



**PULASKI ACADEMY and CENTRAL SCHOOLS
SCHOOL REOPENING PLAN
2020 - 2021**

**Superintendent Mr. Tom Jennings
Pulaski Academy and Central Schools
2 Hinman Road
Pulaski, NY 13142
315-298-5188**

Reopening Focus Area: Communication, Family and Community Engagement

Mandatory Requirements

- **Responsible Parties must engage with school stakeholders and community members** (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.
- **Responsible Parties must develop a communications plan** for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.
- **Responsible Parties must ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly**, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- **Responsible Parties must encourage all students, faculty, staff, and visitors through verbal and written communication** (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.
- **Communications must be provided in the language(s) spoken at home among families and throughout the school community.** Written plans must be accessible to those with visual and/or hearing impairments.

Mandatory Assurances

- The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.
- **The school and/or district developed a communications plan** for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.
- The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.
- The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.

PACS District Plan

- The Pulaski Academy and Central School District (PACS) worked with District teams and committees to address and manage the Educational Pause and School Reopening procedures in response to the Covid-19 Pandemic and met with the Superintendent of Schools to develop plans.
 - The members of the committees consisted of: school district and building level administrators; teachers, BOE Members; school counselors; school nurses; Director of Transportation; Director of Technology; Director of Facilities, District Data Coordinator, and Business Manager. In addition, local health care providers and emergency response providers (if applicable) were consulted.
 - Weekly team meetings for school sub-groups (ie. admin., department directors and teachers) continued and weekly BOE meetings occurred from March – June. From June through the end of July, meetings continued with the members of the Pulaski Teachers’ Association, school administrators and with department directors. Also, parent feedback and students’ feedback was garnered via survey instruments issued during June and July. The school received over 665 survey responses and school officials reviewed the data to guide the planning for reopening.
 - The Superintendent continued to provide weekly BOE updates and work with the BOE on reopening procedures.
- **PACS teams followed the guidance and updates provided by the NYS Department of Health, the NYS Governor and NYSED.** Pulaski teams developed the reopening plan focused on the NYS Guidance issued to Public Schools on July 13, 2020, and by utilizing the *Reopening New York Guidelines* documents including those for *Reopening New York for In-Person Instruction* and the *Reopening New York Checklist* for schools. Several other states had published guidance documents, as well as our local county schools, so the administrative team analyzed these documents to help build our plan and to affirm compliance with NYSED requirements.
- **PACS’s Communications Plan:** PACS will be communicating reopening information and updates with all stakeholders via use of the district mass notification system (phone calls, texts, mailings and email). The information will also be posted to the district web site.
 - Additional communication from the Superintendent will occur as needed, when important updates from the state need to be shared using these same communication systems. With regard to the communication of staff training in Covid-19 response and safety protocols. The Superintendent has clearly communicated expectations via email and during committee meetings that each staff member will
 - **Sign-in** either electronically or paper-based sign-in sheets to the buildings that are visited daily. This is the contact tracing log form in case of an exposure.
 - **All staff will complete required Covid-19 Courses** (3 courses). Courses include: “How To Clean and Disinfect Your School”; “How to Protect Yourself and Others”; and “Teaching Kids Cognitive Behavioral Therapy (CBT) Coping Tools during Covid-19”. The courses are online in Public SchoolWORKS.
 - **All staff will read and complete the PACS COVID-19 Staff Screening Questionnaire daily.**
 - **Signage** explaining healthy hygiene practices will be posted in highly visible areas of the buildings such as: Entrances / Lobbies, Restrooms, Cafeterias, Classrooms, Administrative Offices, Auditoriums, Gymnasiums, and staff areas.

- Staff and Students will be taught proper hygiene, social distancing and in the wearing use and care of PPE. Signage displayed in the buildings will reinforce and communicate messaging about proper hygiene, social distancing and in the wearing use and care of PPE. The training and signage will also be in place for a fall reopening of school buildings, should the Gov. allow schools to reopen.
- Plans posted to our District website will follow all NYSED, NYS Governor, NYS DOH and CDC guidelines, as well as PACS School Board Policies. All plans are written in plain language that is spoken at home by families in the PACS District.
- PACS has designated Communication Coordinators responsible for answering questions from students, faculty, staff, and parents or guardians. The communication coordinators are:
 - Superintendent Tom Jennings: Deliver all necessary and vital information to all stakeholders (staff, parents, students).
 - LMS Elementary Communication Coordinator is the building Principal Joelle Hendry.
 - Responsible for communicating building specific information to the elementary school staff, students and parents.
 - Pulaski MS-HS Communication Coordinator is the building Principal Patrick Vrooman.
 - Responsible for communicating building specific information to the MS-HS school staff, students and parents.
- Pulaski Academy and Central School District will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, and the wearing of acceptable face coverings, when a social distance cannot be maintained.
- The school and/or district is providing communications in the language(s) spoken at home among families and throughout the school community. Written plans are accessible to those with visual and/or hearing impairments, and are provided electronically on the school's website and are provided in paper-based form (upon request).

Reopening Focus Area: Health and Safety

Mandatory Requirements:

- Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction:
 - Ability to maintain appropriate social distance
 - PPE and cloth face mask availability
 - Availability of safe transportation
 - Local hospital capacity
- Districts/schools must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing health and safety reopening plans. District/school plan should identify the groups of people involved and engaged throughout the planning process.
- District/school plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
- District/school plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.
- District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.
- District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.
- District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- District/school plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.
- District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
- District/school plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

- District/school plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.
- District/school plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
- District/school plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.
- District/school plan has written protocol regarding students taking mask breaks.
- District/school has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.
- District/school plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.
- District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.
- District/school plan has written protocol to clean and disinfect schools following CDC guidance.
- District/school plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.
- District/school has written plan for district/school run before and aftercare programs.
- District/school must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

Mandatory Assurances:

- Each school and/or district-reopening plan must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health.

- Each school and/or district-reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.
- Each school and/or district-reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
- Each school and/or district-reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.
- Each school and/or district-reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.
- Each school and/or district-reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.
- Each school and/or district-reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- Each school and/or district-reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.
- Each school and/or district-reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
- Each school and/or district-reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.
- Each school and/or district-reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.
- Each school and/or district-reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
- Each school and/or district-reopening plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

- District/school plan has written protocol regarding students taking mask breaks
- Each school and/or district-reopening plan has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.
- Each school and/or district-reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.
- Each school and/or district-reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.
- Each school and/or district-reopening plan has written protocol to clean and disinfect schools following CDC guidance.
- Each school and/or district-reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons
- Each school and/or district-reopening plan has written plan for district/school run before and aftercare programs (or, for charter schools, as required by the school's charter).
- Each school and/or district-reopening plan designates a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

PACS District Plan:

- If districts and schools are permitted to resume in-person, the maximum number of staff and students permitted on campus at the same time will be subject to the most current executive orders put in place.
- From July 6-July 17, PACS conducted surveys of parents / families / staff to determine perspectives and / or preferences for in-person instruction, remote learning or a hybrid educational model. PACS sought and collected data to determine parent perspective as to whether the student(s) would be sent back to the school building if person-to-person was allowed.
- PACS Superintendent worked with the Dir. of Facilities and building principals to determine square footage of every classroom and then calculate the maximum occupancy that could be achieved for students and staff while following regulations set forth by the Gov., the DOH and NYSED. Similarly, the PACS Superintendent worked with the Dir. Of Transportation to determine the maximum number of students that could be safely transported.

- PACS used the data collected and reviewed local hospital capacity [Oswego, Watertown, and Syracuse] and the most recent data about infectivity and illness to plan a re-opening model. Collaboration with Connex Care, the School Based Health Center, & school nurses developed plans.
- PACS District officials met with committees and teams which had representation from the following groups: transportation, custodial & maintenance, health services, food services, finance department, school counselors, teachers, administrators, parents, students and BOE members. Teams began meeting on March 16, 2020 after the initial Educational Pause and subsequent school closures. Throughout March – May, planning was done focused on the end of the 2019-2020 school year. From May – July, weekly meetings occurred with stakeholders (referenced above) to conduct surveys, garner and review feedback /data and use the information collected to plan for reopening for the 2020-2021 school year
- PACS communication plan involves direct communication from the Superintendent with all district families and staff. Communication is through several mediums: district email; district mass notification system, mailings, and social media and postings to the school website. Communication plans also include the building level principals communicating with students, parents and staff via mass notification services, emails, mailings, and text messaging (when appropriate) to share building specific reopening information.
- District and building level communication is discussed during team meetings to ensure consistency with messages prior to sending out the information to the public. Information sent is with regard to:
 - Contact Tracing
 - Social Distancing
 - Hygiene
 - PPE use and maintenance
 - Gov., DOH and NYSED Guidelines for reopening schools
 - PACS Reopening educational model for elem. school and MS-HS programs
- By July 2, 2020, the Superintendent notified all staff about contact tracing protocols and about mandatory Covid-19 training.
 - Covid-19 information sent to staff, and training sessions, clarify the expectation is that by September 3, 2020 all staff have been trained and have successfully completed the courses.
 - Information about signs / symptoms to observe illness in students and staff and notification that requires symptomatic persons to be sent to the school nurse or other designated personnel for evaluation and quarantine is included in training.
- For the 2020-2021 school year, daily all staff and students will be screened.
 - Staff conducting screenings are instructed to look for signs of illness. Staff and students displaying symptoms (ie. temperature above 100 degrees or higher; cough, shortness of breath, etc.) will be sent to the school nurse for isolation and to be evaluated by the nurse.
 - In addition, parents have been asked to assist with screening children at home, prior to sending them to school.
 - Any student or staff member not passing the required screening will be sent home.
 - **Screening Questions include:**
 - *Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has or had symptoms of COVID-19?*
 - *Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?*

- *Have you experienced any symptoms of COVID-19, including a temperature of greater than 100 degrees, in the past 14 days?*
- *Have you travelled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?*

- Quarantine of students, faculty, or staff may be required after international travel or travel within certain states with widespread community transmission of COVID-19, pursuant to current CDC and DOH guidance, as well as Executive Order 205. For the most recent updates, check here: <https://coronavirus.health.ny.gov/covid-19-travel-advisory>
- Staff will be required to complete the screening questions daily and documentation of those records will be kept in a log in the main offices.
- The District will require individuals to immediately disclose if and when their responses to any of the aforementioned questions changes, including if a staff member begins to experience symptoms, (either during or outside of school hours while either on off campus).
- **Any individual who screens positive for COVID-19 exposure or symptoms**, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing.
- Those who record a temperature over 100F may not return to the school until they produce a negative COVID test result or they have a note from their physician stating they are cleared to return to school.
- PACS students who are being sent home because of a positive screen (e.g., onset of COVID-19 symptoms) must be immediately separated from other students or staff and will be supervised until a parent/legal guardian or emergency contact can retrieve them from school. Responsible Parties should provide such individuals with information healthcare and testing resources, if applicable.
- PACS has established protocols in partnership with ConnexCare School-Based Health Centers and the Oswego County Department of Health, for the referral of diagnostic testing for students, faculty, and staff for COVID-19. All staff and students who screen positive will be referred to the ConnexCare School-Based Health Center in their prospective school building to be assessed for possible testing. ConnexCare Health Centers have made provisions to test students and staff as appropriate.
- If a student or staff member tests positive for COVID-19, all District schools will be closed and the District will follow guidance from the Oswego County Health Department.
- The District will support contact tracing efforts at the direction of the Oswego County Health Department, and in partnership with ConnexCare and each school's school-based health center.
- Return to school after a positive case of COVID-19 will be coordinated with the DOH and follow the guidelines of the DOH and the CDC.
- Any visitors, guests, contractors, and vendors will be subject to the screening questions (see above). A positive response to any of the screening questions will result in the individual being isolated and / or removed from campus.

- Parents / guardians will be notified in writing via building level mailings prior to the start of the school year, that they are to observe their children for signs and symptoms of illness (temperature above 100 degrees, headache, loss of taste or sense of smell, fever / chills, etc.). If any signs and / or symptoms of illness appear, the child is to remain at home and not attend school.
- Social distancing reminders are posted throughout entryways and exits, hallways, classrooms, buses, and in school offices.
- Appropriate social distancing will be modeled and expected between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless safety or the core activity (e.g., instruction, moving equipment, using an elevator, traveling in common areas) requires a shorter distance or individuals are of the same household. A distance of twelve feet in all directions will be maintained between individuals while participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes)
- Accommodations for staff and students at high risk or that live with a person at high risk will be made on an individual basis as needed. For students, remote learning may be an option if unable to attend in-person classes due to medical concerns.
- All district staff have been informed, via the Superintendent of schools, through email that **all staff are required to be wearing face coverings while at work when social distancing is not an option.**
 - Signage is posted in school buildings reminding all staff, students, and visitors to **wear appropriate face coverings whenever social distancing is not possible.**
 - All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance; and for this reason, individuals – including students – must wear face coverings in common areas, such as entrances/exits, lobbies, and when traveling around the school.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.
 - Such individuals will be offered alternative PPE, use of break time from face coverings, and / or alternative educational options, and / or will be required to maintain social distancing.
 - Responsible Parties should consider assistance to students who may have difficulty in adapting to wearing a face covering.
 - PACS has provided training for all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.
- PACS will maintain a supply of masks available for staff and students who do not have one. Health professionals will be provided PPE. The Dir. of Facilities and building principals will maintain supply orders.
- In the event of a confirmed case of COVID-19 in the school, the Department of Health will be informed, and the infectious disease protocol will be implemented as noted in the District's Safety Plan. **All DOH, CDC and NYS guidelines and regulations will be followed.**
- Return to school after a positive screen for COVID-19 will be coordinated with the DOH and follow the guidelines of the DOH and the CDC.

- Routine deep cleaning of school buildings will take place daily. This includes the cleaning and sanitizing of high frequency touch areas in the building. In addition, the District will follow the [“Interim Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19.”](#) and the [CDC guidance on “Cleaning and Disinfecting Public Spaces, Workplaces, Schools, Businesses and Homes.”](#)
 - Cleaning schedules and logs will be maintained and reviewed by the Director of Facilities.
- **Safety Drills:** PACS will continue to conduct required school safety drills with modifications ensuring social distancing between persons and the wearing of PPE (facemasks) when such social distancing is not an option.
- **Before / After School Programs:** PACS will continue to abide by and enforce all social distancing regulations, PPE requirements and follow all DOH and NYSED guidelines for all before and after school programs. Such programs will be subject to the same guidelines, as outlined above, in order to provide a safe school environment for students and staff.
- **COVID-19 Safety Coordinator: The PACS District-reopening plan designates COVID-19 Safety Coordinators** (administrators & directors) whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The individuals identified as Covid-19 Safety Coordinators include:
 - **School District:** Superintendent Tom Jennings, Director of Finance (and HR) Sarah Starbird, Director Facilities Jim Sheeley, and Director of Transportation Bryan Phillips
 - **School Building Specific:** District Administrator Mike Bateson, LMS Elementary School Principal Joelle Hendry, MS-HS Principal Patrick Vrooman, and MS-HS AP / Athletic Director Jim Karcz

Reopening Focus Area: Facilities

Mandatory Requirements:

General Health and Safety Assurances

- School districts or other applicable schools must follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of the NYSED Re-Opening Guidance. The Facilities portion of the district's, or other applicable school's, reopening plan will seek assurance that school districts or other applicable schools will meet all requirements associated with building space related changes that they may elect to make.

Fire Code Compliance

- Changes or additions to facilities require review 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. In their plans, districts or other applicable schools will provide assurances that, should alterations be made, districts and other applicable schools will submit the proposed changes to the OFP for review and approval - just as with any other project.

Doorways

- Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged. Fortunately, they need not be touched during normal use.

Emergency Drills

- Districts or other applicable schools shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they must be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the district's or other applicable school's decision and responsibility. Those changes must be included in the Fire Safety plans.

Inspections

- Statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. These deadlines must be met.

Lead Testing due in 2020

- 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. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening.

Alterations Mandatory Requirements

- If districts/schools expect to make space alterations to the physical space or the building, these items will be required:
 - Alterations to the configuration of existing classrooms or spaces or the introduction of temporary and/or movable partitions, the change must be submitted to OFP, the local municipality and/or code enforcement officials for review.
 - Means of egress, fire alarm system, ventilation, and lighting may be affected and must be indicated on all submitted plans.
 - Consult your architect and submit floor plans to OFP for approval.

Plumbing Facilities and Fixtures Mandatory Requirements

- The number of toilet and sink fixtures must meet the minimum standards of the New York State Building Code. In order to ensure compliance, a design professional should be consulted prior to any modifications to layouts or number of fixtures.
- All temporary facilities must be approved through the Office of Facilities Planning.

Ventilation Mandatory Requirements

- Maintain adequate, code required ventilation (natural or mechanical) as designed.
 - If other air cleaning equipment is proposed, submit to OFP for review and approval

Mandatory Assurances:

- Each school and/or district-reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.
- Each school and/or district-reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.
- Each school and/or district-reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.
- Each school and/or district-reopening plan must ensure existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.
- Each school and/or district-reopening plan which include the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.

- Each school and/or district-reopening plan must ensure that all new building construction and temporary quarter project will be submitted to OFP for a full code review.
- Each school and/or district-reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation
- Each school and/or district-reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.
- Each school and/or district-reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.
- Each school and/or district-reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.
- Each school and/or district-reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.
- Each school and/or district-reopening plan must ensure that all project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.
- Each school and/or district-reopening plan which include the use of plastic separators must comply with the 2020 BCNYS Section 2606.
- **Deliveries** - Designated areas for pickups and deliveries must be used limiting contact to the extent possible.
- **Faculty/Staff Entrances and Exits** - To the extent feasible, the District will limit on-site interactions (e.g., designating separate entryways or exits for faculty and staff, eliminating bidirectional flow of individuals to the extent practicable).

PACS District Plan:

- PACS District will follow health guidance related to social distancing and other safety measures that must be put in place to slow the spread of COVID-19, as per the Gov., DOH, the CDC and NYSED. To meet the requirements of that guidance, school districts may need to rearrange or re-purpose physical space within their buildings, expand buildings’ or districts’ footprints or alter existing spaces through construction or changes in programming or operation. Several of these alternatives have implications for fire code compliance and may require code review by the New York State Education Department’s (NYSED’s) Office of Facilities Planning, local fire departments.
- PACS will work with local fire code officials to make sure all school facilities are NYS Code compliant.

- PACS will conduct all required of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.
- The Director of Facilities has communicated with NYS and Oswego County code enforcement officials to make sure that the building – reopening plan is code compliant, and that any lead-in-water testing, all alcohol hand-rub dispensers, floor plans, new or temporary buildings / structures (if applicable), bathroom fixtures, drinking fountains, air circulation and ventilation, and plastic separators are up to code and satisfy NYS standards and guidelines.
- The District will limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy should not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.
- PACS will conduct all required safety drills including: Fire Drills, Hold-in-Place, Lockdown, Lockout, Emergency Evacuation Drills, Etc. as required by Education Law and NYSED Regulations. In completing fire (evacuation) drills and lockdown drills (etc.), PACS staff will remind students to wear facemasks and follow DOH guidelines.
- PACS will continue to meet the Building Condition Survey or Visual Inspections deadlines.
- PACS will continue to be compliant Lead-In-Water Testing as required by NYS DOH regulation 67-4. The Director of Buildings and Grounds will conduct routine testing for lead in the water annually.
- PACS will comply with all regulations with regard to the installation of alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5
- **Space Configurations:** The District may consider (1) modifying or reconfiguring spaces and areas, and/or (2) restricting the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced (e.g., side-to-side and when facing one another), and are not sharing workstations, desks, tables, or other shared surfaces without cleaning and disinfection between use.
 - If a Cohort model is implemented, cleaning and disinfection may be performed in between each group’s use instead of individual’s use.
 - Where feasible, the District will put in place measures to reduce bi-directional foot traffic using tape or signs in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g., outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

- Responsible Parties should determine which facilities, grounds, or portions thereof (e.g., libraries, recreational facilities) will be closed to the public (i.e., not students, faculty, or staff) or offer limited, specific hours to members of the general public. Any use of a school facility or grounds by the general public must be subject to the same guidelines required during all other school operations.
- **Large Gatherings (including Faculty and Staff Meetings):** Pursuant to the reopening plan (In-person, Hybrid, or Remote), the District may consider choosing to use video or teleconferencing for faculty and staff meetings and conferences to reduce the density of congregations, per CDC guidance “Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19)”. When videoconferencing or teleconferencing is not preferable or possible, the District may choose to hold meetings in open, well ventilated spaces (cafeterias, MS-HS Library, auditoriums) and ensure that individuals maintain appropriate social distance. The district may institute seating protocols to achieve social distancing (e.g., leave space between chairs, have individuals sit in alternating chairs).
- **Ventilation:** The District will increase ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols.
- PACS district-reopening plans will ensure that all project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.
- The PACS district-reopening plan, if it includes the use of plastic separators will comply with the 2020 BCNYS Section 2606.
- **Student Drop Off/Pickup Areas**
 - The District has established designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.
 - Entrance and exits are designated at each building for parents to drop off their children at for arrival and pick them up at for dismissal.
- **Deliveries**
 - Designated areas for pickups and deliveries must be used limiting contact to the extent possible.
 - PACS has designated areas I the District Office, LMS Elem. and the MS-HS for deliveries. The designated areas limit access of delivery persons into the school buildings.
- **Faculty/Staff Entrances and Exits**
 - To the extent feasible, the District will limit on-site interactions (e.g., designating separate entryways or exits for faculty and staff, eliminating bidirectional flow of individuals to the extent practicable).
 - PACS staff have designated entrance areas on the North and South end of school buildings for parking, entry, and leaving school buildings.

Reopening Focus Area: Child Nutrition

Mandatory Requirements:

- District/School Plan must provide all students enrolled in the SFA with access to school meals each school day. This must include:
 - students in attendance at school
 - students learning remotely.
- District/School Plan must address all applicable health and safety guidelines.
- District/School Plan must include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- District/School Plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- District/School Plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
- District/School Plan must ensure compliance with Child Nutrition Program requirements.
- District/School Plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

Mandatory Assurances:

- Each school and/or district-reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.
- Each school and/or district-reopening plan must address all applicable health and safety guidelines.
- Each school and/or district-reopening plan include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- Each school and/or district-reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- Each school and/or district-reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

- Each school and/or district-reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).
- Each school and/or district-reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.
- Each school and/or district-reopening plan must require that students must social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.

PACS District Plan:

- PACS Superintendent worked in collaboration with the School Food Authorities (SFA) - Director of Food Services, Dave Bartholomew, and the Food Services Supervisor, Deb O’Donnell – to ensure that students participating in all learning models have access to healthy meals daily through the school. When necessary, discussions included the Director of Transportation, and the Business Manager with regard to transporting meals and meal cost for students utilizing remote learning.
 - Meal plans include both in-person, on-site meal distribution and off-site meal distribution
- SFAs and district administration considered the resources and flexibilities needed to transition food service operations to an onsite or off-site student meal delivery system, or to operate both at the same time. This includes utilizing state or nationwide waivers and updating school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements. Plans included:
 - Considerations to accommodate students that receive free or reduced lunches.
 - Considerations to accommodate students with food allergies.
 - Ensuring that all applicable health and safety guidelines are followed
 - Ensuring compliance with all Child Nutrition Program Requirements.
 - Communication protocols to clearly share information in plain language to all district families via the school mass notification system, building level mailings, and emails (when applicable). Information shared may include:
 - Follow SFA policies to communicate about school meal service, eligibility, options, and changes in operations
 - During the public health emergency, meal benefits have been available to many students that may not usually have access to free meals. As school returns, it will be important to communicate to families that all meals may not be available at no cost to all children
 - Use a variety of communication methods (e.g., website, social media, emails, district “All-call”, newsletters) and ensure communications are translated into the languages spoken by families in the district
 - Identify a specific contact person(s) to receive and respond to communications from families. The contact’s information should be included in all written materials that are provided to families and to school staff
 - Assess areas where additional or clearer information may be needed to enhance communication about the program. Provide links to directly access documents and answers to frequently asked questions
 - Develop program-specific information that details program activities that affect families such as:
 - availability of meals

- payment methods
 - use of vending machines
 - a la carte sales
 - outside food brought into the building
 - restrictions on visitors during the meal service.
- Planning identified that more families may now qualify for benefits than prior to the public health. Before school starts, district communication will remind families that they can submit a new application for free or reduced-price meals (and at any time during the school year).
 - PACS will provide multiple opportunities for families to complete meal benefit applications.
 - PACS will make applications available online and at the front office of each school site; and
 - PACS will provide phone and in-person support to assist families in applying.
- Daily students will be reminded of hand hygiene. Reminders will be verbal via school announcements, visual via posters in the hallways and cafeterias, will be communicated to the homes in building based mailings and will be posted on the school web site.
- As an additional health guideline, PACS will prohibit sharing of food and beverages (e.g., no buffet style meals offered), students to observe social distancing while eating meals.
 - Students are to wash hands or use hand sanitizers, prior to and after eating meals.
- **Cleaning Meal Areas:** The Director of Facilities and Food Services has communicated and developed checklist protocols for the cleaning of school facilities where meals are served and eaten. Such directives include:
 - Cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area will occur
 - Revised standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses is established
 - Additional equipment or supplies (such as thermometers, alcohol wipes or other equipment that may be needed to keep food, students, and staff safe) has been planned for
 - The special feeding needs of students with severe disabilities, whose safety and sanitation needs at mealtimes may differ from those of their peers, has been planned for
 - Adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas (see the Health and Safety section) are provided
 - Daily cleaning and disinfecting high-touch surfaces (ex. tables, chairs, carts used in transportation, and point-of-service touch pads) will occur will occur between use of students
 - Scheduled cleaning times is planned
 - Wear single-use gloves when handling or delivering all foods
 - Wear a disposable apron when handling or delivering foods
 - Allow only program staff, custodial staff, and approved volunteers to enter program areas.
 - Staff training on district policies and protocols on health and safety is scheduled

- Review, and retrain staff as needed on standard operating procedures for food service
- Cross-training of staff to perform essential activities in the event of key absences or emergency situations is planned
- **Vendors and Suppliers**
 - The unexpected closures may have impacted food supply chains; it will be important to account for any supplier changes prior to the start of operations
 - Work with food service vendors to determine the safest way to handle deliveries
 - Have supplies on hand for in-person and grab and go meal delivery
- **USDA Waivers approved for the National School Lunch Program and School Breakfast Program, July 1, 2020 – June 30, 2021**
 - Notify the NYSED Office of Child Nutrition of the SFA’s plan to use any of the following waivers necessary for operations:
 - Non-Congregate Feeding o Meal Service Time Flexibility
 - Bulk meals require both non-congregate and meal service time waivers
 - Parent/Guardian Meal Pick Up o Meal Pattern Flexibility
 - “Offer Versus Serve” Flexibility for Senior High Schools
 - Contact your NYSED Child Nutrition Program Representative to ensure operations are within waiver allowances.
- **Meal Service**
 - Revise district, charter, and site food safety plans to include standard operating procedures for meal service in classroom, additional meal service procedures in the cafeteria, social distancing and PPE during meal prep and delivery, and receiving and storage;
 - Ensure meals meet meal pattern requirements
 - Production records must be completed for each meal
 - Develop meal counting procedures for meals served outside of the cafeteria. Procedures will depend on eligibility determinations – CEP, Provision 2, or Free/Reduced/Paid status
 - Consider how to handle transactions that normally would occur in a cafeteria line – how payments will be collected, receipts issued, and money secured
 - Documented requests for children with special dietary needs (e.g., food allergies) must be accommodated
 - Strongly encourage the use of the online school payment system
 - Rather than payment submitted by each child in the cafeteria line, consider cash or check payment collected and sent to the cafeteria by classroom teachers.
- **Meals Consumed Onsite**
 - Assess where meals will be served (classroom, cafeteria, other)
 - Remove or suspend the use of share tables, salad bars and other self-service refrigerators and buffets for food and condiments;
 - Discourage food sharing between students
 - Coordinate with custodians to establish sanitation procedures
 - Clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students

- Consider increasing access points for providing meal service
- Provide physical distancing guides in food service areas such as
 - tape on floors or signage
 - increase table spacing, remove tables, mark tables as closed, or provide a physical barrier between tables
- Plan for one class at a time to go through the cafeteria line and return to the classroom if meals will be eaten in the classroom
- Use pre-portioned condiments that cashiers & servers place on each tray
- Place meals on a counter or tray line for quick pick up
- Consider “Grab and Go” kiosks in hallways or gymnasiums
- Consider whether teachers can take meal orders in classrooms and send orders to the kitchen via email, Google Docs, SharePoint, etc.
- Consider student meal pick up at building entrances or security checkpoints
- Coordinate with school personnel in order to meet the feeding safety needs of students with disabilities
 - When students eat in classrooms:
 - train teachers on food allergies, including symptoms of allergic reactions to food
 - train all non-food service staff on any meal service-related activities they will be responsible for
 - obtain or develop posters or other aids to assist non-food service staff to implement meal service.
- **Meals Consumed Offsite (with election of waivers)**
 - Assess service methods (grab and go, curbside pick-up, delivery, etc.);
 - Determine if there are students who are unable to access school meal distribution sites and identify ways to address these gaps;
 - Bulk meals packaged in boxes or containers for multiple days of meals picked up/delivered at one time;
 - In hybrid situations, where students are attending in person and remotely, create an area with cones or signs where families can easily pull in to receive foods away from where students will be entering;
 - Place meals for curbside pick-up on a table or place in the trunk of the vehicle.
- Communication with regard to Food Services will through multi-media: mass notification system, mailings, and stated on the school website. Such communication will be in plain language in the language spoken at home.
- The District will ensure social distancing between individuals while eating in school cafeteria, if used for meals. If not feasible, meals may be served in alternate areas (e.g., classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfection between students.

Reopening Focus Area: Transportation

Mandatory Requirements:

- School districts and other applicable schools are expected to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools.
- All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/ disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run)
- 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
- Students who are able will be required to wear masks and social distance on the bus
- Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

School Bus Staff Mandatory Requirements:

- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention
- School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;
- Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Students on Transportation Mandatory Requirements

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be 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 if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering

- Students should social distance (six feet separation) on the bus
- Students who do not have a mask can NOT be denied transportation
- Students who do not have masks must be provide one by the district
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Pupil Transportation Routing Mandatory Requirements

- If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/ if the district is not
- 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.

Mandatory Assurances:

- Each school and/or district-reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.
- Each school and/or district-reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.
- Each school and/or district-reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.
- Each school and/or district-reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses
- Each school and/or district-reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.
- Each school and/or district-reopening plan requires that 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.
- Each school and/or district-reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.

- Each school and/or district-reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.
- Each school and/or district-reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- Each school and/or district-reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.
- Each school and/or district-reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.
- Each school and/or district-reopening plan requires that students must wear a mask on a school bus if they are physically able.
- Each school and/or district-reopening plan ensures that students who do not have a mask will NOT be denied transportation.
- Each school and/or district-reopening plan requires that students who do not have masks must be provided one by the district.
- Each school and/or district-reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- Each school and/or district-reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- Each school and/or district-reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.
- Each school and/or district-reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program has placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.

PACS District Plan:

- Working collaboratively, the Superintendent, the Business Manager, and the Director of Transportation will ensure that the recommendations that apply to school buildings (ie. social distancing, frequent cleaning, screening, and wearing face masks) are applied to school transportation vehicles.

- PACS will comply and follow all existing mandates regarding the safe and effective transportation of students.
- PACS transportation vehicles will be cleaned/disinfected at least twice per day – once after the first bus run for pick-up and once after the last bus run for drop-off. In addition, any vehicle used to transport students / staff during a mid-day run, will be disinfected upon return to the bus garage prior to its next use. Cleaning is mandatory for high contact areas.
- PACS buses will NOT be equipped with hand sanitizer.
 - Bus drivers, monitors and attendants on transportation routes will be informed that they are not to carry sanitizers on the buses.
 - Communication will come from the Director of Transportation
 - Students and school staff riding buses will be required to wear face masks while using school.
 - Communication will come from the Director of Transportation
 - Students and staff will be screened for illness (temperature below 100 degrees) prior to being allowed on the bus.
 - Communication will come from the Director of Transportation
- PACS transportation staff will be sure to socially distance student wheelchairs on school buses.
- PACS staff are to self-check for symptoms of Covid-19. If feeling ill, staff are not to report to work. If experiencing symptoms of Covid-19, staff are to seek medical attention / evaluation. If a positive determination of Covid-19 is found, then the employer is to be notified immediately, and the DOH contacted.
- PACS staff will be screened daily for symptoms of Covid-19. This includes both a temperature check and a screening questionnaire.
- Contact Logs will be kept and utilized in accordance with DOH guidelines.
- All PACS staff are to complete online training be trained in Covid-19: How to Clean and Disinfect Your School and in Covid-19: How to Protect Yourself and Others.
- PACS will provide required PPE to all school staff including facemasks, gloves, etc.
 - The wearing of gloves and facemasks while on school transportation is required.
 - PACS reopening plan does provide for hand sanitizer to be available in the transportation dispatch offices, employee lunch/break rooms and/or bus garages. Hand sanitizer is not allowed on school vehicles.
- PACS district-reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

- PACS district-reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.
- PACS district-reopening plan requires that students must wear a mask on a school bus if they are physically able.
- PACS district-reopening plan ensures that students who do not have a mask will NOT be denied transportation.
- PACS district-reopening plan requires that students who do not have masks will be provided one by the district.
- PACS district-reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- PACS students will be trained will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19, and in proper use of social distancing
- PACS will continue to provide pupil transportation as required by law.
- PACS will provide pupil transportation to nonpublic, parochial, private, charter schools or students whose Individualized Education Program has placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.

Reopening Focus Area: Social Emotional Well-Being

Mandatory Requirements:

- Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.
- Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.
- Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

Mandatory Assurances:

- Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.
- Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.
- Each school and/or district-reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- Each school and/or district-reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

PACS District Plan:

- PACS counselors had completed a review of our Comprehensive Counseling Plan during the 2019-2020 school year, which included conducting a survey of students and parents to garner feedback on the PACS counseling model. The counseling model was then revised and updated.

- Due to the Covid-19 Pandemic, PACS conducted another survey in June – July 2020. The survey results from parents, students and staff have indicated anxiety over health concerns, educational gaps, and increased social and emotional needs upon the return to school.
- PACS has an established District Advisory Council (D.A.C.) that works collaboratively with school building sub –committees to review survey data (parent, student, and staff perceptions), and to use such information to inform the comprehensive developmental school counseling program plan.
- PACS remains committed to creating a caring school environment for student and family engagement, trauma-responsive practices, social emotional learning, restorative practices, and fostering relationships, within both in-person and virtual environments.
 - PACS trains all staff in William Glasser’s Choice Theory and Reality Therapy as a Psychological Base for student support.
 - PACS also has 10 staff certified in Handle with Care de-escalation and safe restraint techniques.
- **In-Person Counseling support for students**
 - Utilize existing resources at each school (social workers, counselors, school psychologists).
 - Deepen our understanding of mental health, well-being, trauma-responsive and restorative practices, and SEL through professional learning, and work collaboratively with staff, students, and families to strengthen partnerships and plan for implementation.
 - 10 Staff are scheduled to be re-certified to turn-key train in *Handle With Care* on October 1, 2020
- Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.
 - PACS will continue to support staff attending SEL PD offered through CiTi BOCES
- Use data collected to identify SEL needs and incorporate strategies to meet needs in the PACS comprehensive school counseling plan.
- Continue to revise the PACS counseling/guidance program and implement a Multi-Tiered System of Supports (MTSS).
 - As part of a MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.
 - Once student needs are broadly and individually identified, tier 1, 2 and 3 SEL activities and services can be developed or adopted to address those needs.
- **Incorporating social/emotional needs into opening weeks**
 - PACS District Advisory Council will work with the school counselors to plan for SEL staff work.
 - Admin. will provide time for students and teachers to share and to build relationships, trust and a sense of community
 - Required Covid-19 training addresses the social and emotional needs of students and staff and provides strategies for support
- To support staff social/emotional needs, PACS will:
 - Utilize EAP services- be aware and promote the services
 - Continue Second Step training in the elem. school

- Continue *Handle With Care* and William Glasser (Choice Theory / Reality Therapy) training at the MS-HS
- Support PD for SEL for all staff

Reopening Focus Area: School Schedules

Mandatory Requirements:

- Plans must address resuming in-person instruction.
 - Scheduling decisions must be informed by health and safety standards and the most up to date guidance from the New York State Department of Health.
- Plans should address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year.
- Plans must include how schedules will be shared and made available to the school community.
- If schools/districts begin to implement in-person and hybrid learning models, they must also be prepared to shift back to fully remote learning models should circumstances change and school buildings are required to close.
- Regardless of the instructional model implemented, equity and access must be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

Mandatory Assurances:

- Each school and/or district-reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

PACS District Plan:

- Aligned to Governor's directives, DOH and CDC guidelines and to NYSED regulations, PACS scheduling decisions are made. In addition, PACS has surveyed parents and guardians / students and garnered feedback with regard to the following instructional models:
 - Person-to-Person in school
 - Remote Online Learning
 - Hybrid Model (combination of Person-to-Person and Remote Online Learning)
- PACS has worked with district and building level teams and shared decision-making committees to plan the learning models for the 2020-2021 school year.
 - In doing so, consideration was given to the needs of students, families, and staff as well as the realities of available space and student enrollment in each school and district.

- School plans incorporate the ability to restructure programs using flexible scheduling models— taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction.
 - PACS has committed to a 1-to-1 Chromebook model for all students
 - PACS teaching staff utilizes the Google Suite for Education Enterprise
 - PACS has also verified (and in some cases provided) internet access for all students via purchasing and setting up mobile hotspots, and having designated areas throughout the district for free internet access.
 - PACS continues to work to ensure that all district students have chromebooks and internet access ensuring a robust and equal educational program for all students.
- **LMS Elem. Model: PRE-K – 5**
 - For the elementary school, building classrooms have been measured, and the grade level student population numbers have been verified. PACS is using flexibility in utilizing all rooms and available spaces.
 - PACS will be able to provide Person-to- Person instruction 5 days per week for elementary school students. All DOH and CDC guidelines will be followed, including those for social distancing and the wearing of facemasks.
 - Parents may choose a 100% remote learning option for their child.
 - Teachers are prepared to switch to a 100% remote learning model should the Governor direct schools to do so.
- **Pulaski Middle-Senior High School Model: Grades 6-12**
 - MS-HS, building classrooms have been measured, and the grade level student population numbers have been verified. PACS is using flexibility in utilizing all rooms and available spaces.
 - PACS has planned a hybrid learning model for the MS-HS. The model will have half of the student population attend classes on Monday and Tuesday, and the other half of the student population attend classes on Thursday and Friday. Wednesday in person classes will be alternated every week between the two groups to provide a third day of in-person instruction which will be targeted at review, enrichment, and providing support to students.
 - For the remaining days of the week, when students are not in the school building, remote online learning will occur via the Google Platform. Students will follow their same schedule during these remote learning days.
 - Parents may choose a 100% remote learning option for their child.
 - Teachers are prepared to switch to a 100% remote learning model should the Governor direct schools to do so.
- PACS will be sharing the learning models with parents, students and staff via the following:
 - Superintendent mailing and mass notification system
 - Building Level Principals will also utilize the mass notification system as well as mail all parents and guardians student schedules
 - Information will also be posted on the PACS website.
 - Staff will be informed via mailings, emails, mass notification system and two planned opening Staff Development Days (Sept. 2 and Sept. 3)
 - PACS staff are aware and prepared to go to a complete online learning model should the Gov. direct schools to do so. The online learning model will utilize the Google Platform as well as Edgenuity.

- **All PACS Special Education Students: Grades K-12 are scheduled to be in session full time.**

Reopening Focus Area: Attendance and Chronic Absenteeism

Mandatory Requirements:

- Schools are responsible for developing a mechanism to collect and report daily teacher/student **engagement or attendance** regardless of the instructional setting.

Mandatory Assurances:

- Each school and/or district-reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

PACS District Plan:

- During the period of Educational Pause in the Spring of 2020 for schools, PACS developed a thorough plan to track student engagement and attendance for the online educational platform. The PACS plan to ensure student engagement and attendance includes:
 - PACS implemented a schedule system and required students and teachers to follow the virtual period schedules.
 - PACS uses a numerical grading system for students and required a weekly assessment be completed for a grade.
 - Teachers are required to provide feedback and if they note that a student did not complete the assigned course work, the teacher is to contact home and notify the school counselor. If a pattern emerges of a student not completing work, then the school counselor and the building principal contact the home and / or conduct a home visit.
 - The teacher is to keep a written log of parent communications.
 - Each Monday, the Director of Technology creates a Google report so that administrators can see which individual students have logged on during the previous workweek.
 - Trend data is organized by grade level to show the percentages of students that are logging on and this is shared with building principals.
 - Log-on data is cross-referenced with the teacher's record of students' work completion data to determine which students are engaged and attending online courses.
 - For students that are not passing, Teaching Assistants are assigned as tutors to assist and support the student.
 - Scheduled Google Meets tutoring sessions are implemented.
 - Weekly communication and updates are then provided to the parent re. student work completion and attendance.
 - In the event of chronic absenteeism, PACS District policies will be followed which include:
 - Teacher contact and phone log maintained
 - Counselor contact and phone log maintained
 - Daily office attendance phone notifications are made to inform parents/guardians of absence / absenteeism patterns
 - Administrative contact with the home and phone log kept.
 - Parent, student, and admin meeting (counselor present) to develop intervention and support for the students.
 - Should the issue not be rectified, PACS will involve Social Services and make the allegation of educational neglect.

- Should the situation not be rectified, then PACS will seek to put in place a PINS (Person In Need of Supervision) Program under the Family Court Act, Article 7.

Reopening Focus Area: Technology and Connectivity

Mandatory Requirements:

- Have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mandatory Assurances:

- Each school and/or district-reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.
- Each school and/or district-reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.
- Each school and/or district-reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

PACS District Plan:

- During the Spring Pandemic Educational Pause, PACS assessed every students and families' technology needs for:
 - Access to technology devices
 - Access to the internet
- PACS purchased mobile hot-spots for families in need of the internet, and also provided Chromebooks to all students for remote learning purposes.
- For the 2020-2021 year, PACS has already purchased and secured Chromebooks that will be provided to every student and teacher. Also, PACS has ensured access to the internet for each district family by providing internet locations throughout the district (Richland Halfshire Historical Building parking lot, LMS Elem. School parking lot; MS-HS south parking lot), and by providing mobile hotspots.
- **ALL PACS STUDENTS and TEACHERS HAVE ACCESS TO DEVICES and the INTERNET.**
- A Parent/Guardian Reopening Survey was developed and shared with parents, students and staff the week of July 13th.
 - The parents received notification about the survey via the mass communication system from the Superintendent.
 - The survey was posted on the PACS website and made available to parents in paper-based form if requested. Parents were given two weeks to complete the survey.
 - PACS received 665 responses to the survey. The survey included items with regard to:

- Educational models (person-to-person, remote instruction online and a hybrid model combining the two) access to internet and availability of devices.
 - Feedback about the remote learning model developed and used during the spring of 2020
 - Access to technology – device and internet availability
- As per parental request, should a student prefer to have paper-based copies of curricular materials - learning tools, resources and assessments, etc. – then the students will be provided with such resources. Paper-based resources will be mailed / delivered to the home weekly.

Reopening Focus Area: Teaching and Learning

Mandatory Requirements:

- All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.
- Instruction must be aligned with the outcomes in the New York State Learning Standards.
- Equity must be at the heart of all school instructional decisions.
 - All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students.
 - Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

Prekindergarten

- Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.
- All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.

Grades K-6

- All students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Schools must insure that students receive high quality rigorous, standards based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.
- Schools must plan for the possible contingency of fully remote learning. Remaining connected with a methodology in place to support student learning while at home must be considered in a school's reopening plan.
- All students should have access to and interaction with an appropriately certified teacher on a regular basis.
- Schools are responsible for developing a reporting mechanism to track teacher/student contact regardless of the instructional setting.

Grades 7-12 Units of Study

- *Unit of study* means at least 180 minutes of instruction per week throughout the school year, or the equivalent.

- Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through alternative instructional experiences, including but not limited to digital technology or blended learning, that represent standards-based learning under the guidance and direction of an appropriately certified teacher.
- Instructional experiences shall include, but not be limited to:
 - meaningful and frequent interaction with an appropriately certified teacher;
 - academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction.
- Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.
- Schools must ensure that the learning is supported, and students have access to assistance from a qualified teacher when they need it.

Units of Credit

- Any student who achieves the learning outcomes for the course must be granted the unit of credit for such course if applicable.

Science Laboratory Requirements

- Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year.
 - This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam.
 - The school district is responsible for aligning laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination.
 - Schools must determine a method for students to record laboratory experiences and satisfactory lab reports.
 - In a virtual environment, emphasis should be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience.
 - Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Arts: In-Person Instructional Model

- Consider what students have already learned when designing curricula for next year. What artistic processes have students focused on during previous remote learning? What might need to be emphasized in the 2020-2021 school year?
- Prepare possible remote lessons in advance that enhance and align to classroom instruction to prepare for possible future school closures.
- Arts classrooms, sinks, costumes, instruments, mirrors, props, and other shared materials and surfaces should be cleaned following appropriate CDC State and local guidelines. This includes drying racks, changing rooms, easels, stage/dance studio floors, and music stands.
- As with speaking loudly, singing can transmit the virus. Consider taking extra precautions such as having chorus outside and increasing the distance between students.
- Consider asking students to maintain individual kits of “high touch” supplies such as scissors, markers, pencils, erasers, etc. to limit sharing of supplies between students. These supplies could also be taken home and used should schools or students return to remote learning.

- Do not share instruments among students or staff.
- Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument.
- Consider limiting use of or alternatives for hard-to-clean supplies that are usually recycled such as clay.
- Create visuals and markings on the floor to reinforce social distancing and manage the flow of students in the classroom.
- Have hand hygiene supplies close to shared materials and surfaces.
- Increase transition time to account for time needed for cleaning.

Remote Instructional Model

- Prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- Consider in advance what materials might be suggested for students to have on hand at home or create assignment that can be completed with items easily found at home.
- Create a plan for how to give students assignments, feedback, and track their progress.
- Consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- Develop digital and non-digital options for sharing student's creative works within the classroom community and with the broader school community.

Hybrid Instructional Model

- Organize curricular lessons according to which must be done in person and which might be completed remotely to support in-person instruction.
- Anchor standards, *Creating and Presenting* lend themselves more so to in-person instruction, while *Responding and Connecting* are standards that may be able to be addressed in a remote instructional model.
- Determine methodologies to connect with students and support learning while students are at home.
- During in-person instruction, prepare students with the skills and knowledge they will need when working remotely (e.g., online platforms, tools, available resources, etc.).
- Use digital platforms and other methodologies that will enable students to collaborate on group projects even if at home.
- Focus on personalized learning.
- Utilize resources such as digital field trips and online arts collections.

Physical Education: In-Person Learning

- Per New York State Health Department Guidelines districts and schools should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).
- Consider using a microphone and speaker when delivering instruction to students. The use of face coverings and the need for students to spread out to accommodate physical distancing may make it more difficult for teacher instructions to be heard.
- Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking, and target games).
- Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- Include opportunities for student choice and incorporate student-suggested activities when appropriate.

- Ensure lessons are planned around the available space for instruction.

Remote Learning

- Create opportunities for students to share and connect with one another.
- Review current curriculum and determine which lessons or activities can be repurposed as at-home work or completed online (depending on students' access to technology).
- Consider if students can participate safely in the selected activities. (Will students have enough space? Will an adult need to help or supervise the activity?)
- Consider if regular daily classroom routines and procedures can be translated into a remote activities. This will help students feel a sense of familiarity while reinforcing the sense of community for the class.
- Consider special events or activities that can be done remotely (e.g., At-Home Family Field Day).
- Consider using videos or images demonstrating activities or skills.

Hybrid Model

- Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
- In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
- Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).
- Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).
- Provide synchronous learning opportunities (distance learning that happens in real time) with opportunities for asynchronous learning as much as possible; record lessons to provide to students who may not have access in real time.
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

Career and Technical Education

- Whether through in-person, remote, or hybrid models, school districts and BOCES must ensure that all applicable NYS Learning Standards are met, and content that is critical for meeting these standards as well as requirements for applicable industry certifications or other postsecondary credentialing is identified.
- Additionally, for those programs in fields such as health sciences, barbering, and appearance enhancement where specific curricula and/or clinical hours are mandated by other state agencies (Department of Health and Department of State respectively), consideration must be given to ensuring requirements of the programs are met.
- CTE coursework must continue to be taught by appropriately certified CTE teachers. Instructors who are required to hold a NYS professional license for a particular content area (i.e., health sciences, barbering, appearance enhancement) must maintain such license without lapse. All CTE

laboratory/clinical instruction and supervision must be delivered by the appropriately certified CTE teacher. Flexibility is allowed for other staff (under the guidance of the CTE teacher) to supervise student groups in a non-laboratory/clinical setting to better adhere to social distancing guidelines.

Work-based Learning

- School districts and BOCES will need to collaborate with all business and industry partners to identify and ensure safe and healthy work-based learning opportunities.
- Students should be provided opportunities to participate in work-based learning, either in-person or remotely to the extent possible.

Academic Intervention Services

- Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee).
- As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, districts shall use a district developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services.
- Districts may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:
 - Developmental reading assessment
 - Benchmark and lesson embedded assessments
 - Common formative assessments
 - Unit and lesson assessments
 - Results of psychoeducational evaluations
 - Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioners Regulations Part 117

Grading

- Determination of grading policies continues to be the purview of each local school or district.
- Due to local control, these policies vary widely across the state. Given the flexible instructional models, schools should develop grading policies applicable to each model that are clear and transparent to students, parents, and caregivers. Such policies should align clearly to the outcomes of the course and the State's learning standards.

Assessment

- As districts and charter schools develop instructional models under the three delivery methods (in-person, remote and hybrid), attention must be paid to how students are assessed and further, how student progress will be communicated to parents and caregivers.

Libraries

- School Libraries are an integral part of the learning ecosystem, and school library media specialists play an essential role in helping students gain information, media, and digital fluency skills.

- Schools and districts are encouraged to consider ways in which school library media specialists can support high-quality instruction in hybrid and remote models.

Mandatory Assurances:

- Each school and/or district-reopening plan includes a continuity of learning plan for the 2020-2021 school year.
 - Such plan must prepare for in-person, remote, and hybrid models of instruction.
- Each school and/or district-reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.
- Each school and/or district-reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction
- Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.
- Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).
- Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

PACS District Plan:

- PACS has developed a continuity of learning plan that has provisions for a return to school with in-person instruction, a remote learning educational model utilizing the Google Platform (Pre-K-12) and Edgenuity, and a hybrid learning model where students are in school for person-to-person instruction for part of the instructional week, and then receive additional support and instruction via online supports and the Google Platform.

- The PACS educational models developed provide instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines.
- The PACS model ensures equity of access to mobile technology devices (1-to-1 Chromebook use for all PACS students), and ensures that all students have access to the internet for remote learning platforms.
- The PACS plan has involved collaboration with school counselors to provide support to students and staff may need additional social, emotional, or academic support to ensure success in the 2020-2021 school year.
- PACS curricula and curricular resources are aligned to NYSED and NEXT Gen. Learning Standards.
 - PACS elementary curricular tools include Core Knowledge Language Arts (CKLA) and EUREKA Math which are aligned to NYSED and NextGen Learning Standards.
 - PACS has worked with grade level teacher teams on data analysis of NYS ELA and Math Assessments to develop and to use formative diagnostic assessments to determine individual student needs and to identify and address learning gaps.
 - PACS MS-HS teachers have developed scope and sequence documents, formative and summative assessments that are aligned and mirror NYSE Regents assessments.
- PACS' plan provides time and opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices for in-person, remote, or hybrid models of learning.
- **All Curricular Resources – texts, tools, assessments, etc. – are aligned to and will continue to be grade level appropriate and aligned to grade level standards as per NYSED and NextGen. Learning Standards.**

In-Person Instruction

- PACS' goal is to return all students to in-person instruction. Due to the dynamic nature and risk of community transmission of COVID-19, PACS is prepared for a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model of teaching and learning.
- In such approaches and models, the District may use the Google Platform – Google Classroom, Google Meets, etc., in lieu of in-person gatherings (e.g., classes, office hours), per CDC guidance “Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19)”.
- In cases where in-person instruction is not feasible, phased-in and hybrid models of education will be provided.
- If COVID-19 cases develop, the District is prepared to restrict access within school facilities and across school grounds, particularly in affected areas to avoid full school closures if at all possible, and / or to close school building as per CDC or DOH regulations and guidance.
- For both the LMS Elem. School and the Pulaski MS-HS, daily, structured online school schedules have been prepared for in-person education, for hybrid models of education, and for a planned remote learning option.
- PACS' plan allows for regular, scheduled and substantive communication and interaction between the students and the teacher. School schedules for in-person, hybrid, and / or remote learning models have dedicated times for instruction, question & answer, assessment and feedback for students and teachers.

- The Google Classroom platform allows for real time interaction, email, messaging, and assessment feedback. In addition, parent and student feedback and comments are encouraged via phone calls to the school.
- Teachers are to call the home of students that are not engaged and completing assigned work, and / or not passing. Teachers are to keep a log / written record of phone calls and to notify school counselors and administration if corrective actions are not taken by the students or parent / guardian once communication has been made.
- PACS districts, schools, and eligible agencies (including CBOs) will limit the number of volunteers and unnecessary visitors to Prekindergarten classrooms as per CDC and DOH guidelines.
- PACS districts, schools, and eligible agencies (including CBOs) will communicate clearly to volunteers and visitors any protocols that must be followed prior to entering prekindergarten classrooms as per CDC and DOH guidelines.
 - While in prekindergarten classrooms, volunteers and visitors will follow all the health guidance and protocols set forth by the Department of Health, districts, and eligible agencies (including CBOs).
 - Disability service providers for preschoolers will follow all health and safety protocols set forth by the Department of Health, districts, and eligible agencies (including CBOs) prior to entering the classroom.
- PACS will continue to review and comply with NYSED Guidelines for K-6 Education, Instruction and Assessment
- PACS will continue to consider and comply with NYSED Guidelines for 7-12 Education, Instruction and Assessment.
- PACS will collaborate and continue to work with CiTi BOCES (Oswego County) to ensure that all applicable NYS Learning Standards are met for students enrolled in CTE programs, and that content that is critical for meeting CTE standards and requirements for applicable industry certifications or other postsecondary credentialing is identified and fulfilled.
- For CTE programs in fields such as health sciences, barbering, and appearance enhancement where specific curricula and/or clinical hours are mandated by other state agencies (Department of Health and Department of State respectively), PACS will collaborate with CiTi BOCES to ensure requirements of the programs are met.
- CTE coursework will continue to be taught by appropriately certified CTE teachers. Instructors who are required to hold a NYS professional license for a particular content area (i.e., health sciences, barbering, appearance enhancement) must maintain such license without lapse. All CTE laboratory/clinical instruction and supervision must be delivered by the appropriately certified CTE teacher. Flexibility is allowed for other staff (under the guidance of the CTE teacher) to supervise student groups in a non-laboratory/clinical setting to better adhere to social distancing guidelines.
- PACS district and CiTi BOCES will collaborate with all business and industry partners to identify and ensure safe and healthy work-based learning opportunities.
- PACS students will be provided opportunities to participate in work-based learning, either in-person or remotely to the extent possible.
- PACS has developed grading policies applicable to each educational model that are clear and transparent to students, parents, and caregivers. Such policies align clearly to the outcomes of the course and the State's learning standards, and the survey data indicating perspectives of parents, students and staff were taken into account when developing local grading policies.
- Grading policies are communicated to parents via the building level mailings and mass notification system.
- Parents / guardians and students are encouraged to contact the school buildings with questions related to grading practices for in-person, remote learning or hybrid models of instruction.

Reopening Focus Area: Athletics and Extracurricular Activities

Mandatory Requirements:

- Schools/districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Schools/districts should refer to DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency" to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.
- **Fall Sports have been postponed until September 21st** (NYSPHSAA Press Release)
- At the discretion of the NYSPHSAA Officers and authorization from state officials, if the Fall sports seasons are interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented.
- **Extracurricular Activities and Use of Facilities Outside of School Hours** - All extracurricular activities and external community organizations that use school facilities must follow State and local health and safety protocols and must comply with applicable social distancing requirements and hygiene protocols.

Mandatory Assurances:

- No mandatory assurances listed in the state's School Reopening Plan survey.

PACS District Plan:

- PACS Athletic Director, Jim Karcz, will continue to work with the Section III Athletics Office to ensure the safety of our school athletes, while seeking to provide opportunities for students-athletes to engage in interscholastic athletics.
- Per the NYDOH Guidance Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.
 - The PACS Athletic Director has communicated this guidance to coaches, athletes, families and district staff.
- PACS is aware and understands that New York State Public High School Athletic Association (NYSPHSAA) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health

guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available it will be shared on the NYSPHSAA website

- All PACS Athletic Programs will follow the guidance of New York State Public High School Athletic Association (NYSPHSAA), NYSED, the CDC, the DOH and the Governor.
- Extracurricular Activities and Use of Facilities Outside of School Hours - All extracurricular activities and external community organizations that use PACS school facilities must follow NY State and local on health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol. This includes following New York State Department of Health guidelines and CDC guidelines on wearing of masks, handwashing and social distancing.
- For more information on cleaning and disinfection, review sanitation guidelines from CDC at CDC Cleaning and Disinfection Community Facilities , CDC Reopening Guidance on Cleaning and Disinfection Public Spaces Workplaces, Businesses Schools and Homes

Reopening Focus Area: Special Education

Mandatory Requirements:

- The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- The school reopening plan must address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
- The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
- The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.
- The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

Mandatory Assurances:

- Each school and/or district-reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services.
- Each school and/or district-reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.
- Each school and/or district-reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
- Each school and/or district-reopening plan addresses 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.

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

PACS District Plan:

- PACS Special Education Program will continue to follow all NYSED Special Educational regulations for our students with IEP's and 504 plans whether students are educated in a person-to person, remote, or hybrid educational model.
- PACS Special Education Plan will address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services. Special Ed. students K-12 are scheduled to be in school, in person full time.
- PACS District will collaborate with stakeholders including, but not limited to, teachers, staff members, parents, and community groups when considering alternate schedules and programming for students with disabilities in compliance with Special Education laws and regulations.
- The Special Education Case manager for each special education student will maintain student records for progress monitoring and IEP goal achievement. Information will be shared on the 5 week and ten week report cards, and progress monitoring updates will be sent to the parent / guardian after each ten-week marking period.
- Plans include sharing student schedules with parents via mailings, virtual meetings (via Google Meets) and via email with Special Education teachers and collaborative general education teachers.
- PACS will share scheduling plans with students, families, and staff as soon as possible before the start of the school year and anytime a change is required in order to allow families to plan childcare and work arrangements. Special Education timelines will continue to be adhered to for CSE meetings and evaluations.
- For in-person, remote learning and / or hybrid educational models, PACS will be prepared to shift back to fully remote learning models should circumstances change and school buildings are required to close as per the Governor's directive..
- Regardless of the instructional model implemented, equity and access will be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.
- PACS will continue to schedule all special education meetings, as required by law, via in-person (if possible) or via virtual or teleconferencing to review and update students IEP's. Collaboration with the student and parent will continue to occur to ensure compliance with IDEA.
- The school reopening plan encourages CPSEs/CSEs to prepare contingency plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.

- The school reopening plan considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible.
- Whether the educational model is in-person, remote learning or a hybrid educational model, PACS will continue to provide special education services, accommodations and modifications to the greatest extent possible to help support SWD.

Reopening Focus Area: Bilingual / World Languages

Mandatory Requirements:

- Qualifying schools that reopen using in-person or hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. (After this 20day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.)
- Provision of required instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process.
- PACS will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

Mandatory Assurances:

- Each qualifying school and/or district-reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.
- Each school and/or district-reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- Each school and/or district-reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

PACS District Plan:

- As of 7/28/2020, no students considered ELL / Bilingual have enrolled in PACS.
- PACS does have a plan to support ELL / bilingual students once enrolled and will comply with the identification process and timeline to identify ELL students.

- PACS staff will collaborate with stakeholders including, but not limited to, teachers, staff members, parents, and community groups when considering alternate schedules for ELL students.
- PACS will share scheduling plans with students, families, and staff as soon as possible before the start of the school year and anytime a change is required in order to allow families to plan childcare and work arrangements. IF Governor directives indicate a school building closure, PACS is prepared to shift back to remote learning models using the Google Platform (Google Classroom / Google Meets).
- Regardless of the instructional model implemented, equity and access must be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.
- PACS will ensure that all teachers and administrators receive professional development on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs.
- PACS will adopt policies to meet the guidelines outlined in the Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning.
- PACS will work with teachers of English as a New Language and establish protocols that promote coordination among English as a New Language (ENL) and content area teachers for the delivery of remote and hybrid learning.
- PACS will utilize progress monitoring tools to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both English and students' home languages.
- PACS will resume and create programs to address the specific needs of Students with Interrupted/Inconsistent Formal Education (SIFE), ELLs with IEPs, and other vulnerable populations during the reopening process.
- PACS will prioritize 12th grade students who were unable to complete requirements in 2019-2020 to continue work towards earning the New York State Seal of Biliteracy in 2020-2021.
- PACS will continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools.
- PACS will work with CiTi BOCES and neighboring school districts to provide Emergent Multilingual Learners enrolled in Prekindergarten programs with instruction in their home languages during remote and hybrid learning.
- PACS will work with our school counselors and teachers to actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote or hybrid learning. Communication with the parent / guardian and the student will occur via teleconferencing and / or in-person meetings.

- To the greatest extent possible, PACS will ensure that all ELLs and other vulnerable students can access technology and Wi-Fi needed for periods of remote learning so they do not fall further behind as a result of COVID-19 closures and remote/hybrid learning.
- PACS will exercise flexibility to provide additional units of study as necessary based on student progress monitoring data and need. This flexibility could take the form of additional ENL programming to address oral language development, writing and reading skills, and academic vocabulary development to provide more access to content.
- PACS will work with school counselors and teachers of English as a New Language to keep the unique needs of parents of ELLs/MLLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model—including interpretation and translation needs as described above—to ensure that they have equitable access to critical information about their children’s education as they transition back to school in fall 2020.
- PACS will seek to implement the practices described in the Culturally Responsive-Sustaining Education Framework during hybrid or remote learning.

Reopening Focus Area: Teacher and Principal Evaluation System (Education Law 3012-D / APPR)

Mandatory Requirements:

- Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.

Mandatory Assurances:

- Each school and/or district-reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.

PACS District Plan:

- PACS will continue to remain compliant with all NYSED and APPR educational law regulations pertaining to Teacher and Principal Evaluation (Ed. Law 3012-d.)
- PACS will follow the district's current NYSED approved APPR plan for the 2020-21 school year.
- SLOs for teachers; SLOs or an input model for principals - The Commissioner's regulations for student performance measures are inherently flexible and are designed to encourage educators to be systematic and strategic in their instructional decisions. These measures are intended to increase the quality of discussions taking place in LEAs, schools, and classrooms that focus on student growth and learning, provide clearer indications of when and how to adjust instruction to meet students' needs, and support more targeted professional learning opportunities.
- PACS will review their current systems for developing and implementing student performance measures in light of their plans for teaching and learning. Doing so can help to streamline the evaluation process by reducing unnecessary paperwork or time taken away from instructional preparation.
- PACS will also review the assessment(s) that were chosen as the evidence of student growth in the approved APPR plan to ensure that these assessment(s) are aligned with their instructional plans for the coming school year and do not result in any testing of students that is not necessary to support teaching and learning. Similarly, LEAs should review their processes for setting growth targets and measuring student growth to ensure strong alignment to instructional priorities. **NOTE:** With the realization that learning and demonstrating understanding during the COVID-19 crisis has taken on new complexities, what is locally determined to be a year's worth of growth may look different from previous years.
- PACS will continue to utilize the Marzano Focused Teacher Evaluation Model and rubric for evaluations. In addition, PACS will also utilize *iObservation* to record and document teacher observations.

Reopening Focus Area: Certification, Incidental Teaching and Substitute Teaching

Mandatory Requirements:

- Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.
- In response to the COVID-19 crisis, a superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment.
- Substitute teachers may be an important resource for schools during the COVID-19 crisis and currently fall into one of the three following categories.
 1. Substitute teachers with a valid teaching certificate can work in any capacity, for any number of days. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in an area for which they are certified.
 2. Substitute teachers without a valid certificate, but who are working towards certification (taking college coursework) at a rate of not less than six semester hours per year, can work in any capacity, for any number of days, in any number of school districts. If they are employed for more than 40 days by a school district or BOCES in a school year, they must be employed in the area for which they are seeking certification.
 3. Substitute teachers who do not hold a valid teaching certificate and are not working towards certification may work for no more than 40 days in a school district or BOCES in a school year, except as described below.

NOTE - During the 2020-2021 school year, due to the COVID-19 crisis, substitute teachers who do not hold a valid teaching certificate and are not working towards certification, but hold a high school diploma or its equivalent, may be employed by the school district or BOCES beyond the 40-day limit, for up to an additional 50 days (90 days total in a school year), if the district superintendent (for BOCES's and districts that are a component district of a BOCES) or the superintendent (for school districts that are not a component district of a BOCES) certifies that the district or BOCES, as applicable, has conducted a good faith recruitment search for a properly certified candidate and there are no available certified teachers that can perform the duties of such position. In rare circumstances, a district or BOCES may hire a substitute teacher beyond the 90 days, if a district superintendent or superintendent attests that a good faith recruitment search has been conducted and that there are still no available certified teachers who can perform the duties of such position and that a particular substitute teacher is needed to work with a specific class or group of students until the end of the school year.

Mandatory Assurances:

- Each school and/or district-reopening plan must ensure 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.

PACS District Plan:

- PACS District Office Administrators will verify 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.
- PACS is aware and understands that the Superintendent of schools may assign certified teachers to teach a subject not covered by their certificate (incidental teaching) for a period not to exceed ten classroom hours a week during the 2020-2021 school year, when no certified or qualified teacher is available after extensive and documented recruitment.
- PACS will continue to recruit and build a viable substitute teacher candidate pool for use during the 2020-2021 school year based on guidance provided by NYSED and educational law.

Reopening Focus Area: Student Teaching

Mandatory Requirements:

- NYSED has also offered guidance to local districts with regard to student teaching during the pandemic and Educational Pause. **Commissioner's Regulations Section 52.21(b)(1) (xvi) defines student teaching as follows:**

Student teaching means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the area of the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.

Mandatory Assurances:

- The Board of Regents and State Education Department strongly encourage school districts to continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year.
- Student teachers can play important roles in terms of bridging gaps related to remote/online instruction, and in supporting the teachers of record and the students, especially during these challenging times.
- School districts should work with the College/University Educator Preparation Programs to identify appropriate ways in which student teachers can support classroom instruction while ensuring that the student teacher is given the opportunity to develop critical knowledge and skills.
- It is important to remember that a student teacher may not serve as the teacher of record in a classroom and must be under the direct supervision of a certified teacher who is the teacher of record.

PACS District Plan:

- PACS will continue to collaborate and work with area colleges (SUNY Oswego, LeMoyne, SUNY Cortland, and Syracuse University) to support student teaching practicum placements and student teaching in the district.
- PACS building principals will continue to communicate with staff about the opportunities to host student teachers.
- PACS will work with CiTi BOCES to utilize college students (seeking a career in education) as substitute teachers in the PACS District.