieving the loss of a family member or coworker.
- South Orangetown CSD will consider developing protocol on handling crisis from virtual platforms.

The South Orangetown School District has developed two key documents which outline our plans for re-entry:

1. **K-12 Comprehensive School Counseling Plan** - This is a plan that has been designed to meet the educational demands of the 21st century in order to better serve the South Orangetown school community. A 21st century counseling program is one that is results-based, comprehensive, developmentally appropriate, proactive in nature, and designed to reach every student
2. **SOCSD Trauma Informed Re-entry Plan** - This is an addendum to our Comprehensive Plan the focuses on meeting the needs of our students and staff as they return to school as:
 - a. We recognize that all students and staff have been impacted by stress and trauma caused by the COVID-19 Pandemic, and
 - b. We recognize the stress and trauma caused by implicit and explicit social values and mores related to aspects of our social identities that are either privileged or marginalized.

South Orangetown School Reentry Plan

The South Orangetown School District develops this plan to support our students, staff and community in moving forward. It enhances our current multi-tiered system of support for students by identifying key data and timelines for data review to support all students in meeting their fullest potential.

Additional Resources

[Social Emotional Learning: A Guide to Systemic Whole School Implementation](#)

[Equity Framework](#)

[Girls Leadership](#)

[National Equity Project](#)

[Harvard Resource Mapping Strategy](#)

[Resources for Addressing Crisis](#)

[Discussing Race in the Classroom](#)

[SEL Roadmap](#)

[Guide to Systemic Whole School Implementation](#)

[NYSED SEL](#)

[NYSED SEW Resources](#)

[Compassion Resilience Toolkit](#)

[SEL Online Learning](#)

[Mental Health Education](#)

SCHOOL SCHEDULES

Considerations for Reopening

As South Orangetown CSD reopens and considerations are made to meet the health and safety guidelines, the following are some instructional schedule model options, essential planning questions, and actions steps for consideration. South Orangetown CSD is taking a flexible approach looking at everything through a distance learning lens, knowing, and understanding that we may have some students participating in a 100% distance learning model regardless of whether schools reopen. As of of this This model positions SOCSD to transition to more or less of a brick and mortar or distance learning.

Additional Considerations:

- Survey of the physical buildings and space to inform the instructional schedule model decision.
- Alignment with appropriate teacher professional development.
- Social-emotional supports.
- How will we meet all students' needs?
- Gather teacher input
- What is the communication plan for the school community on the new instructional model schedule?
- What resources are needed?

Scheduling Options

South Orangetown CSD will consider the following for reopening:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (In School)	Group A	Group A	Group A	Group A	Group A
Week 1 (At home)	Group B	Group B	Group B	Group B	Group B
Week 2 (In School)	Group B	Group B	Group B	Group B	Group B
Week 2 (At home)	Group A	Group A	Group A	Group A	Group A

Time	Example Structure of a Hybrid-Lesson	
	In School	At Home
7-10 Minutes	Mini Lesson given by the Teacher (7-10 Minutes)	
5-7 Minutes	All students begin working on activity	
5-7 Minutes	Students in class and at home begin work on activity	Teacher small group check in with online students
5-7 Minutes	Teacher small group with in-school students	Online Students begin activity at home
5-7 Minutes	Student Share	
7-10 Minutes	Teacher Review / Closing of Lesson	

ATTENDANCE AND CHRONIC ABSENTEEISM

South Orangetown CSD has been actively engaged in work to identify, support, and provide targeted assistance to students who have been chronically absent or show patterns that would lead to being identified as chronically absent. Each school-based team has goals and actions identified to decrease the number of chronically absent students overall and within specific sub-groups. When developing the plan to monitor attendance, the following was considered:

- Most efficient way to monitor attendance
- Use of existing technology for ease of use with parents, students, and staff
- Assignment of staff to monitor absenteeism
- Ways to gather engagement data vs. attendance data

Attendance for Instructional Purposes

South Orangetown has developed a specific mechanism to collect daily student attendance while using a hybrid model or if required to go virtual. Teachers will be taking attendance of those physically present in the classroom as well as those participating in the virtual class. This attendance record will be entered into the student management system on a daily basis. All four schools have identified what teacher will be responsible for this data collection. There will also be an assigned clerical at every building to support this work.

Attendance for Reporting & State Aid Purposes

With the mechanisms in place, we are positioned to gather all required attendance data that must be reported in the student information reporting system or SIRS.

Chronic Absenteeism

South Orangetown has had in place staff and protocols to address students with chronic absenteeism. Key staff members of the PPS staff including Prevention Counselors and Social Workers are identified to provide case management.

Educational Neglect

We have a strong partnership with Rockland County Department of Child Welfare, The Rockland County for Safe Youth and when necessary can access the Rockland Family Court for PINS applications. Our team has strong relationships with our families and takes seriously the mandates to report educational neglect. All matters are kept confidential and follow all legal protocols.

Additional Resources

[Chronic Absenteeism in Our Nation's Schools](#)

TECHNOLOGY AND CONNECTIVITY

The New York State Education Department has issued guidance to school districts regarding the opening of school. Central to this guidance, NYSED is requiring school districts to provide adequate access to computing devices and high-speed broadband to ensure educational equity. (NYSED 2020)

The District has created a plan which ensures equitable access to technology for staff and students and to support multiple modalities of teaching and learning. This will be accomplished through providing one-to-one technology access for students, digital content, platforms for instruction, and remote support for staff, students, and families.

The District encourages educational leaders and teaching staff to develop alternative plans for delivery of instruction should there be technical issues impacting remote learning.

NOTE: Remote Learning is heavily reliant upon many technical systems that are beyond the control of the District. Schools and districts will be relying on the same systems across the globe. The District will continue to work closely with our local BOCES, technology vendors and partners to monitor the performance of our remote learning environment.

Considerations for Reopening

As the District plans for the opening of schools, technology and connectivity are primary areas of focus. Access to computing devices and high-speed Internet are essential for educational equity. The closure of our schools and the shift to remote learning only highlighted this need. The District is committed to ensuring equitable access to learning resources for all.

The District will provide support to those families that may need help accessing resources for remote learning. For those students and families that may be in need, the District will provide mobile devices, cellular hotspots, and information regarding local broadband service offerings to support student learning.

Identifying Level of Access

Prior to the shuttering of schools in March, the District surveyed our students to determine whether they had a computer at home and access to the Internet. Those students that indicated a need for a computer or Internet were provided with a District Chromebook or cellular hotspot. In addition, our student support services team continued to reach out to students and families to see if they needed additional support.

In preparation for the Fall, the District will administer a School Opening Survey to our families and staff. As part of the survey, there will be questions regarding the level of access to computing devices and high-speed broadband that students have in their place of residence. The survey questions will help determine not just “access” to a device at home but rather does the student

have dedicated access to a computing device. As an example, are students having to share a device at home that may in turn restrict their ability for successful remote learning? Similarly, questions regarding Internet access will help determine the level of broadband available to the student for remote learning. Are students accessing the Internet using cellular phones with limited data plans?

For those students and families who require internet access, the district will provide cellular hotspots and/or provide information regarding local broadband services available to them.

1-to1 Mobile Initiative

The District is in the process of procuring mobile devices for use by our student population. The goal is to provide a 1-to-1 mobile devices for all students K-12. The District fully supports the need to provide each student with access to their own computing device to close the digital divide.

In the Fall, the District plans to provide students in Kindergarten and 1st Grade with Apple iPads. For students in grades 2 through 8 the District will provide Dell Chromebooks. Our District has had a 1-to-1 mobile device initiative at our high school for the past five years.

Deployment of additional devices will be completed in collaboration with building administrators and support staff. Devices provided to students and families will include a Mobile Device Handbook that covers the care of the device and articulates district policy regarding the Acceptable Use of the devices provided. Student and parents will be required to accept responsibility for the equipment the District may provide. Inventory of student devices will be managed at the building level.

NOTE: Due to the global pandemic, technology vendors are experiencing supply chain issues. Several of the District's technology related purchases are on backorder with delayed shipping dates. Once the equipment is delivered, the technology team will configure the equipment and will provide the equipment to our schools for student deployment.

Anticipated implementation of the District 1-to-1 initiative is expected to begin November 2020 once the devices are received from the vendor and configured by the technology team.

Internet Bandwidth

With the increased use of instructional technology to support remote teaching and learning, it is important to have a robust infrastructure to maximize connectivity. To support remote learning, the District has subscribed to a higher-level of Internet bandwidth through our local BOCES.

The District has upgraded our current service level from 500 Mbps to 1,000 Mbps Internet Broadband service. A typical single screen videoconference with audio VoIP and screen sharing requires approx. 3.5 Mbps. With approximately 305 teaching professionals, the district would

need approx. 765 Mbps. By subscribing to the 1,000 Mbps level of service the District will have additional bandwidth if needed.

The District will engage in continual assessment and evaluation of broadband services to ensure that there is adequate capacity for access to instructional resources.

Addendum 05032021:

The District has upgraded our broadband capacity to dual 10 GB redundant fiber links to our Internet service provider. In addition, the District has subscribed to 2 GB of Internet service with the ability to easily scale to 20 GB for future growth.

Instructional Teaching and Learning Resources

The District has made several significant investments to support teaching staff. Like the student 1-to-1 mobile device initiative, the District is procuring additional technology resources to support a hybrid learning environment.

Classroom Technology

The District will equip classrooms with technology to support synchronous and asynchronous learning models. Regardless if instruction is provided in-person, remote or as a hybrid model, technology resources are necessary to support teaching and learning.

The model classroom will include a teacher computer with built in webcam and microphone. This will allow teachers to connect with our students participating in remote learning. In a hybrid model of learning, teachers will initiate a remote learning session with our homebound students to bridge the home – school connection. Remote students will be able to participate with their “in-class” peers.

All teachers will be assigned a laptop, an additional web camera, a microphone, and a document camera. This teacher setup will be used while on campus but will also be portable to be taken off-site should schools close and we return to a full remote learning model. Inventory of teacher devices will be managed at the building level.

Learning Management and Instructional Software Resources

The District has reviewed software applications and web-based technology that will be used to plan, implement lessons, and assess participation throughout the learning process. The instructional resources the District adopts will be user-friendly (for teachers, students, and parents) and provide teachers with the ability to create and deliver content, monitor student participation, assess student performance, and provide timely feedback.

Standardization is key to supporting a remote learning environment. By standardizing the tools and resources used in instruction, the District can minimize the frustration of our students and families as they engage in remote learning. By adopting a core set of online software and resources, the District can ensure our staff deliver consistent blended and remote learning models for instruction.

Examples of the learning management and instructional software tools include:

- Google Classroom
- Schoology for Gr 3 through Gr 12
- Seesaw for Kindergarten through Gr 2
- Zoom and Google Meet
- Flipgrid and Jamboard

The District will adopt instructional software that is compliant with NYS ED Law 2D and Part-121 of the Governor's regulations for protecting Student Data Privacy.

Professional Development and Training

Reopening schools utilizing new instructional models requires special attention to teaching and learning. Students, teachers, and families must be supported in ways that allow them to be successful in this new learning environment. Professional development has been and will continue to be provided for teachers and educational leaders on designing effective online / remote learning experiences.

Professional development opportunities include:

- Online workshops on instructional tools
- Summer and year-long professional development workshops – e.g. Innovative Designs in Education
- District Leadership Teams – ELA / Math / Science / Social Studies / Technology
- Instructional videos on the use of tools for instruction
- Peer-led professional development sessions to support Trauma Informed Practices and Social-Emotional Learning

Professional development will continue to be provided in collaboration with district staff, vendor partners, Rockland BOCES and the Lower Hudson Regional Information Center.

Family Learning and Instruction

Students and parents need instruction on remote learning and the use of online instructional tools. The District will provide instruction to students to build digital fluency. Student and parent instruction will include but is not limited to being integrated into classroom instruction, online resources and FAQs, and as instructional videos.

Technology Support

During the Spring 2020 semester, the District Technology Department and Instructional Technology staff became support centers to families and other stakeholders. Responsibilities turned from in-building support to providing remote instructional support to ensure students and families were able to participate in remote learning.

The District will continue to expand access to technology support and technical assistance to staff, students, and families. Support will be provided through multiple modalities including online requests and remote technical support. Students and families will have access to an online help desk to help facilitate the resolution of technology related issues.

The District will ensure the technology staff is supported in its efforts to adhere to the health and safety guidance as established by the CDC and the NYSDOH that includes wearing PPE and maintaining six feet of physical distance where and when possible. For the health and safety of staff and students, one-to-one devices will be provided to the greatest extent possible and shared equipment will be sanitized as per regulation. Sharing of devices will be limited as much as possible in accordance with CDC and NYSDOH guidelines.

Addendum 05032021:

To support our students and families in the hybrid learning environment, the District established a Student Help Desk to be able to provide remote support to our students.

Data Privacy

The District will ensure student data privacy and security will be maintained in remote learning. The District will be compliant with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

The District will review and address any distance learning regulatory concerns and compliance issues, FERPA/HIPAA, staff, and student privacy, NYS ED Law 2D, and other concerns related to virtual learning environments.

Procurement of Instructional Technology

The District will procure hardware, software, licenses, and learning platforms to improve virtual instruction and to support teaching and learning.

Key considerations

- Procurement will be based upon curricular needs in conjunction with district policies and NY State mandates.

South Orangetown School Reentry Plan

- Standardization is required to help limit frustration with remote learning and to help support providing professional development for our staff, students, and families.
- Web-based teaching platforms and instructional software will be compliant with NYS ED Law 2D and Part 121 of the Commissioner's Regulations.
- Re-purposing of other expenses / projects may be considered to ensure students and staff have access to technology necessary for remote learning.
- Equipment for staff and students will be inventoried and managed at the building level. The building will be responsible for providing the Technology Department with a list of the equipment assigned to staff and students.
- Remote Learning is reliant upon many technical systems that are beyond the control of the District. Performance issues related to remote learning will be monitored and assessed.

Additional Resources

USNY Statewide Learning Technology Plan

ISTE Standards Students

ISTE Standards Educators

ISTE Standards Education Leaders

CoSN Guidance and Resources

ISTE Providing Effective and Equitable Digital Learning for all Students: Key Considerations for Districts

Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During the COVID-19 Pandemic School Closures and Beyond

NYSED: Funding Educational Technology

SETDA E-Learning Coalition

TEACHING AND LEARNING

Continuity of Learning Plan

SOCSD's Hybrid Learning Plan provides for students to continue their learning through in person and/or online instruction. This model will ensure that students have equitable access to our curriculum and programs; including live sessions, pre-recorded videos, posted assignments and activities, and the possibility of a homeroom at TZHS. Instruction will remain aligned with the outcomes in the New York State Learning Standards. SOCSD will utilize our district curriculum maps and make adjustments as deemed necessary to support our students re-entering and moving forward.

Our district has purchased the premium version of Zoom that has been integrated with our online classroom environment to enhance the teaching and learning experience. This functionality has enabled teachers to group students for small group work and discussions and to conference with individual and small groups of students.

- Teachers are required to use Zoom video conferences with their students whether they are in person or at home. These live lessons or activities will be streamed to any students who are learning from home. Teachers will continue to create and post lessons or activities.
- Teachers live sessions with students will be held during normally scheduled class. However, SOCSD is considering an abbreviated day to accommodate social distancing during arrival and dismissal.
- SOCSD is developing Hybrid Learning Guides for Parents, Teachers and Students regarding the expectations for Hybrid Learning (Brick and Mortar / At Home). The guides will be distributed before school opening.
- During lessons, teachers will be able to step away from the camera when giving a lesson when screensharing from the Smartboard.
- During lessons, students can interact with physical materials away from the screen to complete work and activities.
- Students can disengage from screen/camera to complete an activity then rejoin for the share and closure of the lesson.
- Teachers will use Fridays to prepare students who are going home for the following week.
- The schedule of assignments or lessons for students will be posted and shared on **Thursdays** for the following week.

Additional items students and families can expect this fall in a distance learning or hybrid learning environment:

- Consistent scheduling
- Live, daily instruction for all students, whether participating in person or virtually
- Trauma-based approach to instruction with an emphasis on social-emotional learning

Teachers and instructional coaches are working to become even more familiar with many of the learning applications and resources we are using such as Classroom, Schoology, FlipGrid, Zoom, and some newer applications such as Seesaw.

Collaboration, Grading, and Assessment

SOCSD is planning for a systematic cycle of assessments including initial screenings and assessments in the fall. SOCSD will be administering universal diagnostic academic assessments such as the STAR Assessment, Fountas & Pinnell Benchmark Assessments, and formative teacher made assessments that will be administered at the beginning of the school year. In addition, our school-based Data Inquiry Teams will meet regularly to look at assessment data and subgroup student performance.

- SOCSD will resume its normal grading process for all students K-12.
- Our Response to Intervention Program is designed in a three-tiered model for support services in the areas of reading, math, and social emotional intervention support.
- Teachers have structured collaboration, planning, and professional development time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals. Each school has established team and grade team meeting times scheduled daily and weekly.
- South Orangetown CSD will ensure appropriate accommodations are made for all students.

Early Education and Learning

SOCSD has partnered with Child Care Resource Center for Rockland to provide students with Pre-K services in either a half-day or full-day program. We are working with CCRR and other Rockland districts to purchase a digital version of the Creative Curriculum and looking at the possibility of technology devices should we be in a hybrid or distance learning model of instruction. Currently, SOCSD has 30 full-day and 70 half-day seats at Pre-Ks around the county.

Interscholastic Athletics and Extra-Curricular Activities

NYSED & NYSPHSAA will provide directives regarding return to school protocols. Consequently, the Physical Education and Athletics Plan may need to be modified as new mandates and information are received by all stakeholder State agencies. See Plan [here](#).

The District is currently evaluating extra-curricular activities in consideration of the hybrid instructional model and COVID-19 related safety protocols. We remain committed to offering our students a diverse and enriching learning experience while at SOCSD, and will communicate our plan prior to school opening in the Fall.

Career and Technical Education

South Orangetown CSD sends our students to Rockland BOCES for CTECH programs. Rockland BOCES has developed their own reopening plan inclusive of cleaning and sanitizing protocols. The District will work closely with BOCES to ensure program and learning experience requirements are met.

English Language Learners / World Languages

Special considerations are being made to address English Language Learners to ensure that their goals are being met. South Orangetown CSD is committed to providing designated and integrated ELL instruction both in person and online.

The South Orangetown Central School District serves English Language Learners (ELLs) in specialized programs that best suit their individual language needs. We believe that all students and families deserve equal access to instructional programs and are committed to our district's goal of graduation and college readiness for all students. We strive to support ELL students and their families in all areas and to strengthen the home-school connection.

The instructional approach includes a combination of pull-out and push-in English as a New Language (ENL) classes and core content classes geared towards English Language Learners, with a focus on both academic content and language development. Highly qualified teachers with English as a New Language certification are on staff in each of the district's four schools which emphasize aligned instruction and inclusive learning environments. At the elementary and middle school levels, students who have been identified as ELLs are grouped by level into cluster classes of no more than six students per class (entering - emerging - transitioning - expanding - commanding). This model enables ENL teachers to pull out students for small-group instruction, and in some cases, push-in to co-teach with classroom teachers.

At Tappan Zee High School, ENL teachers work with students in small groups to provide services for language acquisition and to help them succeed in their regular classes.

SOCSD Goals for supporting English Language Learners:

- Stay current - Research, create original content and resources, write (We're Published in Teaching English Magazine!)
- Communicate - Translate, inform others of needs of ELLs and Immigrant families, Provide PD
- Integrate - Teach content through integrated, culturally responsive co-teach models, connect SEL with Language
- Enrich - Provide World Language programs, hands-on learning
- Support - Students and teachers, serve on leadership committees
- Articulate - Anticipate and share needs, engage in vertical and lateral planning,
- Analyze – Our teams regularly analyze multiple data points to plan for instruction

Professional Development

Teachers, instructional coaches, and administrators across all four schools and every discipline participated in the start of an eight-day professional development workshop hosted by long-time District educational consultants IDE on hybrid learning. Over the past decade, SOCSO has been working with IDE on developing problem- and project-based curriculum which fosters a student-centered classroom.

Teachers across the district have created interdisciplinary units of study that include more student choice, including book choice, activity lists, and multiple ways for students to demonstrate their learning. This approach has enabled students to take more ownership over their learning, which became even more important as we shifted to an all-virtual environment this past spring. Since we anticipate reopening with a hybrid model, there will be a digital component to teaching and learning regardless of whether students are physically in a school or accessing the curriculum from home.

The District's Professional Development Committee has developed the SOCSO Professional Development Plan for the 2020-2021 school year. The Professional Development Committee (PDC) reviewed the requirements of the most recent Commissioner's Regulations, the existing district Professional Development Plan, and the current needs of teachers, administrators, and staff. SOCSO Professional Development Plan can be found [here](#).

The Professional Development Plan represents the mechanism by which Professional Review and Professional Development continues to advance in South Orangetown. The committee believes that quality results will be evaluated by means of the plan, the quality of thinking, cooperative dialogue, and collaboration that takes place within this committee and district staff.

Additional Resources

[Blueprint for ELL/MLL Success](#)

[NYS ELL Parent Hotline](#)

[Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education During the COVID-19 Pandemic School Closures and Beyond](#)

[SOCSO Curriculum Maps](#)

SPECIAL EDUCATION

Considerations for Reopening

The extended school closures have had a significant impact on the education of students, and it is widely recognized that students with disabilities experienced increased distress and negative educational consequences due to the changes in instructional methods and requirements. The SOCSO re-entry plan has strategically developed a plan that will meet the needs of all of our students and our addresses the provision of free appropriate public education (FAPE) in the least-restrictive environment (LRE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

We will continue to meet all requirements for initial and child find. Evaluations will be conducted in-person whenever possible. CSE/CPSE meetings will convene virtually. We will continue to provide the procedural safeguards notice to parents as well as provide parents with prior written notice.

Special Education Program and Services

Our SWD students will be able to attend school in-person daily in order to make sure that all of their IEP programs, accommodations, services and individual progress can be met, documented and evaluated.

Medically Fragile Students

Students who are identified as medically fragile may require adjustments to their transportation plan and their program. Based on parental and medical recommendations, these students may remain home for remote learning. When necessary, the Committee on Special Education will convene to adjust the IEP of these individual students.

IEP Implementation and Processes

Our plan continues to use a virtual platform to engage parents in CSE and CPSE meetings. When necessary, translation services are provided both in written documentation and in-person meetings. Our district reopening plan addresses the ongoing collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources. Our reopening plan was developed to meet the need of each individual students in a safe and confidential manner. We built this plan to ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) and to meet the unique disability related needs of students.

As needed, the Committee on Special Education will convene to engage parents and the staff in adjusting the IEP for any student who requires a change. We will hold these meetings virtually and when necessary provide translation services to ensure full parent engagement in the process.

Documentation Requirements

Our plan has classified students attending school on a daily basis. When necessary, CSE meetings will convene to adjust programs, supports and/or related services for any students who requires adjustments to meet their individual needs. All documentation related to these decisions will be maintained in the document repository in IEP direct. Individual goals, progress monitoring data and progress reports will also be maintained by each case manager/teacher and be captured into the progress reports for parent communication and future CPSE/ CSE teams. As a district, we will continue to use both formative assessment and summative assessments. We will be gathering data on an ongoing basis to monitor and document student progress on both the student goals and academic growth. Once returning to school, a need for compensatory services will assessed and we will work with parents throughout this process. When a parent requires translators to have meaningful participation in the CPSE/CSE process, one will be provided.

Additional Resources

[NYSED Special Education](#)

[Parent to Parent NYS](#)

Staffing, Evaluation, Certification

Staffing

As the South Orangetown Central School District prepares for the 2020-21 school year, the Director of Staff Relations will conduct a review in order to ensure that all teachers, school and district leaders as well as pupil personnel service professionals hold a valid and appropriate certificate for their assignments.

The district will consider utilizing incidental teaching when determining how to staff classrooms, while employing substitute teachers (as needed) in order to address staffing needs for the allowable amount of days given their qualifications and teaching assignment.

The District will work with educator preparation programs in order to identify appropriate ways in which student teachers can support classroom instruction.

The District will continue to consult with our district's representative associations while working to be consistent with our recently updated and approved APPR plan.

Evaluation

The South Orangetown Central School District's revised Annual Professional Performance Review Plan was updated during the 2019-2020 school year and was approved by the New York State Education Department on June 25, 2020. The Director of Staff Relations will ensure that all teachers and principals are evaluated pursuant to this currently approved APPR plan. In the case that the district should move to full-time remote instruction, observations will be completed virtually to the greatest extent possible, subject to any required negotiations with the representative association. Student performance data will be based on anticipated participation in previously approved assessments (*Living Environment & U.S. History and Govt. Regents Examination Results*).

Certification

The Director of Staff Relations will conduct a review in regards to the certification of all professional staff, while ensuring that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law. The Director of Staff Relations will communicate with all building principals in order to review the scheduling of staff and the potential need for Incidental Teaching.

APPENDIX- Resources and Sample Documents

CDC Decision-Making Tree

School Access

CDC: What to Do If You Are Sick

CDC: People Who Are at Higher Risk for Severe Illness

Hygiene and PPE

CDC: Hygiene Practices

CDC: Using Personal Protective Equipment (PPE)

CDC: Use of Cloth Face Coverings to Help Slow the Spread of COVID-19

Cleaning and Disinfecting

EPA: 6 Steps for Safe and Effective Disinfectant Use EPA: List N - Disinfectants for Use Against SARS-CoV-2

Vehicle Cleaning- CDC: Cleaning and Disinfecting Your Facility Guidelines

NYSDOH Guidance on Cleaning and Disinfecting

Communication with Students, Parents, Employees, Public Health Officials, and the Community

CDC: Criteria to Discontinue Home Isolation

CDC: Public Health Recommendations for Community-Related Exposure

Instructional Models and Other Guidelines

Link to ACTE's High-Quality: Planning for a COVID-19 Impacted School Year

SAMPLE MODELS FOR REOPENING SCHOOLS

Guidance Documents on Reopening

NYSED Reopening Guidance Document

Department of Health Guidance Document

NYS Governor's Coronavirus Updates

NYS Interim COVID-19 Guidance for Schools

SOCSD Forms

SOCSD Transportation Registration Form

SOCSD Meal Pre-Order Form

SOCSD Daily Coronavirus (COVID-19) Employee Screening Form for Staff Members

SOCSD Compliance Trainings (Fall 2020 Memorandum DRAFT)

SOCSD Workplace Accommodation Request Form

SOCSD Workplace Accommodation Request Form (Health Care Provider Follow-Up)

Families First Coronavirus Respect Act (FFCRA) Poster

SOCSD FFCRA Request Form for Employees

SOCSD FFCRA Request Form for Child Care Leave

SOCSD APPR Plan (Approved June 25, 2020)

**SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT
DEPARTMENT OF TRANSPORTATION
623 WESTERN HIGHWAY
BLAUVELT, NEW YORK 10913
Phone: (845)680-1662
Fax: (845)680-1972**

2020-2021 SOCSD In-District Transportation Registration Form

IMPORTANT:

This form **MUST** be received by the Transportation Department no later than **August 15th** of the upcoming school year in order to have transportation in place for the beginning of school.

If this form is not received by **August 15th** the SOCSD Transportation will assume that you do **NOT** require transportation to or from school for the 2020-2021 school year.

Tappan Zee High School students who live within 1.5 miles of the school are not eligible for transportation and should not submit this form.

Please e-mail the form to transportation@socsd.org or fax to (845) 680-1972

- ☐ Student will be requiring transportation
- ☐ Student will not be requiring transportation

Students Name: _____

Grade: _____

School: _____

Parent/Guardian's Signature: _____

Date: _____

Phone #: _____

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

Food Service Department

160 Van Wyck Road

Blauvelt, NY 10913

<http://www.socsd.org/food-service/>

2020-2021 SOCSD MEAL PRE-ORDER FORM

This form is to be used each week to pre-order the following week's breakfast and/or lunch meals for your student. The form must be received by 12:00 noon on Wednesday in order for your student to receive meal service for the following week, whether he/she is attending in-person or remote learning. Please e-mail the form to ddurso@socsd.org noting the following:

☐ Ordering Breakfast Meals for:

- q Monday
- q Tuesday
- q Wednesday
- q Thursday
- q Friday

☐ Ordering Lunch Meals for:

- q Monday
- q Tuesday
- q Wednesday
- q Thursday
- q Friday

☐ Meals pre-ordered will be distributed to student:

- q Student is receiving in-person learning
- q At School on Friday to bring home (please make appropriate arrangements)
- q Parent and/or Guardian will pick up curbside at SOMS (back parking lot by cafeteria)
- q Require home delivery (this will be reviewed on a case by case basis)

- All meals will be pre-packaged and follow New York State nutrition guidelines.
- Pre-ordered meals must be paid for in My Payments Plus. No cash will be accepted.
- Meals will be distributed to student daily when attending in-person learning.
- Meals will be distributed to student once for the week (based on the completed form) using the selected delivery method.
- One form per student is to be used.

Students Name: _____ **School:** _____

Parent/Guardian's Signature: _____