OFFICE OF THE FIRST DEPUTY CHANCELLOR

2020 – 2021 School Year | Reopening Playbook | v. 8.11.20

Playbook for Principals

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A Message from Donald Conyers, First Deputy Chancellor

Dear Colleagues,

Thank you for being the leaders our students, parents, families, school-based staff, and school communities need during this unprecedented time.

The 2020-2021 school year will not be like any other we have encountered as a leadership team in recent history. Central offices are working tirelessly to develop and communicate policies that will provide clarity, cohesion, and stability as we move towards reopening our schools. We thank the principals that have helped us to shape our policies. This Principal Playbook was created to be a support tool for you, your school leadership teams, and your entire school-based staff.

The following 70+ pages are your "playbook," or standard operating procedures manual, for reopening schools for the 2020-2021 school year. Within this playbook, you will find policies addressing the key topics and questions you need to make decisions for your school community in advance of the start of the school year. This document aligns with the NYC Department of Education, City of New York, and the New York State Education Department (NYSED) guidelines you need to know for school reopening.

To ensure every school leader has what is needed to reopen their school, you will find checklists for use with your leadership teams as part of your planning, decision making, and implementation processes. These checklists are offered to the leaders that may need additional support to track progress and decision-making. They are written as affirmative declarative statements that you, your leaders, and staff can use to confirm that your school is aligned with the policy and guidance. This is not a compliance document, however, we do hope that you find it useful and keep this playbook open as a reference on your computer or desk.

If you have questions the playbook does not address, email officeofthefirstdeputychancellor@schools.nyc.gov. Based on the ever-evolving reality, and your feedback based on the usage of this document, we expect to make updates on the digital version. We will alert you via *Principals Digest* when we update the digital version.

Thank you again for your leadership, and your service, to our students, staff, parents, and families.

Sincerely,

Donald Conyers
First Deputy Chancellor
NYC Department of Education

Policies Included & Links to InfoHub Online

- [Family Engagement Toolkit](#)
- [COVID-19 School Health Policy](#)
- [Building Response Team (BRT) During COVID-19](#)
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- [Career and Technical Education (CTE)| Planning and Implementation of Program Sequences for Fall 2020](#)
- [Physical Education Expectations for In-Person and Remote Instruction](#)
- [Public Schools Athletic League (PSAL) Programming](#)
- [FAQ | Reopening](#)
- [FAQ | School Schedules & Programming Models](#)
- [FAQ | Academic Policies for Return to School 2020](#)

Timeline | Key Dates in August 2020

Aug 7 (F)	• Learning Preference Survey for parents & families closes. • Open Market Transfer (OMT) period for current NYC public school teachers closes. • FY21 School Budgets must be completed by this date. • During this time, all principals should be reviewing the Models and working with their SLT to select the appropriate model for their school setting.
Aug 10 (M)	• Learning Preference Survey Results and School-Based Staff Accommodation Approvals will be Shared with Superintendents. • At Least One Meeting with Parents & Families Must Be Held By All Schools By This Date • During this time, all principals should be reviewing the Models and working with their SLT to select the appropriate model for their school setting.
Aug 12 (W)	• Deadline (11:59 p.m.): Submission of 10 Essential Questions Specific to Your School, to Central NYC DOE, by Online Survey (i.e. Phase I Plan)
Aug 14 (F)	• Deadline (3:00 p.m.) Program Model Selection, or Exemption Request, Expected from all Principals • School Level Plans will be Posted by Central DOE Online
Aug 21 (F)	• Deadline (8:00 p.m.): Superintendents and District Review Teams (DRT) to review all school submissions. • Schools with DRT approval may begin programming students.
Aug 26 (W)	• Deadline: Last day by which parents and caregivers will receive in-person student schedules.
Aug 28 (F)	• Deadline: For re-submission of models (only schools whose model submissions were not approved by DRT during initial submission). • Deadline: For the Central Review Team (CRT) to approve exception requests. • All School Model Selection Reviews Will Be Completed By This Date. • Schools with CRT Approval Can Begin Programming. • Communications Regarding School Models Will Begin on This Date - Schools Can Notify Parents & Families. • School Level 2020 - 2021 School Year Plans Will be Posted to the Public Family-Facing Website.

Communication | Family & Community Engagement

Family Engagement Toolkit

We know that school opening this year will be unlike any other. Engaging a diverse group of students and families in the decision-making process regarding our return to school in the fall is essential. Clear and consistent communication with families will be very important to positioning your students and communities for success! This toolkit is designed to help you with family engagement related to the 2020 school reopening.

Read the Letter to Principals from First Deputy Chancellor Donald Conyers and Deputy Chancellor Adrienne Austin.

Toolkit Checklist for Principals

- ☐ Yes, my school has developed a two-way external communications plan with parents and families, which includes:
  - o The communication channels and partners that most effective at reaching our parents and families.
  - o A plan to update our school website
  - o The creation of a School Reopening Parent Empowerment Team
  - o Touchpoints to ensure we have involved our partners - parent and student leadership groups – in this plan
  - o Frequent convenings of our your School Leadership Team (SLT)
  - o Involvement of our Parent Association/Parent Teacher Association (PTA)
  - o Involvement of our student leaders
- ☐ Yes, my school has reviewed language access supports for all parents and families:
  - o **Over-the-Phone Interpretation (OPI) Services**:
  - o **On-Site Interpretation Services**: Interpretation Request Form.
  - o **Written Translation Services**: Translation Request Form.
  - o **Translated Communications from DOE Central:** The DOE's central communications team translates all large-scale official messages into the nine standard languages (Arabic, Bangla-Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu.) Translated letters can be found on the InfoHub page and are listed in the NYC DOE Language Resources google spreadsheet.
- ☐ Yes, my school is aware of the sample templates and resources for use in communicating with parents and families:
  - • **Sample Engagement Calendar (July-Aug)**
  - • **Sample Meeting Agendas:**
    - • Parent Meeting 1 - Sample Agenda
    - • Parent Meeting 2 - Sample Agenda
    - • Parent Meeting 3 - Sample Agenda

- Sample Parent Forum Toolkit
- **Sample Communications:**
  - School Sample Letter 1
  - School Sample Letter 2
  - School Sample Letter 3
- **Additional Information:**
  - Return to School 2020
  - Check out the DOE Graphics Library to find digital campaign materials produced by the DOE's Marketing and Branding Team.
  - Virtual Meeting Checklist

Health & Safety

KEY INFO

📁 **Link to Policy**
(Login to InfoHub
Before Clicking Link)

✎ **Policy Implementation Checklists**
(See below)

COVID-19 School Health Policy

Developed collaboratively with unions, the Department of Health and Mental Hygiene (DOHMH), and NYC Test + Trace Corp, this policy provides guidance for schools regarding:

- Thresholds for school opening and closure during the COVID-19 pandemic,
- Daily health screenings for students and school-based staff,
- The establishment of an Isolation Room,
- What to do if a student or staff member shows signs of COVID-19 while in a school,
- What to do if there is a confirmed positive case of COVID-19 of someone in a school, and
- COVID-19 testing scenarios for staff.

Policy Checklists for Principals

The Threshold for School Opening and Remaining Open during the COVID-19 Pandemic

- ☐ Yes, the percentage of positive tests in New York City is less than 3% using a 7-day rolling average.

The Threshold for School Closure During the COVID-19 Pandemic

- ☐ Yes, the percentage of positive tests in New York City are equal to or more than 3% using a 7-day rolling average.
- ☐ Yes, I am aware this is one trigger for closing schools but may not be the only trigger. For example, a decision to close schools would be made where there were recurrent, uncontrolled outbreaks of COVID-19 in schools, even if the overall case rates across New York City were to remain low.

Policy Checklist on Daily Health Screenings

- ☐ Yes, students and families have completed their daily health screenings, including temperature checks, before arrival at school.
- ☐ Yes, school-based staff have completed their daily health screenings, including temperature checks, before arrival at school.
- ☐ Yes, I am aware that DOE Central Administration is committed to purchasing thermometers for at-home use for families who may need them.

Policy Checklist for School-Based Staff and Students Reporting to School Buildings During COVID-19 Pandemic

- ☐ I am aware that school-based staff and/or students are not to report to school buildings if the give an affirmative response to one or more of the following statements:

☐ I have knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19; and/or

☐ I tested positive through a diagnostic test for COVID-19 in the past 14 days; and/or

☐ I have experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days; and/or

☐ I traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.

Policy Checklist on Random Temperature Screenings

☐ Yes, every morning, before entering the school building, specific staff will perform random samplings of temperatures for both students and school-based staff using non-touch thermometers.

☐ Yes, I am aware that schools are prohibited from recording or track student and/or staff temperatures or other health information.

☐ Yes, I am aware that designated staff taking temperatures must wear face coverings and gloves continually.

☐ Yes, I am aware that the nurse or health professional must evaluate any student exhibiting a fever (100.0°F or higher) from a random temperature check. If a nurse or health professional is unavailable, the student will be escorted to the building's Isolation Room.

☐ Yes, I am aware that DOE-contracted Community Based Organizations (CBO) providing early childhood services must continue to conduct daily health checks and align with DOE and DOHMH issued guidance that pertains to their program and setting.

☐ Yes, I am aware that the DOE is also exploring enhanced at-school temperature check protocols and processes and will ensure such compliance with state health guidance.

☐ Yes, I am aware that additional guidance on random temperature screenings is forthcoming. (As of 8.10.20).

Isolation Room

☐ Yes, my school has designated space as an Isolation Room where a student with suspected COVID-19 symptoms can safely isolate in the building until a guardian can pick them up.

☐ Yes, if there is a nurse or health professional assigned to my school, any student with suspected COVID-19 symptoms will be evaluated by the nurse or health professional in the Isolation Room.

☐ Yes, if the nurse/health professional is unavailable to examine the student OR if my school does not have a nurse or access to a health professional at that time, the student with suspected symptoms will be placed in the wait in the building's Isolation Room until picked up.

☐ Yes, as the school principal, I will designate a staff member to supervise a student in the Isolation Room.

☐ Yes, my school (or schools, if on-campus) will provide additional staff to support the supervision of the Isolation Room.

☐ Yes, the nurse/health professional and any additional staff supervising the Isolation Room will be given the appropriate personal protective equipment (PPE), including, but not limited to N95 respirators, gloves, gowns, and face shields or goggles.

☐ Yes, immediately after holding a student, the Isolation Room in my school will be closed and deep cleaned before it is used again.

Policy Checklist When a Student Shows Symptoms of COVID-19 While at School

o Yes, a designated staff member who is wearing appropriate PPE has escorted the student showing symptoms of COVID-19 to the Isolation Room.

o Yes, the area where the student showed symptoms is immediately cleaned and disinfected.

o Yes, the nurse or health professional has evaluated the student for symptoms of COVID-19, such as fever, cough, shortness of breath, sore throat, lack of sense of taste or smell, and other symptoms, or

- If no nurse or health professional is available, the student will wait in the supervised Isolation Room for pick up.

o Yes, a family member or guardian has been contacted by a staff member and asked to pick up the student.

o Yes, upon pick up, the nurse/health professional and school staff a) strongly encourages the family to visit a doctor and get the student tested for COVID-19, b) provides the family with information for the closest testing site, if asked.

o Yes, the student who was picked up and taken home has been encouraged to participate in remote learning, if feeling well enough.

o Checklist for Student's Return to School:

- Yes, the student can only return to school when all the following are met:
- ☐ Received a positive COVID-19 test and quarantined for 10 days AND
- ☐ Presents clearance from a healthcare provider AND
- ☐ The individual has been symptom-free for 24 hours without the use of medication.
- **OR**
- ☐ Presents clearance from a healthcare provider AND
- ☐ The individual has been symptom-free for 24 hours without the use of medication.

- If DOHMH or NYC Test + Trace Corps determine the student is considered a close contact of a positive case, the student can only return to school when all the following are met:
  - The student has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case AND
  - Presents clearance from a health care provider evaluation AND
  - The student has been symptom-free for 24 hours without the use of medication.
- If the student does not seek clearance from a medical provider and/or does not get tested, then the student cannot return to school until:

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- 10 days have passed since the first symptom AND
- The student has been symptom-free for 24 hours without the use of medication.

Policy Checklist for School-Based Staff Member Shows Symptoms of COVID-19 While at School

- o Yes, the school-based staff members showing symptoms at COVID-19 have been
  - ▪ Instructed to leave the building, and
  - ▪ Strongly encouraged to visit a doctor and tested for COVID- 19.
- o Yes, I am aware that if the school-based staff member has had no known contact with a positive case, the staff member can only return to work when all the following are met:
  - ▪ Presents clearance from a health care provider evaluation AND
  - ▪ The staff member has been symptom-free for 24 hours without the use of medication.
- o Yes, I am aware that if DOHMH or NYC Test + Trace Corps determines the school-based staff member is considered a close contact of a positive case, the staff member can only return to work when all the following have been met:
  - ▪ The staff member has completed a 14-day quarantine regardless of symptoms or test results since their last exposure to that case AND
  - ▪ Presents clearance from a health care provider evaluation AND
  - ▪ The staff member has been symptom-free for 24 hours without the use of medication.
- o Yes, I am aware that if the staff member does seek clearance from a medical provider and/or does not get tested, then the staff member cannot return to school until:
  - ▪ 10 days have passed since the first symptom AND
  - ▪ The staff member has been symptom-free for 24 hours without the use of medication.

Checklist of Important to Notes on this Aspect of the Policy:

- ▪ Yes, I am aware that anyone with a positive COVID test (staff, teacher, and student) must quarantine for a minimum of 10 days since the onset of symptoms.
  - • The period of quarantine may need to be longer if the case has fever or symptoms between days seven to ten, as the case must be symptom-free for at least 24 hours without the use of medication.
- ▪ Yes, I am aware a positive case can be reported by:
  - • NYC Test + Trace Corps finds through case interview,
  - • Staff or parent alert school,
  - • Staff or parent alert DOHMH hotline.
- ▪ Yes, I am aware DOHMH will begin investigating self-reported positive COVID-19 test results from a school community within three hours.
- ▪ Yes, I am aware; all case contacts will be monitored by NYC Test + Trace Corps and linked to COVID-19 testing and Take Care services.

- ▪ Yes, I am aware that contact tracing will not be activated without a laboratory-confirmed case or without a presumed case due to a recent close contact developing symptoms.
    - Yes, I am aware cases are confirmed via the New York State lab results system or by DOHMH confirming the lab results presented by a teacher, staff, or parent.

Checklist for Policy on Unconfirmed Case in a School

- ☐ Yes, I am aware that any student or staff member who self-reports an unconfirmed positive case of COVID-19 or is exhibiting COVID-like symptoms will be immediately removed from the classroom or school building, told to stay home, and encouraged to be tested.
- ☐ Yes, I am also aware of the following:
    - o The classroom and school building will remain open at this time.
    - o Contact tracing will only occur if there is a laboratory-confirmed case or if the person is a close contact of a presumed positive.
    - o If a positive case is confirmed, the school must follow the protocols listed below.
    - o If a negative test result is received, the individual may return to school after being symptom-free for 24 hours without the use of medication AND presents clearance from a health care provider evaluation.
    - o If the individual does not seek clearance from a medical provider and/or does not get tested, then the individual cannot return to school until:
        - 10 days have passed since the first symptom AND
        - The individual has been symptom-free for 24 hours without the use of medication.

Checklist for Policy on One Confirmed Case in a School

- o DOHMH will notify the principal and Central DOE of a confirmed case.
- o Yes, as principal, I notify my school's Building Response Team, superintendent, and informs affected teacher(s).
    - ☐ Building Response Team notifies Borough Safety Director.
    - ☐ Additional guidance on notifying other Borough Citywide Office points is forthcoming.
- o Yes, I am aware that all students and teacher(s) in class(es) with a confirmed case are assumed close contacts and are instructed to quarantine for 14 days since their last exposure to that case.
    - ☐ In schools where students travel between classes, the school must require quarantine for individuals in all classes attended by the confirmed case.
- o Yes, learning continues remotely for students who are in quarantine.
    - ☐ A negative COVID-19 test result for a student does not reduce the 14-day quarantine period.
- o Yes, I am aware that NYC Test + Trace Corps will interview the case and school administration to establish if there were any other additional close contacts.

- o Yes, I am aware that NYC Test + Trace Corps will interview staff members to verify levels of contact with the confirmed case.
  - ☐ If a staff member is deemed NOT a close contact, then the staff member can opt to return to school.
  - ☐ If a staff member is considered a close contact, then the staff member is required to complete the 14-day quarantine.
- o Yes, I am aware that in this instance, my school must communicate to all families and students at school when a case is confirmed by DOHMH (letters are forthcoming):
  - ☐ Families of students who are <u>confirmed close contacts</u> of the positive case must receive a letter stating that their child has been in close contact with a COVID-19 positive individual; this letter gives clear direction to see a health care provider and quarantine for 14 days;
  - ☐ Families of students who <u>are not considered close contacts</u> must receive a letter stating that there was a confirmed case of COVID-19 at the school but that their child is not considered a close contact therefore there is no need to quarantine.

Checklist for Policy on Two or More Confirmed Cases in a School

- o If two or more confirmed cases present within seven days of each other, NYC Test + Trace Corps and DOHMH begin an investigation immediately and make every attempt to conclude the investigation within 24 hours.
- o DOHMH will notify the principal and Central DOE of the confirmed cases.
- o Yes, as principal, I notify my Building Response Team, superintendent, and inform affected teacher(s).
  - ▪ Building Response Team notifies Borough Safety Director.
  - ▪ Additional guidance on notifying other Borough Citywide Office points is forthcoming.
- o Yes, I am aware that during the NYC Test + Trace Corps and DOHMH investigation:
  - ▪ Two or more confirmed cases within the same class trigger a classroom quarantine but the school stays open.
  - ▪ Two or more confirmed cases within the same school triggers classroom quarantines and school is closed for a minimum of 24 hours while the NYC Test + Trace Corps and DOHMH investigation is underway.
  - ▪ NYC Test + Trace Corps and DOHMH must determine by 6:00 pm whether the school needs to remain closed beyond the minimum 24 hours to conclude the investigation.
- o Yes, I am aware that once the NYC Test + Trace Corps and DOHMH investigation are complete:
  - ▪ NYC Test + Trace Corps and DOHMH investigations will results in one of the below conclusions (see table).
  - ▪ NYC Test + Trace Corps makes recommendations to the NYC Department of Buildings and Central DOE on the closure of the classroom(s) and/or school as well as the duration of the closure.
  - ▪ Central DOE informs the principal and superintendent and communicates closure decisions to the school community.

- The school moves immediately to remote learning mode during the temporary closure.
- Students on split schedules return for in-person learning on the next assigned day following reopening.
- Any exposed contacts will be directed to COVID-19 testing resources.

NYC Test + Trace Corps and DOHMH Investigation Conclusions:

Conclusion of Investigation	During Investigation (for at 24 hours)	After Investigation
One confirmed case	Close classroom, transition to remote learning	Classroom remains closed for 14 days; Students and staff in close contact with positive case quarantine for 14 days
At least two cases linked together in school, same classroom	Close classroom, transition to remote learning	Classroom remains closed for 14 days; Students and staff in close contact with positive case quarantine for 14 days
At least two cases linked together in school, different classrooms	Close school building, transition to remote learning	Classrooms of each case remain closed and quarantined for 14 days Additional school members are quarantined based on where the exposure was in the school (e.g., the locker room)
At least two cases linked together by circumstances outside of school (e.g., acquired infection by different setting and source)	Close school building, transition to remote learning	School opens after investigation; Classrooms remain closed for 14 days
At least two cases, not linked but exposure confirmed for each outside of school setting	Close school building, transition to remote learning	School opens after investigation; Classrooms remain closed for 14 days
Link unable to be determined	Close school building, transition to remote learning	Close school for 14 days

Checklist for Policy on COVID-19 Testing Scenarios for School-Based Staff

- Pre-Opening Testing for School-Based Staff
  - Yes, I am aware that school-based staff are asked to be tested for COVID-19 before the start of in-person instruction. Participation in COVID-19 testing for school-based staff is voluntary.
    - o Yes, I am aware any school-based staff member can opt into pre-opening testing.
    - o Yes, I am aware staff are recommended to get a polymerase chain reaction (PCR) COVID-19 test at least seven days before school opens.
      - Yes, I am aware DOHMH is providing free, prioritized PCR testing at any of 34 city-run testing locations at a staff member's convenience.
      - Yes, I am aware that the City will aim for a 24-hour COVID-19 test result turn around at any of its 34 city-run testing locations.

    - o Yes, I am aware that any school-based staff member-testing positive for COVID-19 during this time is required to quarantine for 1410 days and be symptom-free for 24 hours without the use of medication.

Checklist for Policy Once School is Open

- o Yes, I am aware that school-based staff members are encouraged to opt into monthly repeat surveillance COVID-19 testing.
  - The DOE and DOHMH will help establish a rolling pattern of testing for all teachers and staff.
- o Yes, I am aware that testing may occur at any location, but school-based staff are encouraged to use City-run sites where DOE tests will be prioritized and they will aim to receive test results in 24 hours.

KEY INFO

📁 **Link to Policy**
(Login to InfoHub
Before Clicking Link)

⚙ **Policy
Implementation
Checklists**
(See below)

Building Response Team (BRT) During COVID-19

Emergency Readiness and the Building Response Team
The safety and security of our students and staff are of the utmost importance. The New York City Department of Education (NYC DOE) has established systems and protocols consistent with State Law and Federal recommendations, as well as some procedures that go beyond State mandates. We regularly assess our systems for effectiveness and make revisions as necessary, specifically aligned to any current conditions. Our emergency readiness training initiatives are based on State and local laws and regulations, as well as the needs of our diverse learning communities.

A vital component of emergency readiness is the School Safety Plan and Building Response Team (BRT). Per New York State Education Law Section 2801-a, all school buildings must have a "building-level emergency response plan" (School Safety Plan) that is updated annually, and a "building-level emergency response team" (Building Response Team). The Building Response Team (BRT) is a school-based team that is activated to manage health and safety incidents or emergencies. The BRT provides school communities with the necessary incident support required during an emergency, including managing school-related emergencies until first responders arrive (BRT members are not first responders). School Safety Plans must include the designation of individual BRT members. In a campus setting, each school must have one representative on the BRT. The principal appoints the BRT members.

Policy Checklists for Principals

Checklist for Awareness | General Response Protocols

Yes, my school-based staff is aware of the general response protocols and purpose, including the following aspects of a BRT:

☐ BRTs play an instrumental role in implementing General Response Protocols.
☐ General Response Protocols (GRP) allow school communities to take immediate action to safely address an emergency incident until first responders arrive.
☐ A GRP provides specific direction for staff and students to take in an emergency that may require evacuation, shelter-in, or lockdown.
☐ Per NYS law, all schools are required to conduct four soft lockdown drills per year.
☐ To ensure that schools can effectively implement these drills and respond to emergencies, principals are required to attend a training that covers GRP and BRT as well as the establishment of a command post.
☐ BRT members also attend emergency readiness training that covers their roles and responsibilities regarding GRP and responding to emergencies.
☐ The Emergency Readiness and the General Response Protocols pages on the InfoHub provide resources and materials for schools.

Checklist for Awareness | Composition of the Building Response Team

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Yes, our school-based staff is aware of the composition and roles of the BRT - comprised of a BRT Leader responsible for providing direction, leadership, and guidance to BRT members during an emergency or event – and additional members including:

- Special Needs Coordinator: serves as the primary point of contact when issues with special needs/limited mobility students and staff arise during an emergency.
- Incident Assessor: is activated to the location of the emergency to gather and report information.
- Emergency Officer: provides incident/event support by giving the BRT Leader regular updates on the status of the situation and the actions of other BRT members from various points of activation.
- Assembly Point Coordinator: visits all evacuation/relocation sites listed in the Safety Plan, verifies capacities, and assesses the usefulness of the spaces to be occupied.
- Recorder: responsible for collecting detailed information from the onset of an incident to the end of the incident (also known as the recovery phase).

- Yes, our school-based staff is aware that the BRT leader may activate some or all the team members based on the incident/emergency. It is recommended that schools identify backups to supplement for each role. In addition to the five roles identified above, the Nurse, Custodian, and School Safety Agent (SSA) serve as Internal Subject Matter Experts (SME). These roles of the Subject Matter Experts are not interchangeable.

Checklist for Awareness | Building Response Team (BRT) During COVID-19

As schools reopen for in-person instruction, the Building Response Team (BRT), in addition to the general duties outlined above, will be responsible for managing and supporting the school's response to any incidents related to the COVID-19 pandemic.

Yes, our school-based staff is aware of the following; additional guidance from the Office of Safety and Youth Development is forthcoming:

- When BRT is activated to address COVID-19 related incidents ("COVID activation"), team members will assume the following additional responsibilities:
  o BRT Leader: serves as the point of contact for all team members during entry, dismissal, and all other specific activities where the COVID activation occurs during the school day.
  o Emergency Officer: provides support based on the specific circumstances of each incident.
  o Incident Assessor: conducts an on-scene initial assessment of the incident or emergency to assess the severity of the situation (while collaborating with the Internal Subject Matter Experts).
  o Special Needs Coordinator: For the purpose of COVID activation, manages the school staff assigned to conduct temperature screening at each point of entry.
  o Assembly Point Coordinator: Coordinates the entry/ dismissal process, as well as common areas, to ensure physical distancing is followed.
  o Recorder: collects detailed information from the beginning to the end (recovery phase) of an incident, including recording in OORS any COVID-19 cases or potential cases.

- o [The details of each BRT member's responsibilities](#) during COVID activation.
- ☐ The Nurse, Custodian, and School Safety Agent (SSA) serve as Internal Subject Matter Experts (SME).
- ☐ For any COVID activation, all BRT roles (except for the BRT Leader) should have additional school staff assigned to each role based on the size of the school population and school schedule.
- ☐ These staff can be administrators, counselors, social workers, school aides. The Office of Safety and Youth Development will facilitate training for all BRT members to educate them on the enhanced COVID-19 response protocols.
- ☐ Training will cover the COVID-19 School Health Policy including the identification and utilization of isolation rooms as well as protocols to follow when there is a suspected case or a confirmed case in the school building (health guidance to come from DOHMH).
- ☐ Given our current conditions, while the principal is ultimately responsible for school safety, the BRT should collaborate with the principal to plan and execute the school's morning entry plan.

Checklist for Awareness | Guidance on Drills During COVID-19

The DOE is taking active measures to protect both the health and safety of students and staff. Currently, all schools must implement GRP where appropriate to respond to safety/emergency situations that may result in an evacuation, shelter-in, or lockdown. Per New York State Education Law Section 807, all schools are required to conduct four lockdown drills per year in addition to eight evacuation drills, for a total of twelve emergency drills annually. To ensure that schools can effectively implement these drills and respond to emergencies, principals are required to attend a training that covers GRP and BRT as well as the establishment of a command post.

During this pandemic, the existing emergency drill practices remain in effect with the following modifications related to the COVID-19 pandemic. In an actual soft or hard lockdown, the priority is maintaining the safety of all students and staff in the building. In an actual evacuation/emergency, the priority is exiting the building safely and expeditiously, as outlined in [NYSED guidance](#). In an actual emergency, it is understood that physical distancing may not be possible.

Checklist for Awareness | Evacuation Drills During COVID-19

- ☐ Yes, our school-based staff – and BRT – is of the following policies related to evacuation drills during the COVID-19 pandemic must be conducted as follows:
    - o All students must participate in drills.
    - o With consideration to the overall number of students and physical distancing guidelines, drills may be conducted in stages rather than all at once. For instance, instead of an evacuation drill being executed for the entire building, it can be conducted in stages with select floors participating at one time.
    - o If schools conduct a drill in stages, all students must participate in a staged drill before the completion of the school day (e.g., first and third floors conduct drill in the morning; second and fourth floors conduct drill in the afternoon).

- o Schools must schedule drills to ensure that each group of the school's blended learning schedule has an opportunity to participate in a drill.
  - ▪ For instance, if the first drill of the school year includes students in Group A, schools must schedule the second drill when Group B is in session.
- o Students should exit the building and proceed to their staging area in single file lines. Staff not assigned to students at the time of drill should monitor staging areas.
- o Students should be instructed to maintain a distance of six feet to comply with physical distancing guidelines and to wear a face covering.
- o While younger students may be accustomed to exiting the building holding hands, for now, this must be discouraged.
- o Older students should be instructed to refrain from congregating in groups and remain in single file lines while exiting the building.
- o Expand street staging areas, which might require extending the current staging area to an additional block from the school. It is best to assess this in advance and inform all staff of any changes that must be made.
- o All physical distancing guidelines must be followed as students and staff re-enter the building after any evacuation drill or emergency.
- o In an actual evacuation emergency, the priority is exiting the building safely and expeditiously. As noted above, it is understood that complying with physical distancing guidelines may not be possible nor should it be a priority.

Checklist for Awareness | Lockdown Drills During COVID-19

- ☐ Yes, our school-based staff, and BRT, are aware of the policies related to lockdown drills during the COVID–19 pandemic must be conducted as follows:
  - o All students must participate in drills.
  - o When scheduling a lockdown drill, schools must ensure that each cohort of the school's blended learning model has an opportunity to participate in a lockdown drill.
  - o During a drill, students should be instructed to remain in their seats and remain silent instead of moving to the safe corner.
  - o All instruction and movement within the classroom must cease until the lockdown drill has been lifted.
  - o All classrooms and offices must be provided with materials to cover the door visual panel during a lockdown drill (i.e. shade, poster board, non-flammable fabric, etc.)
  - o In larger spaces such as the gymnasium, cafeteria, auditorium, or library, students will be required to remain seated and silent until the drill has ended.
  - o In an actual soft or hard lockdown emergency, the priority is the immediate safety of all students and staff, and complying with physical distancing guidelines may not be possible nor should it be a priority. As mentioned above, during a soft or hard lockdown drill, students remain in their seats, however, in an actual soft or hard lockdown, students and staff must move to the safe corner and remain there until it is safe to move.

Facilities

Guidance Building Access

As originally announced in the May 6 edition of *Principals Digest*, the DOE understands that principals, teachers, and other staff may need access to their school buildings to complete tasks that are critical for closing out this past school year and preparing for the opening of school. The DOE is not currently requiring any principal or staff member to come to their school building but is updating this guidance for those who wish to do so, per safety recommendations and social-distancing requirements. For questions, email your borough safety director.

Policy Checklists for Principals

General Building Access Policies

☐ Yes, my school community is aware of the following guidance around building access:
- o Building access will continue to be restricted in sites being used for COVID-19 testing, and locations deemed unsafe to access by the School Construction Authority (SCA) and the DOE, due to ongoing construction or renovations.
- o Everyone entering a DOE building is required to wear a mask/facial covering during the entire time they are in the building, consistent with New York State executive orders 202.17 and 202.34.
- o Principals, key administrators, and select designees, such as the program chair, are allowed access to their school building without having to submit a Building Access Appointment Form via their borough office.
- o Although submission of the building access form is not required for these specific individuals, principals must coordinate with their custodian before entering to ensure safe access to the required areas. These areas may include office spaces or the whole facility if conducting a space analysis or building walkthrough. Charter schools may require general building access to complete financial audits.
- o There must be a sign-in log in the event contact tracing is required.
- o Social distancing practices must be implemented, which requires maintaining a minimum distance of six-feet apart at all times.
- o Staff are not permitted to bring anyone else into the building, including their own children.

Employee Access

☐ Yes, my school community is aware of the following guidance around building access:
- o As a best practice and to provide systemic efficiency, principals should survey staff (and CBOs who have requested access) to collate and analyze the needs of the school community to appropriately schedule times for safe access. Consider gathering the data

through a digital survey tool (Google Forms, Survey Monkey, etc.) to collect responses in a manner that can be easily collated for analysis.

o Upon determining staff needs, the principal or designee should complete the Building Access Appointment Form to request access during a certain time period, with a minimum of 48 hours lead time to allow the borough safety director (BSD) to coordinate with the custodial staff and to ensure the assignment of a school safety agent(s) at the time of the visit.

o If meeting the needs of the school community requires building access on multiple dates, please fill out separate forms through the link to request each specific date and time slot.

o The BSD will notify the principal/designee via the contact information provided on the form indicating that the approval for building access has been granted. If the custodial staff indicates the building is not safe to occupy, they will inform the BSD and the BSD will communicate that to the principal or designee. Please note:

o Buildings will only be accessible Monday through Fridays from 7:00 a.m. to 4:00 p.m. with a confirmed appointment from your BSD.

o If your building is currently serving as a Regional Enrichment Center (REC) site, 96-hour advance notice is required to ensure staff and students at the REC are properly notified and can remain out of the rooms to which you require access.

o This process is the only approved method for being granted access to the building for additional staff or visitors. For technical support accessing the form, please call (718) 935-5100. For questions, email your borough safety director.

Student Access to Buildings to Retrieve Items and Return Devices

☐ Yes, my school community is aware of the following guidance around building access:

o If students or families reach out to you or your staff with an urgent need to collect an item left behind or to return an item to the school, please coordinate directly with that family to determine the next steps.

o Please note that when a student, or small groups of students (12 or fewer), or a family member are allowed into the building, that a staff member must be present to meet the family.

o If students are unable to return to the building to retrieve items, you may choose to ship the items to the students as an alternative.

Student Access to Return Items

☐ Yes, my school community is aware of the following guidance around building access:

o Students who are graduating or not returning to a DOE school in the fall will need to return their Centrally distributed iPads. We anticipate this process will take place together with the return/pick up of other important items, such as textbooks.

o The DOE will be conducting a training for Single Points of Contact (SPOCs) in July on the iPad return process, including how to manage the return and ensure the device inventory is tracked in the DOE's device management tools.

o If you have already set up a time to meet with your departing students, please ask them to bring their DOE iPad, following the documentation guidelines issued in the June 26 iPad Return Guidance.

o   Students who will attend a DOE school next year may keep their DOE iPad over the summer. In the fall, returning students will be asked to bring the DOE device to the school they are attending. That device will stay in the school's inventory at no additional cost to the school. This includes students transitioning to new DOE schools, such as middle or high schools or students transferring to a new DOE school.

Diplomas and Other Items for Graduating Students

☐   Yes, my school community is aware of the following guidance around building access:

o   Due to building closures, June diplomas will not be shipped to schools. Schools should not plan to distribute June diploma certificates through the mail or other methods. Instead, schools should provide students with proof-of-graduation electronically, as described in the Senior Certification Guide. Additional guidance on diploma distribution will be shared via Principals Digest as we approach school reopening.

KEY INFO

📁 **Link to Policy**
(Login to InfoHub Before Clicking Link)

↻ **Policy Implementation Checklist**
(See below)

Guidance on Entry, Dismissal, Circulation, and Use of Public Assembly Space in School Buildings

Currently, the State Department of Health (SDOH) and the Department of Health and Mental Hygiene (DOHMH) are mandating that schools follow Four Core Actions for Prevention of COVID-19 when schools reopen in September, specifically: maintaining a physical distance of six feet, wearing face coverings, providing increased opportunities for handwashing or access to hand sanitizer, and staying home when sick.

As staff and students re-enter school buildings in September, they will need to comply with physical distancing guidelines and maintain a distance of six feet at all times while wearing a face covering when on school property. These new guidelines, which are in place to prevent the spread of COVID-19, will significantly change how students and staff move throughout the building during the day. Co-located school leaders must work collaboratively to ensure that policies and procedures impacting all building occupants are aligned. The general guidelines below will help you as principals to implement new practices to ensure compliance with physical distancing.

Policy Checklists for Principals

Checklist for General Health Protocols

☐   Yes, I have referred to "Daily Health Screenings" in the COVID-19 School Health Policy.

☐   Yes, I am aware that physical distancing guidelines and mandatory use of face coverings must be enforced for all individuals while in the building. Exceptions to face covering usage are as follows:

- o Medically verified students who cannot tolerate a face covering, including where students with such coverings would impair their physical or mental health,
- o Where the use of face covering is inappropriate considering the development level or age of the student (e.g. under two years old)
- o The DOE will communicate, educate, and reinforce personal protective behaviors (i.e. wearing face coverings, physical distancing, hand hygiene, staying home when sick) to prevent the spread of COVID-19 in schools with families engaged as full partners in this process.
- o Additional guidance on enforcing the mandatory use of face coverings is forthcoming.
- ☐ Yes, appropriate signage (e.g., six-foot space markings and directional signs) is being used outdoors as needed and must be visible upon entry and throughout school buildings, including entrances, exits, classrooms, offices, public assembly spaces, and corridors.
- ☐ Yes, I am aware that signage, face coverings, and other forms of personal protective equipment (PPE) such as hand sanitizer, gloves, and thermometers, will be provided by Central.
- ☐ Yes, hand-sanitizing dispensers have been installed throughout co-located spaces and high traffic areas.
- ☐ Yes, I am aware that Wellness Barriers will be provided by Central, and placed in the general office, and at the main school safety desk.
- ☐ [IF APPLICABLE] Yes, I am aware that co-located schools will receive a wellness barrier for each school's general office.
- ☐ Yes, our school's custodians sanitize the school building regularly. Cleaning and disinfection will include all high touch surfaces: classrooms, desks & chairs, conference tables, drinking fountains, door handles and push plates, conference tables, light switches, restroom fixtures, partitions and hardware, buttons on hardware, buttons on vending machines, elevator buttons, gym padding, and physical therapy equipment.

Checklist for General Student Entry Procedures

- ☐ Yes, our school entry procedures align with health and safety measures related to temperature checks. Yes, I have referred to Health Policy for up-to-date guidance on temperature check protocols.
- ☐ Yes, our school (and campuses if applicable) has assigned sufficient staffing to accommodate multiple points of entry should identify these multiple points of entry, ensure that students report to classrooms, and avoid shared spaces at the beginning of the day.
- ☐ Yes, sufficient staff to ensure that students are supported in maintaining physical distancing and using PPE supervises each point of entry.
- ☐ Yes, this includes staff presence outside the school building to support students and families lining up for entry.
- ☐ Yes, either I, as school principal, and/or the Building Response Team (BRT) Leader in collaboration with BRT have identified staff.
- ☐ Yes, the staff assigned to morning entry and dismissal only include administrators, school aides, deans, and clerical staff, School Safety Agents, and Circular 6 staff.
- ☐ [IF APPLICABLE TO YOUR SCHOOL] Yes, guidance staffing entry and dismissal at District 75 sites to follow.

- ☐ Yes, if possible, school counselors and social workers have been assigned to morning entry or designated locations to support any students exhibiting signs of distress.
- ☐ Yes, our school ensures all students (or their families on their behalf) have completed a health screening before entering the school; refer to "Daily Health Screenings" in the COVID-19 School Health Policy. Yes, I am aware additional guidance is forthcoming.
- ☐ Yes, we have recommended our students arrive with their own face coverings, and if they do not have a face covering, one will be provided before entering the school building.
  - o Yes, our school has a plan to implement a single file line up with six feet markers and identified traffic patterns with directional markings.
- ☐ Yes, signage identifying the morning entry protocols and outlining the four DOHMH core actions is conspicuously posted at points of entry and within the lobby. Yes, my school has taken into consideration the fact that signage will be available in multiple languages.
- ☐ Yes, upon entry to our school building, students are directed to their assigned classrooms (six feet from one another) and have the ability to collect breakfast (grab and go) at entry.
- ☐ Yes, students clean their hands with sanitizer or with soap and water after entry and before entering class.

Checklist for Entry Procedures for Designated Scanning Sites:

- ☐ Yes, I am aware that given the reduction of enrollment on any given day, the process of scanning should be manageable under this new practice of morning entry.
- ☐ Yes, I have considered the use of multiple points of entry to my school building, and have assessed the feasibility given our scanning site requirements.
  - o Yes, my scanning site has considered identifying primary and secondary points of entry based on the configuration of the building.
- ☐ Yes, to avoid congestion after scanning, our school has recommended that all necessary daily health screenings occur before scanning.
- ☐ Yes, our school has considered the suspension of any cell phone collection process until students are fully acclimated to the new morning entry procedures.
- ☐ Yes, our floor markings are six feet in distance and custodial staff to ensure that students comply with physical distancing guidelines while waiting for scanning have placed directional markers.
- ☐ Yes, our school staff, including School Safety Agents, are present at the exterior of the building to support line up for entry and ensure physical distancing compliance.
- ☐ Yes, our School Safety Agents are aware they must ensure that physical distancing guidelines are followed as students transition through scanning.
- ☐ Yes, I am aware additional guidance on restorative practices and supporting students during scanning will be forthcoming.
- ☐ Yes, floor markings and directional markers at my school building, as well as box markers on the floor, are placed to ensure students and agents are complying with physical distancing guidelines while hand- washing.
- ☐ Yes, any student found in possession of a prohibited item is taken to the dean's office where the matter is appropriately addressed while complying with physical distancing guidelines.
- ☐ Yes, after students complete the scanning process, school staff and School Safety Agents direct students to the designated stairwells and/or corridors to proceed directly to their assigned classroom

(six feet from one another) and avoid communal areas (i.e., cafeterias, auditoriums, lockers areas, etc.).

☐ Yes, at our school, scanners are cleaned regularly per cleaning guidelines.

Entry Procedures for Early Childhood

☐ Yes, I am aware that for 3-K & Pre-K students and their families, the transition at the beginning of the school year is particularly important for their emotional well-being and social-emotional development as students separate from their primary caregivers and attend school for the first time.

☐ Yes, in our current moment of increased stress and anxiety, additional considerations are being made at my school for children under the age of five to help them feel a sense of security; this will facilitate a smoother transition to in-person learning.

- o Yes, where needed, our school ensures caregivers can accompany their 3-K & Pre-K children to their classroom doors during the first month of school.
- o Yes, I am aware that some young children may need family support past the first month of school to reduce separation anxiety and support their transition to their new classroom setting. This is normal, and yes, our school works with families and caregivers to support each child according to their needs. Yes, I am aware that The Division of Early Childhood can provide additional guidance and coaching in individual cases where young children are especially dysregulated and staff may need additional support.
- o Yes, I am aware of the recommended practices for safely allowing families of young children into the building at arrival:
  - ▪ Yes, at our school, all adults must follow all health and safety protocols, including visitor health screening upon arrival, physical distancing, and use of face coverings. Schools should restate and post expectations where all adults can see them.
  - ▪ Yes, our school has considered establishing a "Pre-K & 3-K for All Only" entrance to accommodate new arrival and dismissal expectations.
  - ▪ Yes, our school has considered staggering drop off for early childhood classes by 10-minute intervals and ensures that caregivers dropping off children at the classroom door are maintaining physical distancing of at least six feet from other families and staff.

Checklist for Policy on Student Circulation

☐ Yes, as a school leader, I have created plans to support movement that upholds physical distancing throughout the building, e.g. the use of one-directional stairwells and single-file travel patterns.

☐ Yes, at our school, elevator use is limited to individuals with special needs; or, Yes, in our high-rise school building the elevator is operated at limited capacity as per current DOHMH guidance (2 persons per elevator), and face coverings are worn at all times.

☐ Yes, at our school, face coverings are worn at all times except while eating or drinking.

☐ Yes, at our school, per SDOH guidelines, appropriate signage, e.g., directional markers and physical distancing guidelines are displayed on walls and floors throughout all travel routes.

☐ Yes, at our school, travel areas are appropriately staffed to support students with physical distancing guidelines.

☐ Yes, at our school, to reduce movement throughout the building, teachers travel from class to class, with students remaining in the same room throughout the day to the extent possible. If students have to travel, proper social distancing protocols are followed.

☐ Yes, at our school, where possible, students remain with the same group of students, in a cohort, throughout the day.

☐ Yes, I am aware that the DOE is developing additional guidance as it relates to cohorts and grades. DOE will support the creation of cohorts wherever possible.

☐ [IF APPLICABLE] Yes, at our school, which is co-located, where feasible, our co-located schools have designated hallways and stairwells. For our co-located campus, the Building Council discusses norms for student movement.

Checklist for Policy on Bathroom Usage (For Students and Staff)

☐ Yes, at our school, bathroom use does not exceed established cap (based on physical distancing guidelines) at any given time.

☐ Yes, at our school, we have considered adjusting how bathrooms are used to accommodate for physical distancing requirements, e.g., use of alternate stalls and/or sinks.

☐ Yes, at our school, appropriate signage regarding handwashing and physical distancing is displayed.

☐ [IF APPLICABLE] Yes, in our school, which is co-located, where feasible, our co-located schools have designated bathrooms

Isolation Room

Refer to the "Isolation Room" in the COVID-19 School Health Policy.

Checklist for Policy on Public Assembly Spaces

☐ Yes, at our school, the use of large assembly spaces (e.g. cafeterias, auditoriums, libraries, and gymnasiums) complies with physical distancing guidelines.

☐ Yes, at our school, these areas are considered for use as additional classroom spaces in lieu of their traditional use.

☐ Yes, at our school, when cafeterias are for instructional spaces depending on school needs, they only provide food service for students who are receiving their instruction there. At our school, cafeterias adhere to the same health and safety protocols in classroom settings. As principal, I have also referred to Physical Education Expectations for In-Person and Remote Instruction Policy when making decisions regarding the use of gymnasiums.

☐ Yes, at our school, spaces may accommodate different sections of students on any given day. [IF APPLICABLE] As always, our Building Councils on our co-located campuses agree on how spaces will be shared and used.

☐ Yes, at our school, our Building Council decisions around the allocation of shared space are driven by several factors, including the number of shared spaces, number of schools, number of students in each school, as well as selected instruction models will require cleaning between uses.

☐ Yes, at our school, we have considered these approaches which may be applied to the decision-making process, using the cafeteria and auditorium spaces as examples, include:

- Space Designation - In this scenario, School A utilizes the cafeteria exclusively as classroom space while School B utilizes the auditorium exclusively.
- Alternating Days - In this scenario, School A utilizes the cafeteria on Mondays and Wednesdays while School B uses it on Tuesdays and Fridays.
- Rotation Schedule - In this scenario, Schools A and B utilize the cafeteria and auditorium respectively one week, and schools C and D utilize it the following week. This rotation would repeat in subsequent weeks.

Checklist for Policy on Exterior Spaces/Play Yards

- ☐ Yes, at our school, we have considered the possibility that multiple cohorts of students may use larger exterior spaces concurrently if physical distancing is practiced between and within cohorts and students are well supervised.
- ☐ Yes, at our school, the blending of different cohorts or school organizations is not be permitted because it could complicate contact-tracing efforts and increase the risk of transmission.
- ☐ [IF APPLICABLE] Yes, at my co-located schools, we ensure spaces are shared equitably and safely.
- ☐ Yes, at our school, ground markings are considered for use to encourage physical distancing.
- ☐ Yes, at our school, we endeavor to maximize the use of outdoor space for multiple uses, including instruction where feasible and appropriate.

Checklist for Policy on Student Dismissal

- ☐ Yes, our school has adopted procedures that allow students to engage in physical distancing while exiting the building.
- ☐ Yes, at our school, additional school personnel are deployed strategically to assist students, as needed.
- ☐ Yes, our school has identified designated points of egress.
- ☐ Yes, our school considered the use of staggered dismissal times and multiple exits.
- ☐ [IF APPLICABLE] Yes, our co-located schools use separate exits to the extent possible.
- ☐ Yes, at our school, when students are dismissed, e.g., play yards, physical distancing markers, and directional signs are in use.
- ☐ Yes, at our school, families are aware of exit procedures and encouraged to arrive at designated times to avoid congestion.
- ☐ Yes, at our school, staff are assigned to the schoolyard or the exterior of school to encourage students and parents to not congregate outside.
- ☐ Yes, at our school, signage is conspicuously posted at points of egress identifying the dismissal protocols and outlining the four DOHMH four core actions for prevention. Yes, we have taken into consideration signage will be available in multiple languages, etc.

Checklist for Policy on Visitors

- ☐ Yes, at our school, to limit the number of visitors in a school at any given time, we encouraged, where possible, to address all visitor and parent concerns by phone or computer.
  - Yes, at our school, I, as principal, conduct meetings remotely where possible (e.g. Zoom, MS Teams, Google Meets). I have also instructed the designated staff to follow the same remote meeting procedures.

- [ ] Yes, at our school, when it is necessary to hold a meeting in person, all visitors are required to follow the visitor control protocols, including complying with physical distancing requirements and wearing a face covering. At our school,
  - o To avoid hand-to-hand contact, we aim to provide multiple writing tools for visitors to sign in.
  - o Visitors are asked to leave their names and contact information in the event they need to be notified for COVID-19 purposes.
  - o All visitors receive a visitor's pass, which is returned upon exiting the building.
  - o We escort all visitors to and from the meeting destination, to prevent visitors from accessing unauthorized areas, limiting the possibility of exposure.
- [ ] Yes, at our school, if a parent is called to the school to pick up their child, the child must be brought to the main lobby to meet the parent.
- [ ] Yes, at our school, non-essential individuals are not allowed to enter school buildings.
- [ ] Yes, at our school, all packages are delivered to the main lobby in a manner consistent with social distancing protocols, or another location if proper social distancing cannot be met with lobby deliveries.
  - o Practices must be developed to eliminate the need for families to enter school buildings to drop off or pick up children
  - o Co-located schools must be aligned on polices governing how adults are allowed to enter and traverse the building.

Checklist for Policy on Optimizing Building Councils Co-locations

- [ ] [IF APPLICABLE] Yes, at our co-located school, we leverage the building's structure to adequately prepare for the use of shared buildings.
- [ ] Yes, as the school leader, I conducted frequent virtual meetings over the summer (a minimum of three) to ensure sufficient communication and ample time to review and implement guidance from Central.
- [ ] Yes, as the school leader, have considered holding weekly Building Council meetings to immediately address issues that surface, starting in the fall.
- [ ] Yes, at our school, members of the Building Council work collaboratively to make decisions on issues that impact the safety and well- being of the entire building, including but not limited to:
  - o Re-design of shared space utilization,
  - o Traffic flow throughout the building, including entry and exit procedures,
  - o Bathroom protocols,
  - o Protocols for visitors,
- [ ] Yes, at our school, the Building Council's decision-making process ensures equity and safety for all.
- [ ] Yes, at our school, our District and Charter School Building Council members share information, guidance, and decision deadlines with one another so that everyone is operating on the same set of facts and understandings.
- [ ] Yes, as the school leader, I consider collaborating on the creation of building-wide procedures that are shared with staff, students, and families.
- [ ] Yes, at our school, every possible attempt is made to resolve conflicts before reaching out to the Office of Campus Governance in the Division of Space Management.

KEY INFO

📁 **Link to Guidance**
(Login to InfoHub
Before Clicking Link)

🖱 **Policy
Implementation
Checklist**
(See below)

Cleaning Protocol

Current health guidance requires that we increase our standard cleaning protocols to include daily touchpoints and overnight disinfection.

Policy Checklists for Principals

Checklist for Awareness | General Cleaning Guidance

Routine cleaning is an important part of standard infection control practices. Please refer to the State DOH guidance for areas of focus. The State DOH guidance also outlines additional procedures to perform in the event of a confirmed case of COVID-19 in a school.

☐ Yes, our school-based staff is aware of the following enhanced cleaning procedures:

☐ DOE buildings will now perform these enhanced cleaning procedures every day regardless of any confirmed case of COVID-19.

☐ Custodian engineers will continue to comply with instructions on building ventilation and opening of windows.

☐ Custodian engineers will continue to purchase EPA-registered anti-viral products as described in the State DOH guidelines.

☐ All products are to be used according to the label instructions.

☐ Yes, our school-based staff is aware of the following State DOH guidance specifying the following high-risk areas that should be cleaned and disinfected daily:

☐ Health Office

 o Cots, treatment tables, and laundry should continue to be handled by the school health staff.

 o Custodian engineers should assist as required with providing disinfecting supplies and continue to clean these spaces as they usually do.

☐ LYFE Centers

 o Cribs, changing tables, and laundry should continue to be handled by the program staff.

 o Custodian engineers should assist as required with providing disinfecting supplies and continue to clean these spaces as they usually do.

☐ 3-K/Pre-K Classroom Needs

 o Special attention should be paid by program staff to toileting/diaper changing areas, in-classroom toileting/diapering waste receptacles, napping/resting surfaces (at least once daily), eating/food preparation surfaces, any other surfaces that may come in contact with bodily fluids, learning center toys and manipulatives, and outdoor play or gross motor equipment. For additional guidance, refer to forthcoming policy guidance for Daily Routines in Early Childhood Classrooms.

 o Custodian engineers should assist as required by replacing soap in soap dispensers and paper towels in towel dispensers as needed, providing disinfecting supplies, and

continuing to clean these spaces as they usually do. The cleaning and disinfecting of bathroom areas as well as other high touch areas in the classrooms may need to happen more frequently.
- o If applicable, any classrooms that have portable sinks must be serviced/refilled as needed.
- ☐ Lunchrooms (if required)
  - o Cafeteria lunch tables will continue to be cleaned by School Food staff.
  - o Custodian engineers should assist as required by providing disinfecting supplies.
- ☐ Athletic Rooms
  - o Strength training equipment should continue to be handled by the school physical education staff. Floors and mats should be disinfected by custodian engineers daily.
- ☐ Other frequently touched surfaces should continue to be cleaned by custodian engineers:
  - o Classroom desks and chairs
  - o Lunchroom tables and chairs
  - o Door handles and push plates
  - o Handrails
  - o Handwashing sink faucets
  - o Light switches
  - o Equipment handles
  - o Buttons on vending machines and elevators

Checklist for Awareness | Custodial Engineer Responsibility

- ☐ Yes, our custodial engineers, and our school-based staff, are aware of their responsibilities, including:
  - o Custodian engineers are key contributors to ensuring that our students and school communities remain healthy and safe.
  - o Custodian engineers are directed to be diligent in ensuring that all bathrooms are sufficiently stocked with soap and paper towels at all times.
  - o Additionally, custodian engineers are to ensure that all handwashing sinks are in a state of good repair.
  - o All custodian engineers must ensure that all buildings under their care have at least a 30-day supply of hand soap, paper towels, PPE, hand sanitizer, disposable gloves, and anti-viral disinfectant in inventory. Supply orders for these products are to be placed immediately.
  - o To minimize the potential transmission of the COVID-19 virus, custodian engineers are directed to implement the following cleaning and disinfecting protocols in all buildings:
    - ▪ Nightly disinfecting of all exposed surfaces in all occupied spaces in their assigned buildings.
    - ▪ Disinfecting of these areas must take place daily, utilizing electrostatic backpack sprayers with the approved disinfectant, a variety of which will be available in FAMIS from SDI.
    - ▪ All non-porous, frequently contacted surfaces such as desk/table tops, drinking fountains, faucet handles, door hardware, push plates, light switches and handrails are to be wiped down and disinfected throughout the day utilizing an anti-viral disinfectant and cleaning product following the respective cleaning product's labels.

- Special attention is to be paid to horizontal surfaces in the building's common areas, classrooms, and bathrooms.
- A standard 2% bleach solution is also acceptable.
- Custodian engineers are required to complete and maintain daily bathroom inspection and disinfection logs. The logs are to be kept on-site and are to be made available upon request.

Checklist for Awareness | School Staff Responsibility

Yes, our school-based staff is aware of their role in Cleaning, including the following:

- ☐ To minimize the potential transmission of the COVID-19 virus, school staff are encouraged to implement the following cleaning protocols in their buildings:
  - o We will make available either disinfectant wipes or spray bottles with disinfectant for all classrooms. Cleaning supplies should be stored in a safe space within the classroom so that younger children do not have access.
  - o Note that office equipment such as telephones, desktops, and computers/peripherals will be cleaned by their users.
  - o Program equipment (toys, items used for teaching, athletic equipment, etc.) will also be cleaned by their users.
- ☐ School staff should contact their Custodian Engineer if they need additional supplies.

KEY INFO

📁 **Link to Protocol**
(Login to InfoHub
Before Clicking Link)

✏ **Policy
Implementation
Checklist**
(See below)

Co-Located Charter Schools | Reopening Schedule for In-Person Instruction

In prior years, many charter schools with locations in DOE buildings have started instruction before the DOE's designated first day of school.

This year, due to the many health and safety concerns, as well as operational challenges posed by the COVID-19 pandemic, in-person instruction will not be allowed in DOE buildings before the DOE-designated first day of school.

The DOE continues to work with state and local officials to ensure health and safety measures and numerous other protocols are in place by the first day of school, which are critical to the safe reopening of school buildings. Charter schools and district schools are expected to collaborate to implement the new set of COVID-19-specific shared-space guidelines, which are forthcoming.

Policy Checklists for Principals

Yes, my school-based staff is aware of the following policies and information regarding co-located charter schools.

- ☐ Charter schools in DOE space that are planning to begin instruction earlier than the DOE's first day of school will need to do so using remote instruction until school buildings can safely reopen.
- ☐ The DOE will continue to work with district and charter schools throughout the reopening process to ensure a safe and orderly return to school buildings.
- ☐ For questions, email CharterSchools@schools.nyc.gov.

School Schedules

Instructional Principles and Programming Guidance | 2020 – 2021 School Year

To ensure that every student has equitable access to culturally responsive, high quality instruction regardless of how they attend school, it is critical to illustrate how teaching and learning can be implemented in both remote and blended learning settings. Schools can use the instructional principles outlined in this document (and forthcoming instructional guidance), along with information about which students and teachers are, attending remotely and which are attending in-person, to determine the best ways to program teachers and students to ensure high quality instruction for all learners. Visit the InfoHub for information including, but not limited to:

- Principles for Scheduling and Programming for Grades 3K to 12 for the 2020-2021 School Year
- Instructional Principles to Inform Class Schedules for the 2020-2021 School Year
- Sample Bell Schedules for the 2020-2021 School Year

Policy Checklists for Principals

Checklist for Principles for Scheduling and Programming for Grades 3K to 12 for the 2020-2021 School Year

☐ Yes, at my school, all staff will have a daily 30 -minute Instructional Coordination period before the students' instructional day begins to coordinate instruction and plan together. [IF APPLICABLE TO YOUR SCHOOL] Additional Guidance for District 75 sites to follow.

☐ Yes, at my school, to ensure continuity of learning, teachers need time to coordinate instruction and plan together. Planning periods will provide teachers who are working together to support a group of students (e.g. in-person and all- remote, ICT, SETSS, etc.) time to plan for a coordinated, seamless instructional approach.

☐ Yes, at my school, school-based staff will have time at the beginning of the day for coordinating instruction to address continuity of learning for all students (in-person and all remote) and services/supports (e.g., SWDs, MLLs). This will take place 30 minutes before the students' instructional day begins.

☐ Yes, at my school, teachers will receive a 30-minute prep period at the end of the school day. In-person teachers will not be required to be in the school building and can engage in their prep time activities remotely.

☐ Yes, at my school, the end of the teacher workday is a prep period, which shall be 30 minutes with the condition that in-person teachers are not expected to remain on-site during the prep period.

☐ [IF APPLICABLE TO YOUR SCHOOL] Guidance for teachers at District 75 sites to follow.

☐ Yes, at my school, remote instruction for all students includes both synchronous and asynchronous instruction, with synchronous instruction occurring daily.

- o For students learning in a remote-only setting, synchronous instruction is directly tied to the asynchronous learning activities in which they engage to promote continuity of instruction and meaningful, connected learning experiences.
- o For students learning in a hybrid setting, in-person and remote learning experiences (including both synchronous and asynchronous instruction) complement each other so that the students experience continuity in learning and instruction. There is fluidity between the learning, tasks, activities, assessments, and projects that the students engage in both remotely and in-person to create one meaningful and integrated learning experience for students.
- o Our Instructional Coordination periods are used to ensure instruction is coordinated amongst teachers and seamless for students.
- ☐ Yes, my school posts class schedules and schedules for synchronous instruction for families.
- ☐ Yes at my school, we keep in mind several factors, such as feedback that has been received from students and families, the number of students who are more likely to engage at different times of the day, the age and grade level of students, student readiness, etc. to create schedules for synchronous instruction that works for students and their families, whether they are learning in an all-remote or blended setting. When scheduling synchronous instruction, we provide all students with sufficient time for high-quality interactions with teachers and peers.
- ☐ Yes, my school posts an overall class schedule and times designated for synchronous instruction (including both live instruction in whole and small groups as well as individually) in a location available to all students and parents in the class. If changes need to be made to the synchronous instruction schedule, our teachers notify the principal and provide adequate notice to students and families, so that they can adjust their schedules as needed.
- ☐ Yes, at our school, our teachers have 20 minutes of daily Office Hours scheduled during the workday to communicate virtually with families and students.
- ☐ Yes, at our school, we have allotted time in the teachers' schedules when all teachers are available to meet with students and families via video conference or telephone.
- ☐ Yes, at our school, in-person student lunch is instructional; our teachers also have a duty-free lunch that is separate and apart from any in-person student instructional lunch.
- ☐ Yes, at our school, to maximize instructional time for in-person students, lunch is instructional, using our Breakfast in the Classroom program as a model. Students receive instruction related to the class scheduled for that time. As students engage in instruction for this class, they also eat their lunch, maintaining all health and safety guidelines for in-person learning.
- ☐ Yes, at our school, we have taken into consideration staggering student lunch throughout the school day during the designated period from 10 AM - 2 PM.
- ☐ Yes, at our school, we make every effort to schedule teachers' lunches at a reasonable time, in cases where possible.
- ☐ Yes, at our school, our teachers' day is 6 hours and 50-minutes.
- ☐ Yes, at our school, we have one faculty and one grade or department conference per month (40 minutes each). These meetings occur at the end of the school day, immediately before the teacher's 30-minute prep. During this time, our teachers engage in administrative duties or professional learning as assigned by the principal. We also understand that more information about professional learning will be forthcoming.

☐ Yes, at our school, we considered the option in the policy to use the SBO procedure to change which day of the week faculty conferences are scheduled and have considered combining the two 40-minute sessions into one 80-minute session.

Instructional Principles to Inform Class Schedules for the 2020-2021 School Year

☐ Yes, at our school this fall, students start and close their day with a routine that builds community and sets them up for success whether all remote or blended, with social-emotional activities integrated into academic subjects to the greatest extent possible throughout the school day.

☐ Yes, at our school, our teachers provide students, especially younger learners, with regular breaks that incorporate movement activities whenever possible.

☐ [IF APPLICABLE] Yes, at our elementary school, class schedules may vary when subjects are scheduled at different times of the day during the week (e.g., reading might occur in the morning on Monday and in the afternoon on Tuesday).

☐ Yes, at our school, our teachers consider student attention and engagement when designing instruction in both all-remote and blended settings, wherein synchronous instruction is primarily delivered in short intervals (e.g., 15-20 minutes) throughout the day, and can increase based on developmental appropriateness and grade-level. Our teachers also consider the number of times young students are expected to log on for live instruction.

Sample Bell Schedules for the 2020-2021 School Year Fall 2020

Below are sample bell schedules that illustrate key guiding principles.

Elementary School | Sample Bell Schedule

- **Teacher Schedule** 8:00 AM – 2:50 PM (6 hours 50 min day)
- **Student Schedule** 8:30 AM – 2:00 PM (5 ½ hours instructional day)

Period	Start	End	Length	Teacher Schedule	Student Schedule
0	8:00 AM	8:30 AM	30 min	Instructional Coordination	NA
1	8:30 AM	9:17 AM	47 min	Morning Meeting/Teaching	Class
2	9:17 AM	10:04 AM	47 min	Teaching	Class
3	10:04 AM	10:51 AM	47 min	Teaching	Class
4	10:51 AM	11:38 AM	47 min	Duty Free Lunch	Class
5	11:38 AM	12:25 PM	47 min	Teaching	Class (with instructional lunch)
6	12:25 PM	1:12 PM	47 min	Teaching	Class
7	1:12 pm	2:00 PM	48 min	Teaching	Class
n/a	2:00 PM	2:20 PM	20 min	Office Hours	NA
n/a	2:20 PM	2:50 PM	30 min	Teacher preparation period	NA

Notes:

Teachers' preparation periods are remote.

40-minute faculty and 40-minute dept. /grade level meetings per month.

Schools should determine if passing time is needed and schedule as applicable.

Middle School or High School - Sample Schedule 1

- **Teacher Schedule** 8:00 AM – 2:50 PM (6 hours 50 min day
- **Student Schedule** 8:30 AM – 2:00 PM 5 ½ hours instructional day

Block Period	Start	End	Length	Teacher Schedule	Student Schedule
0	8:00 AM	8:30 AM	30 min	Instructional Coordination	n/a
1	8:30 AM	9:11 AM	41 min	Teaching	Class
1	9:11 AM	9:52 AM	41 min	Teaching	Class
2	9:52 AM	10:33 AM	41 min	Teaching	Class
2	10:33 AM	11:14 AM	41 min	Teaching	Class
3	11:14 AM	11:55 AM	41 min	Duty Free Lunch & Professional Assignment	Class (with instructional
3	11:55 AM	12:36 PM	41 min	n/a	n/a
4	12:36 PM	1:17 PM	41 min	Teaching	Class
4	1:17 PM	1:58 PM	41 min	Teaching	Class
n/a	1:58 PM	2:18 PM	20 min	Office Hours	n/a
n/a	2:18 PM	2:48 PM	30 min	Teacher preparation period	n/a

Notes:
Teachers' preparation periods are remote.
40-minute faculty and 40-minute dept. /grade level meetings per month.
Schools should determine if passing time is needed and schedule as applicable

Middle School or High School - Sample Schedule 2

- **Teacher Schedule** 8:00 AM – 2:50 PM (6 hours 50 min day
- Student Schedule 8:30 AM – 2:00 PM 5 ½ hours instructional day

Period	Start	End	Length	Teacher Schedule	Student Schedule
0	8:00 AM	8:30 AM	30 min	Instructional Coordination	NA
1	8:30 AM	9:17 AM	47 min	Teaching	Class
2	9:17 AM	10:04 AM	47 min	Teaching	Class
3	10:04 AM	10:51 AM	47 min	Teaching	Class
4	10:51 AM	11:38 AM	47 min	Duty Free Lunch	Class (with instructional
5	11:38 AM	12:25 PM	47 min	Teaching	Class
6	12:25 PM	1:12 PM	47 min	Teaching	Class
7	1:12 PM	1:59 PM	47 min	Professional Period/C6	Class
8	1:59 PM	2:19 PM	20 min	Office Hours	NA
9	2:19 PM	2:49 PM	30 min	Teacher Preparation Period	NA

Notes:

Teachers' preparation periods are remote.

40-minute faculty and 40-minute dept. /grade level meetings per month.

Schools should determine if passing time is needed and schedule as applicable.

KEY INFO

📁 **Link to Policy**
(Login to InfoHub
Before Clicking Link)

✐ **Policy
Implementation
Checklist**
(See below)

School Programming Model Selection and Exceptions Process

The Department of Education has developed three baseline-programming options for schools to choose from, as plans for re-opening are underway. The proposed models are based on an analysis of system-wide constraints, national research, international best practices, parent and student surveys, and school leader focus groups. The models intend to support schools as they address the needs of their students and families and align with health and safety guidance. Proposed models exist for Elementary, Middle, and High Schools; two additional models are available for District 75 schools. In extreme cases where, for example, schools are managing space and staffing issues, schools can apply for an exception to implementing an innovative model that will address these specific needs. Exceptions will be considered only in the most of extreme circumstances. Review the model choices. Schools will notify parents and families of their student's specific schedule in late August.

Key Dates in Process (Also Incorporated in the Timeline on page 3)

Date	Deadline or Action Step
8/7	Learning Preference Surveys due
8/10	Schools receive Learning Preference Survey results and staff accommodation approval results
8/14	Last day for principals submit program model selection or exception requests
8/21	Last day for Superintendents and District Review Teams to review all school submissions.
8/21	Schools with DRT approval may begin programming students.
8/28	Last day for re-submission of models (only schools whose model submissions were not approved by DRT during initial submission).
8/28	Last day for the Central Review Team (CRT) to approve exception requests
8/28	Schools with CRT approval begin programming
8/28	Schools can notify parents
8/28	School plans are posted

Process Checklists for Principals

Checklist for School Programming Model Selection Process

☐ Yes, as a school leader, I reviewed all programming models with the School Leadership Team (SLT) and Parent Advisory Council chairperson, inclusive of "Chancellor's Recommended" models, which prioritize consistency for families.

☐ Yes, our schools will have hosted a virtual engagement meeting with families by August 10 to receive input on programming model selections

☐ [IF APPLICABLE] Yes, following the declination of our submission by the District Review Team (DRT) for any reason, our school reassessed the models presented to the school community, including our SLTs, and reached out to families in writing for a second time. Our school is also aware of the Family Engagement Toolkit and the information provided on scheduling these sessions.

☐ Yes, as a school leader, I shared, in writing, the models that the School Leadership Team is considering with all families.

☐ Yes, our school is aware that we have the opportunity to reconsider our initial selections as COVID-19 Reasonable Accommodations staff responses and data from the Learning Preference Survey become available, up until August 14.

☐ Yes, as the school leader, I submitted the preferred models for approval by our District Review Team (DRT), using the School Programming Model Selection Survey by August 14.

☐ Yes, upon approval and by late August, our school will communicate the School Programming Model approved for our school by the DRT with students and families.

Checklist for Exceptions Process

☐ Yes, our school is aware that exceptions to the proposed programming models, can be requested only in the following situations:
  o The recommended models are not feasible given space, staffing, family choice and expected in-person attendance at our school
  o Our school has unique programmatic needs that must be addressed. To better meet the needs of the community, the proposed exception has also secured staff and parental support.

☐ Yes, our school is aware that if our school fits into one of the situations noted above to qualify for an exception request, that in these limited cases our school will be asked to submit an exceptions request explaining:
  o Why the existing models do not meet our school community's needs
  o How our proposed model better responds to our school community:
    ▪ Space/capacity issues
    ▪ Staffing concerns
    ▪ Learning Preference Survey results
    ▪ Specific programmatic needs (multiple grade bans, i.e. K-8; CTE, etc.)

☐ Note: Yes, at our school, in our School Programming Model, no group of students is prioritized in a way that is to the detriment of students with disabilities for in-person instruction. Once we have met all of the needs of all of our students with disabilities', we may consider prioritizing in-person instruction over the general population

☐ Yes, at our school, any exceptions to DOE-defined models we have requested we can confirm that do not exceed school funding. The program model exception our school requested can be fully funded by our school's budget.

☐ [IF APPLICABLE] Yes, before submission of our exception process request, as the school leader, I have shared our proposed exception request with the principals of the co-located schools in the building and/or campus to facilitate smooth scheduling of shared spaces.

☐ Yes, our school shared the exception model with families before submitting the proposal to the District Review Team (DRT), including at least one meeting with parents where families could provide input on the programming selection before our submission of the exception request.

☐ Yes, as the school leader, I first consulted our School Leadership Teams (SLT), and then shared the proposed model choices with families in a virtual meeting, to determine the best model for our school community, before the completion of the [School Programming Model Selection Survey](#).

Checklist for Superintendents' Process for Review: District Review Team

☐ Yes, as Superintendent, I have established a District Review Team (DRT) to review and approve all schools' reopening plans, which includes schools that select from the pre-identified programming model options and those schools that submit exception requests. My DRT includes varied personnel from across the Superintendent Team/District, Borough Citywide Office (B/CO), and Central Office to ensure every criterion is considered in the approval or request for revision of a plan. I can confirm that our DRT's membership includes, at minimum the:
   o Superintendent
   o Academic Policy, Performance, and Assessment Leads (APPA)
   o Instructional Personnel (from BCO and/or Superintendent's Team)
   o Director of Operations
   o Human Resources Director or Budget Director
   o An additional point, per our Executive Superintendent

☐ Yes, our DRT considered the recommendation to include added instructional and planning personnel, including the T-DEC, Director of Teaching and Learning, Instructional Technology Director (where applicable), B/CO staff who support special populations, and/or relevant members of the Central Office.

☐ Yes, our DRT members are aware they have had access to the School Programming Model Selection District Review Tracker, since July 30.

☐ Yes, our District Review Team reviews each school's model selection and has articulated our approval or disapproval of each school's program. The articulation of our decision on each school plan submission includes our rationale for our decision, within the Tracker. Our DRT considered additional information when determining the viability of, and determining our decisions on each school's model submission. This additional information included, but was not limited to:
   o Details provided by the school in their exception request that illustrates how their model meets the requirements of all School Programming Models.
   o Rationale and evidence explaining why the other models do not apply to their school community/the reason for their exception request.
   o The number of students in their school community who selected 100% remote learning for the 2020-2021 school year (per the Family Learning Preference survey)
   o The number of school-based staff accommodation requests (i.e. the number of staff requesting COVID-19 Reasonable Accommodations)
   o Requisite space and facilities-specific information, including square footage, for their school community
   o Their efforts to address co-location challenges, including assurance from the campus council that their exception request does not infringe on other schools in the building

- An explanation of how the proposed exception will address the specific needs of student populations or programs (ASD Nest, MLL, CTE, etc.)
- The school's efforts to maintain COVID-19 safety and health guidelines during the 2020-2021 school year.
- Specific information about scheduling and programming for the 2020-2021 school year
- Confirmation that the exception plan submitted can be funded within the existing school budget.
- Evidence of consultation with B/CO Transportation Liaison regarding transportation

- Yes, when our District Review Team approves a plan selecting a pre-identified model, we inform the school of their status so that it may begin to program students.

- Yes, in instances when our District Review Team does not approve a pre-identified model, the school is automatically be notified so that it can work with their Superintendent to select another model. (Note we understand that this determination will only be made if it is not possible for the school to logistically implement the model the submitted on their survey.)

- Yes, our District Review Team reviews all exception requests with our Executive Superintendent.
    - Yes, exception requests with a status of 'Central Review Required' are automatically forwarded to the Central Review Team (defined below) for Central DOE approval. Yes, any recommendations or comments from the District Review Team or Executive Superintendent are included when we forward the request to the Central Review Team for review.
    - All exception approvals and denials must be reviewed with the Executive Superintendent.

Checklist for the Central Process for Review of Exception Requests

- Yes, the DOE has a Central Review Team consisting of members from Academic Policy, District Planning, Space Planning, DHC, OPT, MLL, and SEO to ensure that all exception requests meet DOE standards and guidelines.

- Yes, once a Superintendent reviews an exception and has preliminarily approved the request, they will mark the decision as 'Requires Central Review.' This automatically submits the request to the Central Review Team.

- Yes, the Central Review Team reviews each request routed to our team, using the Central Review Tracker, to ensure viability.

- Yes, once our Central Review Team grants final approval, with a decision of 'Approved', the school principal receives an email and the result of our decision is stored in the Tracker.

KEY INFO

📁 **Link to FAQ**
(Appendix in this Playbook)

FAQ | School Schedules and Programming Models

The DOE has developed three baseline-programming options for schools to choose from, with two additional models available for District 75. The models have been created by analyzing system-wide constraints, researching national and international best practices, surveying parents and students, and holding focus groups with school leaders. They are designed to have flexibility within their parameters, to meet the needs of the maximum number of school communities.

The Chancellor has identified certain models as "Chancellor Recommended" so that there is greater consistency for parents across the system. If for some reason, there is concern that one of these models will not work in practice, schools will be able to apply to their Superintendent for an exception that will be subject to review and approval. These requests are due on August 14, 2020.

Click on the link in the 'Key Info' box above to review a list of Frequently Asked Questions the DOE has collected from school leaders related to the Programming Models and Exception Process. It will be updated on an ongoing basis.

Budgets & Staffing

Substitute Teachers and Paraprofessionals

Schools are traditionally responsible for budgeting for the use of day-to-day substitute teachers and substitute paraprofessionals to cover for absent staff. With a blended model of instruction and staff who may be in person and/or remote, this guidance will help schools plan for sub use so they can budget accordingly.

Guidance Checklists for Principals

☐ Yes, our school community is aware of the following guidance on the budget and staffing of substitutes:
  - o Budget for Substitutes: Schools will continue to be responsible for budgeting for the anticipated use of substitute teachers and substitute paraprofessionals within their regular allocations.
  - o In-School Substitutes:
    - ▪ Substitute teachers and paraprofessionals may be used as usual for coverage of in-person absent staff.
    - ▪ Such substitutes should be provided with guidance on and must comply with all relevant health and safety measures.
  - o Remote Substitutes
    - ▪ In general, substitutes will not be used to cover for the occasional absence of teachers and paraprofessionals who are working remotely and/or with remote students.
    - ▪ The absent remote staff person should be prepared to communicate the absence and provide assignments to maintain the continuity of instruction during their absence (as they would during a regular school session).
    - ▪ Consideration must also be given to address remote student IEP or 504 needs.
    - ▪ Extended absences of remote staff may be covered by a substitute, as there will be more time for the substitute to be provided with direction on schedules, use of the learning platforms, lessons, etc.

Teaching & Learning

FAQ | Academic Policies for Return to School 2020

Please review the Academic Policies for Return to School 2020: Frequently Asked Questions for information about the expectations for remote learning related to unit-of-study requirements, science labs, and other policies as outlined in the New York State Education Department's (NYSED) Reopening Guidance, including **Program Requirements; Grading Policy; Promotion Policy;** and **Graduation Requirements**

Click on the link in the 'Key Info' box above to review a list of Frequently Asked Questions the DOE has collected. This document will be updated regularly, as additional information becomes available. For questions, contact your academic policy and assessment leads (APPAs).

Arts Education Considerations for In-Person and Remote Instruction

The arts (dance, moving image, music, theater, and visual arts) are core contents and must be taught as part of blended and remote learning in reopening NYC DOE schools for fall 2020. Schools must meet New York State Instructional Requirements in the Arts for instructional hours (with recently issued flexibility guidelines by NYSED) and certified teacher requirements and should refer to the Arts for learning benchmarks, recommended resources, and instructional considerations. New York State Department of Health notes that arts "must be prioritized…it is imperative that schools include in-person instruction in those areas to the extent possible" (page 9).

Per the NYC Blueprints for Teaching and Learning in the Arts, arts and cultural vendor organizations are essential partners for students to learn arts and make connections. Schools may use the Arts and Cultural Education Services Guide to connect with organizations that support arts teachers' instructional plans and assess their ability to provide blended or remote services. Schools can contract with arts and cultural vendors to enhance their arts curriculum through remote and/or blended arts education services.

The InfoHub contains the following considerations, including, but not limited to a policy overview and general guidance, Remote Learning in the Arts: Dance, Music, Theater and Visual Arts, conserving arts spaces, ensuring student and staff health and safety, and maintaining arts education staffing.

Guidance Checklists for Principals

☐ Yes, at our school, standards-based arts education is provided to students in alignment with NYSED requirements and guidance, our school meets the DOE requirements in this area.

- o Our school provides arts (dance, moving image, music, theater, and/or visual arts) to ensure every student meets New York State Instructional Requirements in the Arts.
- o Our school has modified instruction as needed to provide standards-based arts education in whatever space is available.
- o Our school ensures students' health and safety are at the forefront when providing arts education.
- o Our school has maintained certified arts teachers.

Checklist to Make Arts Part of Every Student's Academic Program

☐ Our school's instructional arts program aligns with the NYC Blueprints for Teaching and Learning in the Arts to meet the New York State Instructional Requirements in the Arts within any model (in-person, blended, or remote instruction) implemented by a school.

☐ Yes, our school has referred to the NYSED Reopening Guidance (pages 99-101) for guidance and NYCDOE Considerations for Blended and Remote Learning in the in Dance, Music, Theater, and Visual Arts.

☐ Yes, our school teaches all four Artistic Processes: Create Perform/Present, Respond, and Connect, per New York State Learning Standards for the Arts.

☐ Yes, our school has prioritized the parts of our existing arts curriculum that require in-person instruction and those, which we consider most adaptable for temporary remote learning.

☐ Yes, our school provides supports reflective of, and responsive to, the needs of students and families including "how-to" arts education resources as well as opportunities to involve and collaborate with families.

Checklist to Teach Standards-Based Arts Education in Any Space

☐ Please review the prioritized space suggestions below based on the arts content and studio space:

Checklist for Blended Learning Scenarios for Consideration

☐ Yes, our school maintains arts studio spaces for arts instruction to the greatest extent feasible while observing social distancing, proper ventilation, and other recommended precautions.

☐ Yes, in the scenario where our arts studio space is needed for general classroom space, our school schedules the arts teachers to push into that arts studio space at least once a day (first or last period to limit student travel throughout the building).

☐ Yes, in the scenario where our arts studio space is needed for general classroom space, our arts teachers push into classrooms with assignments being limited by term (quarter, trimester, semester aligned with school scheduling), limiting the exposure for each "pod."

☐ [IF APPLICABLE] Yes, our school has [band, chorus, and/or arts] "majors," and has considered grouping students by pods or days based on their specific band, chorus, and /or arts majors to allow the transition to full-time in-person learning should that become possible later in the year.

☐ Yes, in the scenario where our arts studio space is needed for general classroom space, our arts teachers scheduling is a blend of in-person and remote instruction based on the needs of our school schedule.

☐ Yes, at our school, in all of the in-person scenarios above, we have reconfigured the learning space by spreading students out, taping off areas on the floor to indicate safe areas for working, and/or setting up stations.

Checklist for Remote Learning in the Arts: Dance, Music, Theater and Visual Arts

☐ Yes, at our school, arts instruction is taught remotely for students on their remote learning days. Our schools considered how to ensure students have materials, instruments, etc. for remote arts learning.

☐ Yes, our school has referred to the arts content guidance in the DOE Considerations for Blended and Remote Learning in the Arts in Dance, Music, Theater, and Visual Arts pages. See InfoHub for specific remote learning considerations by arts content.

Checklist for Conserving Arts Spaces

☐ Yes, at our school, when arts rooms are being used for multiple purposes we take precautions to prevent damage and costly repairs. For example, we have covers for dance floors and barres, secured and covered lighting instruments, as well as rehearsal set pieces and any other art equipment temporarily not in use.

☐ Yes, our school has considered reaching out to our Director of Facilities for appropriate materials to protect floors and equipment.

Checklist to Ensure Student and Staff Health and Safety

☐ Yes, our school follows all CDC, DOH and DOE guidelines for social distancing, and school reopening policies and procedures including the use of face coverings, physical distancing, and handwashing protocols.

☐ Yes, our school holds activities outdoors or in well-ventilated spaces as much as possible.

☐ Yes, our school ensures students and staff observe physical distancing protocols to remain 6 feet apart for low-to-moderate activity, and 12 feet apart for any vigorous activity; eliminate student-to-student contact.

☐ Yes, our school and educators design activities for space and content in which they will take place, e.g. classroom vs. outdoor space, and the number of students present. Activities are low-to-moderate when there are 6 feet between students, focusing on individual activities. When 12 feet of space between students is available, moderate-to-vigorous physical activities are considered. Our school has considered the impact of wearing a face covering during physical activity and modified activities as needed.

☐ Yes, our school has considered virtual performances to engage parents and the school community and celebrate student work.

☐ Yes, our school provides students with individualized and self-contained art materials; theater materials, resources, costumes, set or prop equipment; musical instruments, and resources, e.g., individual sheet music folders; earbuds for each student; individually assigned sticks, mallets, and stick bags for percussionists, based on our school budget and the budgets of our individual school programs.

☐ Yes, our schools have considered referring to the [School Allocation Memorandum #2](#) (Arts Supplemental Funding through Fair Student Funding) for Fair Student Funding allocation guidance of $79.99 per student to support an equitable arts education and each art form's appendices in the NYC Blueprints for Teaching and Learning in the Arts for specific materials and supplies. Yes, our teachers planned for materials students may have access to at home for at-home instruction (see [Materials for the Arts](#) free materials and ideas for at-home materials re-use).

☐ Yes, at our school, we ensure students wash their hands or use hand sanitizer before and after each arts class.

Maintain Arts Education Staffing

☐ Yes, at our school, we ensure arts teachers staffing is in alignment with New York State Instructional Requirements in the Arts and [NYSED Reopening Guidance](#), which states that schools "must ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment" (pg. 25).

☐ Yes, at our school, we considered part-time staffing (shared teacher with another school in the district, F-Status, etc.) in cases where low school enrollment does not allow for a full-time arts-certified teacher to be on staff, to ensure arts teacher staffing. Yes, our school has considered contacting the Office of Arts and Special Projects (ArtsAndSpecialProjects@schools.nyc.gov) for support. Yes, our school is aware of The Office of Arts and Special Projects offered support for school leaders and arts teachers throughout the year through professional learning opportunities, webinars, Professional Learning Communities around blended and remote learning.

Technology

Guidance Implementation Checklist
(See below)

Internet Connectivity Support Policy

The DOE provides Children's Internet Protection Act (CIPA) compliant, child-safe internet across all schools throughout the City. The minimal connection provided is 100MB per school, and the Division of Instructional and Information Technology (DIIT) continues to actively monitor each school's internet consumption centrally through our Network Operations Center (NOC). Additionally, the DOE has loaned 321,500 internet-enabled iPads to students for remote learning during the pandemic.

DIIT automatically reviews all schools' internet consumption every 14 days using network monitoring tools. Any school that consumes 60 percent or more of their bandwidth will be provided with an additional 100 MB without any requisition from the school. This support policy has been in effect since 2018 and has resulted in improved bandwidth performance for schools across the City.

Current Number of Schools and Allocated Bandwidth Amounts as of 8/1/20

Current Bandwidth (Mbps)	Site Count
100M	1,144
200M	145
300M	29
400M	1
500M	2

Policy Checklists for Principals

☐ When schools are providing live instruction, please note the following recommendations:
  o Yes, my school uses conferencing tools in rooms with wireless access points to ensure the best possible internet connection.
  o Yes, teachers in our school use the DOE instance of Microsoft Teams, Google Meet, or Zoom to provide instruction, via their DOE log in account information
  o Yes, our school-based staff is aware that if we need more information, they can visit information see the Teach from Home Technology page on the InfoHub.
  o Yes, our school-based staff is also aware that they can open a ticket online or call the DIIT Help Desk at 718-935-5100 if a) they experience internet connectivity issues with your school network, or b) our school requires wireless coverage in new instructional areas.
  o Yes, our school-based staff is aware that if students experience internet connectivity issues with their iPads, they can request help through the Technical Support for Families form.

Bilingual Education and World Languages

KEY INFO

📂 **Link to Guidance**
(Login to InfoHub
Before Clicking Link)

✎ **Guidance Implementation Checklist**
(See below)

Guidance on ELL Services and Blended Learning for Multilingual Learners | 2020–21 School Year

Please review the Services for English Language Learners InfoHub page for information on the expectations for English as a new language (ENL) and bilingual education programs for the 2020–21 school year. Additionally, please review the Getting Ready for Supporting Multilingual Learners with Blended Learning: Programming and Instructional Delivery Models document, which supports school administrators and teachers in planning for the needs of K–12 Multilingual Learners/English Language Learners (MLLs/ELLs) in both ENL and bilingual education programs—dual language (DL) and transitional bilingual education (TBE)—for the upcoming school year. For questions, please contact your BCO director of MLLs/ELLs.

KEY INFO

📂 **Link to Policy**
(Login to InfoHub
Before Clicking Link)

✎ **Policy Implementation Checklist**
(See below)

Multilingual Learners: Services for English Language Learners (ELLs)

This policy highlights key changes pertinent to the identification, assessment, and mandated instruction for newly admitted potential English Language Learners (ELLs), ELLs, and Former ELLs in grades K-12 in light of COVID-19 for school leaders. These emergency regulatory changes became effective on July 14, 2020.

Policy Checklists for Principals

Checklist for Implications of Annual NYSESLAT Assessment

☐ Yes, our school community is aware that due to COVID-19 the annual NYSESLAT was not administered during Spring 2020. As a result, proficiency levels for SY 2020-21 for ELLs and former ELLs will be based on their 2019-20 level of English language proficiency as per their 2019 NYSESLAT, 2019 NYSITELL, or 2020 NYSITELL.

Checklist for Implications for English Language Learners

☐ Yes, our school community is aware that in the 2020-21 school year ELLs will be served according to their 2019-20 level of English language proficiency as per their 2019 NYSESLAT, 2019 NYSITELL, or 2020 NYSITELL.

- o Yes, we are also aware that an exception to this requirement applies only to students who scored Expanding on the 2019 NYSESLAT and scored a 65 or higher on the English Language Arts Regents Exam in January 2020. This exception allows students to exit ELL services and become former ELLs.
- o Yes, we are aware that 2020-21 ELL proficiency levels became available in ATS in mid-July and automatically reflected the policy above in reports.
- o Yes, our school community considers additional instructional support above and beyond the units of study to ensure each ELL student's individual needs are met.
- o Yes, our school is aware that the Continued Entitlement letter has been updated to reflect this policy change and is available in the nine DOE supported languages on the InfoHub.
- o Yes, our school is aware that the Continued Entitlement Letter must be shared with families of ELLs in their preferred language to inform them of continued entitlement for ELL services.

Checklist for Considerations for Former English Language Learners

☐ Yes, our school community is aware that students who exited services based on their 2019 NYSESLAT scores and those students who met the exception of an Expanding level on the 2019 NYSESLAT and 65 or higher on ELA Regents Exam in January 2020 will be considered former ELLs in SY 2020-21.

☐ Yes, our school community is aware that students who are considered former ELLs will continue to be entitled to ENL instruction or other approved former ELL services as per CR Part 154.

☐ Yes, our school community is aware that former ELLs must receive a minimum of 0.5 units of study (i.e. 90 minutes per week) of integrated ENL or other approved Alternative Pathway as outlined in the Policy and Reference Guide for MLLs/ELLs.

☐ Yes, our school community is aware that our students who became former ELLs in the 2018-19 SY based on their 2018 NYSESLAT score and therefore are no longer in the two-year window after exiting, will continue to receive testing accommodations on the New York State assessments in SY 2020-21.

☐ Yes, our school community is also aware that former ELLs who exited ELL status based on their 2018 NYSESLAT score are not required to receive mandated ENL as per CR Part 154, however, each former ELL's program should consider each student's individual, instructional needs.

☐ Yes, our school community is aware that the Exit/Non-entitlement letter reflects this policy change and is available in the nine DOE supported languages on the InfoHub.

☐ Yes, our school community is aware that the Exit/Non-entitlement letter must be shared with families of students who exit services in their preferred language.

Checklist for Awareness of Updates to Various Timelines

☐ Due to COVID-19, the timelines outlined for the ELL identification process, the re-identification process, and the identification process for Students with Interrupted Formal Education (SIFE) have been adjusted as follows.

☐ Checklist for the ELL Identification Timeline
- o Yes, our school community is aware that the initial ELL identification timeline has been extended from 10 to 30 school days to complete the ELL identification process and place the student into an ELL program.
- o Yes, at our school, we are aware that this extension impacts students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during the summer of 2020 and the first 20 school days of the 2020-21 school year.
- o Yes, our school community is aware that after this 20-day flexibility period, the identification of ELLs must resume for all students within the required 10 school days of initial enrollment as per CR Part 154.
- o Yes, as the school leader, I continue to design instruction that supports all students with English language development needs. As such, potential ELLs identified in Spring 2020 based on the provisional identification process are provided with language supports until the official identification process is completed.
- o Yes, our school community is aware that we must complete the ELL identification process as per the procedures outlined in the Policy and Reference Guide for MLLs/ELLs.

☐ Re-identification Timeline
- o Yes, our school community is aware that the re-identification process has been extended from 45 to 65 school days with a written request from the family.

☐ Identification of Students with Interrupted/Inconsistent Education (SIFE)
- o Yes, our school community is aware that the days schools are closed by Governor's Executive Order do not count towards the 12-month identification window for SIFE.

Checklists Regarding Units of Study

☐ Yes, our school community is aware that, per NYSED emergency regulations, all ELLs must be provided the required instructional Units of Study in their English as a New Language or Bilingual Education program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment.

☐ Yes, our school community is aware that all former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.

☐ CR Part 154 Units of Study Requirements are linked below. [
- o CR Part 154-2 (K-8) English as New Language (ENL) Units of Study Requirements
- o CR Part 154-2 (9-12) English as New Language (ENL) Units of Study Requirements
- o CR Part 154-2 (K-8) Bilingual Units of Study Requirements
- o CR Part 154-2 (9-12) Bilingual Units of Study Requirements

☐ Yes, our school community is aware that a unit of study means at least 180 minutes of instruction per week throughout the school year or the equivalent.

☐ Yes, our school community is also aware that 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 represents standards-based learning under the guidance and direction of an appropriately certified teacher.

☐ Yes, our school community is also aware that the instructional experiences as a whole are comparable in rigor, scope, and magnitude to those provided during a traditionally delivered unit of study of 180 minutes per week.

☐ Yes, in our school community instructional experiences include, but are not limited to:
  o Meaningful and frequent interaction with an appropriately certified teacher;
  o Academic and other supports designed to meet the needs of the individual student, and
  o Instructional content that reflects consistent academic expectations as in-person instruction.
  o We also are aware that any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement that is consistent with the NYCDOE policy.

Checklist for Programming Considerations

☐ Yes, at our school the following are considered as we plan for ELL programming within the various blended learning models:
  o Our school community ensures there are opportunities for collaboration for teacher partnerships (for example, ENL co-teachers).
  o Our school community proactively plans for the identification process so that it does not interrupt the provision of ENL services to current, former, and potential ELLs.
  o Our school community plans for home language support for ELLs in various settings. For example, strategically including newcomer ELLs and non-ELLs with a shared home language to participate in the same group; or assigning teachers with knowledge of a home language to newcomer ELL students with the same home language.
  o Our school community avoids unnecessary segregation of ELL students we invite students to participate in blended learning groups. Our school considers if each group has diversity in language proficiency (meaning, entering, emerging, transitioning, expanding, and commanding).

☐ Our school community is also aware and has reviewed the Getting Ready for Supporting Multilingual Learners with Blended Learning document, which contains additional guidance on programming and instructional delivery models.

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KEY INFO

📁 **Link to Policy**
(Login to InfoHub
Before Clicking Link)

✍ **Policy
Implementation
Checklist**
(See below)

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ELL Transfer Request Process (Updated for the 2020–21 School Year)

Per Commissioner's Regulation Part 154, families of students identified as an English Language Learner (ELL) have the right to request a bilingual program (Transitional Bilingual Education or Dual Language). CR Part 154 requires schools to create programs if there are 15 ELLs (for elementary or middle school) in two contiguous grades or 20 ELLs (for high school) that speak the same home language in one contiguous grade.

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If the student's current school does not have a sufficient number of students of the same home language to create the bilingual program, the student has the right to request a transfer to a school with that bilingual program. Schools must continue to provide English as a New Language (ENL) services to the student while the transfer is being pursued.

The Division of Multilingual Learners (DML) and ATS have developed a new function in ATS that replaces the external system that processes ELL Transfer Requests. This new process (ELTR), now available in ATS, will be the source of submitting, tracking, and reporting for ELL Transfer Requests. Please note that transfer requests for English Language Learners with Bilingual Special Education (BSE) recommendations (ICT or special class) must continue to be submitted to BSEPrograms@schools.nyc.gov.

Policy Checklists for Principals

ELL Transfer Request Prerequisites

☐ Yes, our school community is aware that before considering an ELL Transfer Request, schools must make sure the following steps have been completed as per procedures outlined in the [Policy and Reference Guide for MLLs/ELLs](#):
   o ELL Identification
      ▪ Administer Home Language Identification Survey (HLIS)
      ▪ Administer New York State Identification Test for English Language Learners (NYSITELL)
   o Program Selection
      ▪ Enter Parent Survey and Program Selection response on ELPC in ATS
      ▪ For updates, enter the change of Program Selection response on BNDC in ATS

ELL Transfer Request Process

☐ Yes, our school community is aware that the ELL Transfer Request process is available for currently active ELLs in grades K-12 who request a transfer to a school that has their bilingual program of choice. ELTR will display eligible students for ELL Transfer Requests meeting the following criteria:
   o The student is currently an ELL
   o The student is in Grade Level K-12
   o Student's Home Language is not English or not unknown (i.e., UK, ZZ, EN, NULL/blank)

- o Student's current Bilingual Parent Choice is Dual Language (D) or Transitional Bilingual Education (B)

Procedures to Request an ELL Transfer for a Student

- ☐ Yes, our school community is aware that, after administering the ELL Identification process, parents will have the option to select the ELL program of their choice. If the parent selects a bilingual program that is not available at the school, and the family would like to request a transfer to another school with that bilingual program, please follow the steps below:
  - o Our school shares the Family Request for ELL Transfer form with the family in their preferred language. Translations are available on the InfoHub.
    - ▪ Please note: This is only the family's authorization to request the transfer. If the transfer is approved and a placement option is determined, the family will have a final opportunity to accept or reject that placement (or stay in the current school).
  - o Once the Family Request for ELL Transfer form is completed, I, as the principal, submit the ELL Transfer Request on ELTR in ATS and submit signed Family Request for ELL Transfer form to ELLProgramTransfers@schools.nyc.gov.
- ☐ Yes, our school community is aware that if DML, the B/CO MLL/ELL Director, and the Superintendent determine that the school cannot create a bilingual program: DML reviews the request and reaches out to the Family Welcome Center to identify a potential placement, copying the B/CO MLL/ELL Director.
  - o The Family Welcome Center will identify a placement option for the student and will notify DML by emailing ELLProgramTransfers@schools.nyc.gov.
- ☐ Yes, our school community is aware that DML informs the requesting school of potential options and requests that the requesting school reaches out to the family with potential placement options and records their selection on the Family Authorization for ELL Transfer form. Translations are available on the InfoHub.
- ☐ Yes, our school community is aware that we must submit a signed Family Authorization for ELL Transfer form to ELLProgramTransfers@schools.nyc.gov.
- ☐ Yes, our school community is aware that the Family Welcome Center prepares an enrollment authorization letter. The requesting school should share the enrollment authorization letter with the family.
- ☐ Yes, our school community is aware that the requesting school shares a signed enrollment authorization letter with the Family Welcome Center. The Family Welcome Center will advise on the next steps.
- ☐ Yes, our school community is aware of and will reach out to ELLProgramTransfers@schools.nyc.gov with any questions or guidance on this process. If we are reaching out with questions about a specific student, we will provide the student's full name and NYC DOE Student ID.

Checklist: Timeline for ELL Transfer Requests

- ☐ Yes, our school is aware that ELL Transfer Requests must be completed within the school year it is submitted
- ☐ Yes, our school is aware that if the ELL Transfer Request is from a previous year, then the request is closed

☐ Yes, our school is aware that if the ELL Transfer Request is not completed within the school year, a new request must be submitted

☐ Yes, our school is aware that the overall ELL Transfer Request process remains relatively the same as in previous years. The main difference is that principals can now submit and track the progress of an ELL Transfer Request on ELTR in ATS. The ELTR screen can be found with other similar ELL functions on the BESI screen (BESIS Functions). You can also enter the ELTR screen directly by entering ELTR in the top left corner of ATS. Please refer to the ELL Transfer Policy and Procedure for additional guidance.

Career & Technical Education (CTE)

KEY INFO

📁 **Link to Policy**
(Login to InfoHub
Before Clicking Link)

✎ **Policy Implementation Checklist**
(See below)

Career and Technical Education (CTE) | Planning and Implementation of Program Sequences for fall 2020

All CTE programs of study, whether delivered in-person or in blended-learning environments, should be aligned with New York State (NYS) learning standards, career development and occupational standards (CDOS), and academic and industry (technical and employability) standards. CTE courses must continue to be taught by appropriately certified CTE teachers. The DOE's CTE programs play a pivotal role in student engagement in authentic real-world settings while students work toward CTE endorsement and critical matriculation milestones for college and career readiness.

The CTE User Experience Map outlines suggested CTE student experiences by career clusters with links to curricular resources and other supports for CTE teachers, work-based learning (WBL) coordinators, and school leadership. The information on this map will continue to be updated to meet NYSED and DOE academic policy guidelines.

Visit these online resources for additional related information regarding CTE planning and implementation, including:

- **Policy Overview and General Guidance** (including, Work-Based Learning),
- **Matriculation Milestones** (College and Career Planning), and
- **CTE User Experience Guide** for Fall 2020 (e.g. Teachers, Students, WBL Teams, & School Leaders)

Policy Checklists for Principals

Checklist for Policy Overview and General Guidance

☐ Yes, our school community is aware that implementing CTE along with core academic instruction in 2020-21, will look different from CTE classes in the past.

☐ Yes, our school community is also aware of and have reviewed a detailed CTE User Experience Guide broken down by CTE career clusters, outlining what CTE student experiences may look like aligned with CTE teacher, WBL team and school leadership supports is found HERE. The information in this map will be iterated upon based on updates to guidelines received from various sources including NYSED and NYC DOEs academic policy team.

Checklist for CTE Career Clusters Content Areas, Fall 2020

☐ Yes, our school prioritizes in-person time on standards recovery via spiraling new content with older content, demonstrate hands-on practice for theory covered remotely, troubleshooting

on topics including access to technology, setting up teams for remote projects, discussion, and review. Use this [mix map](#) visual tool to design online versus in-person components.

☐ Yes, our school implements contextualized safety training and credentialing such as OSHA 10 and enhance with live industry panels (CTE central team will coordinate) with pre-work and reflection activities.

☐ Yes, our school uses Implement Career and Financial Management modules to introduce and reinforce postsecondary options and planning.

☐ Yes, our school sets up and strengthens integrated co-planning time for CTE educators to work with special education and multilingual learner teams to ensure curricular modifications are serving all CTE students. We also consider and review guiding documents on [Supporting MLLs/ELLs with Remote Learning](#). Accessibility features should be reviewed and implemented when working digitally: [Google Accessibility](#), [Windows Accessibility](#).

Work-Based Learning (WBL) Experiences, Fall 2020

☐ Yes, our school is aware that structures, sequences, and employer-led WBL experiences should continue to reinforce CTE instruction and develop technical and employability skills.

☐ Yes, our school is aware that WBL hours may be implemented remotely per NYSED guidelines. We are also aware that there is an NYSED approved WBL activity Grid with suggestions for remote modifications and required documentation. We are also aware that both the [WBL activity grid](#) and the [CTE User Experience Map](#) will be regularly updated.

Ensure Student and Staff Health and Safety

☐ Yes, our school community - teachers, students, and staff – follow all [CDC,](#) [DOH](#) and [DOE](#) guidelines for social distancing, and school reopening policies and procedures including the use of face coverings, physical distancing, and hand hygiene protocols.

☐ Yes, our school shares school-wide safety guidelines with CTE teachers to build off industry-specific safety training lessons.

☐ Yes, our school determined safety and sanitation protocol for CTE technology and clinical labs, shop classes and teaching kitchens including:
  - Ventilation
  - Use of PPE at all times
  - Train students on how to don, doff, clean and disinfect (as applicable), and discard PPE
  - Ensuring that our CTE teachers are aware of any students whose disability or medical condition may impact their ability to distance and/or need to learn to navigate redesigned spaces and/or wear a mask or who have a medically necessary exemption from face covering. Instructors may need to consider wearing transparent masks. Audiologists also recommend speaking a little more slowly and projecting your voice a little more when wearing a mask.
  - Minimizing the number of students at workstations to maintain physical distancing of at least 6 feet. Students at a workstation should face the same direction.
  - Prohibiting the use of small spaces (e.g. wash stations, freezers, storage rooms) by more than one student at a time.

- o Reducing bi-directional foot traffic by using tape or signs with arrows in narrow aisles and spaces.
- o Considering opportunities for instructors to operate portable video cameras during lessons. For example, when an instructor is providing a laboratory demonstration, he or she can display to students in their seats instead of them standing closely watching the demonstration.
- o Labeling and individualizing kitchen utensils/ tools to the extent possible. Limit the sharing of objects (e.g. kitchen tools, pens, pads), or ensure shared objects are thoroughly cleaned and disinfected before sharing with another student. Frequently sanitize shared surfaces (e.g. doorknobs, keypads, touch screens); or, require students to wear gloves when in contact with shared objects or frequently touched surfaces, while requiring students to perform hand hygiene before and after contact.
- o Building in time for sanitation of workstations and the entire shop class between periods.
- o Contacting Space Planning (spaceplanning@schools.nyc.gov) with any specific questions.

Athletics & Extra-Curricular Activities

Physical Education (PE) | Expectations for In-Person and Remote Instruction

The DOE has released guidance for Physical Education Expectations for In-Person and Remote Instruction. For the 2020–21 school year, schools are required to provide standards-based physical education (PE) that supports students' academic development and their physical, mental, and emotional well-being. Per the guidance, schools must:

- Provide PE, which is a state-required academic subject, as part of every student's academic program, including students required to receive Adapted PE.

- Per NYSED reopening guidance, ensure that physical education courses are comparable in scope and rigor to those traditionally offered, although they are not required to meet the exact instructional time and frequency requirements.

- Modify instruction as needed to provide standards-based PE in whatever space is available.

- Ensure that students' health and safety are at the forefront when providing PE, in particular ensuring that students and staff observe physical distancing protocols to remain six feet apart for low-to-moderate activity, and 12 feet apart for any vigorous activity; eliminate shared equipment and student-to-student contact.

- Maintain certified PE teachers, as required by NYSED.

Policy Checklists for Principals

Checklist for Policy Overview and General Guidance

☐ Yes, our school community is aware that we must meet New York State Physical Education Requirements and should refer to the NYC K-5 and Grades 6-12 PE Scope and Sequences for skills-based learning outcomes, recommended resources, and instructional considerations.

☐ Yes, our school community is aware that standards-based PE, which is required by NYSED as part of school reopening plans can and must be provided to students to support their academic development and their physical, mental, and emotional well-being.

☐ Yes, our school community is aware that New York State Department of Health's interim guidance emphasizes the importance of PE, and DOE Academic Policy guidance stipulates, "Schools must ensure that physical education courses are of comparable scope and rigor to those traditionally offered but are not required to meet the exact instructional time requirements." In alignment with NYSED requirements and guidance, DOE requires that every school will:
  - Provide PE which is a required subject, as part of every student's academic program, including students required to receive Adapted PE;
  - Modify instruction as needed to provide standards-based PE in whatever space is available;
  - Ensure that students' health and safety are at the forefront when providing PE; and
  - Maintain certified PE teachers, as required by NYSED.

Make PE Part of Every Student's Academic Program

☐ Yes, our school's instructional PE program aligns with academic learning standards, and the NYC K-5 and Grades 6-12 PE Scope and Sequences can take place within any model (in-person, blended, or remote instruction) implemented by a school.

☐ Yes, our school community is aware that student-centered instructional models such as inquiry-based instruction, Flipped Classroom, Conceptual Physical Education, and Personalized System of Instruction can bridge the gap between remote and in-person instruction.

☐ Yes, our school community is aware that Move-to-Improve is a K-5 classroom-based program designed to supplement existing PE programs in elementary schools. It is not a replacement for PE. All elementary teachers should use daily MTI activities and MTI World Beats music album, following health and safety guidelines, in both in-person and remote settings, to enhance and support students' learning, health, and social-emotional well-being.

☐ Yes, our school community is aware that while courses are not expected to meet the traditional time and frequency requirements, per NYSED guidance, and our PE classes should be comparable in scope and rigor to those traditionally offered.

☐ Yes, our school community is aware that there is additional guidance specific to Adapted PE.

Teach Standards-Based PE in Any Space

☐ Yes, our school community is aware that PE can occur in any of the following spaces: any outdoor field, court or open space; gymnasiums, multi-purpose rooms, dance rooms, fitness rooms, cafeterias, auditoriums, and classrooms, provided the space is well ventilated and teachers adhere to physical distancing protocols appropriate to the activity level.

☐ Yes, our school community is aware that outdoor space is strongly recommended for PE.

☐ Yes, our school community is assessing our available space options for PE and will contact the Office of School Wellness Programs for support, if needed.

Ensure Student and Staff Health and Safety

☐ Yes, at our school, teachers, students, and staff all follow CDC, DOHMH, and DOE guidelines for social distancing, and school reopening policies and procedures including the use of face coverings, physical distancing, and handwashing protocols.

☐ Yes, at our school, as much as possible, hold activities outdoors or in well-ventilated spaces. Encourage students to spread out.

☐ Yes, at our school, we ensure students and staff observe physical distancing protocols to remain 6 feet apart for low-to-moderate activity, and 12 feet apart for any vigorous activity; eliminate student-to-student contact. Consider using visuals and boundary markers (floor tape, cones, signage, etc.) to help participants maintain physical distancing.

☐ Yes, our school designs activities for the space in which they will take place, e.g. classroom vs. outdoor space, and the number of students present. Activities should be low-to-moderate when there are 6 feet between students, focusing on individual activities. If 12 feet of space between students is available, moderate-to-vigorous physical activities may be appropriate. Be mindful of the impact of wearing a face covering during physical activity and modify activities as needed.

☐ Yes, our school ensures that PE teachers are aware of any students whose disability or medical condition may impact their ability to distance and/or wear a mask while performing physical activity

or who have a medically necessary exemption from face covering, including but not limited to students who receive Adapted PE.

☐ Yes, our school does not use playground equipment or shared equipment and modifies any close contact sports or games to activities that allow for distancing.

☐ Yes, our school community ensures students wash their hands or use hand sanitizer before and after each PE class. Remind students that water bottles and other personal items are not to be shared.

☐ Yes, in our school community, we avoid using locker rooms; encouraging students to come to school dressed to participate in PE class.

Maintain PE Staffing

☐ Yes, our school is in alignment with NYSED re-opening guidance and as mandated by NYSED Part 135.4, schools much follow these staffing guidelines for PE:

☐ Yes, our elementary school (grades k-5): is aware every school must have a PE-certified teacher on staff teaching PE. Other teachers may teach PE under the guidance (co-planning) of the PE-certified teacher.

☐ Yes, our Secondary School (grades 6-12): is aware that teachers teaching PE must be PE-certified.

☐ Yes, in our school community, in cases where low school enrollment does not allow for a full-time PE-certified teacher to be on staff, schools must make every effort to staff a PE-certified teacher part-time (shared teacher with another school in the district, F-Status, etc.).

Blended Learning

☐ Yes, our school community prioritizes in-person PE to the greatest extent possible, with remote instruction providing students with instructional continuity and additional opportunities to practice and apply PE content and skills while staying active on days when they are not in the school building. For all scenarios below, teachers should provide safety guidelines that reflect the PE environment, modifying instruction as needed.

　☐ Scenario 1: Designated PE space available for the full school day. There are safe, well-ventilated indoor or outdoor dedicated spaces for PE instruction. PE teachers teach per their school's programming model.

　☐ Scenario 2: No designated PE space available. If there is no indoor or outdoor PE space, PE takes place in classrooms. PE teacher pushes into the classroom and may coordinate co-teaching with classroom teachers. While not a best practice, there may be situations in which a classroom teacher provides some PE instruction under the guidance and support of the certified PE teacher, per NYSED guidance. In such cases, the PE teacher and classroom teacher should work closely together to ensure adherence to PE safety guidelines and the PE Scope and Sequence.

　☐ Scenario 3: (Hybrid) Combination of PE space and classrooms. Split class time in designated PE space and classrooms, allowing all students access to the PE space appropriately while keeping physical distance in classrooms. Use project-based or other instructional models that blend physical and classroom lessons. PE teacher will provide instruction in the dedicated PE space when available and/or utilize classroom push-in.

☐ Scenario 4: PE instruction is taught remotely by a certified PE teacher. If PE instruction is fully remote, the PE teacher should provide safety guidelines for at-home PE and include physical activity components as much as possible.

☐ Yes, our school community ensures that students are scheduled to receive Adapted Physical Education (APE) with a certified PE teacher as per their IEP.
☐ Yes, as the school principal, I will:
  o Program students for any in-person and/or remote APE instruction aligned with any guidance from OSE for pull out instruction.
  o Designate space for an in-person pull out APE instruction as needed.
  o Manage teacher and student needs for remote instruction (technical needs).
  o Ensure IEP teams communicate expectations and include PE/APE teachers in IEP meetings whenever possible.
☐ Yes, our school community ensure sour PE teachers are aware of any students whose disability or medical condition may impact their ability to distance and/or wear a mask while performing physical activity or who have a medically necessary exemption from masking.
  o Guidance regarding itinerant Adapted PE teachers will be forthcoming.
  o Adapted PE assessments cannot be conducted remotely and will be suspended for the fall.

KEY INFO
📁 **Link to Policy**
(Login to InfoHub Before Clicking Link)

🔁 **Policy Implementation Checklist**
(See below)

Public Schools Athletic League (PSAL) Programming

As students in New York City return to school after months of isolated and sedentary living, it is more important than ever to support and promote opportunities for physical activity and safe socialization during and after the school day.

Public Schools Athletic League (PSAL) activities are essential to upholding the DOE's commitment to protect, support, and empower young people now and as communities begin to recover.

Furthermore, the positive benefits and development of college and career readiness skills associated with participation in interscholastic sports are well documented and undeniable. Every year PSAL has, approximately 46,000 students participate in interscholastic sports programming. Scholar-athletes from across the city have capitalized on their involvement in PSAL activities to help with college opportunities, many even receiving scholarships to help offset the high costs of college tuition.

Additionally, athletics can play a vital role in promoting healthy habits that reduce the risk of illnesses associated with sedentary lifestyles. According to the American Orthopaedic Society for Sports Medicine, "The physical benefits of competitive sports are the most obvious. Much attention

has been given to the role of sports and exercise in decreasing the rates of obesity in our nation's youth. While lower body mass among athletes is certainly a desirable marker, it is not the only purported advantage of the regular exercise that comes with sports participation. Athletes experience lower rates of diabetes and high blood pressure, as well as improved cardiovascular and pulmonary function" (American Orthopaedic Society for Sports Medicine. (2012, May 30). The Benefits of Playing Sports Aren't Just Physical!

Since the pandemic hit, causing PSAL activity to cease and schools to go remote, regular and consistent outreach from our various stakeholders including scholar-athletes, coaches, athletic directors, administrators, and community members, has proven there is tremendous interest in PSAL activity returning and being a part of New York City's healing process. Our students, staff, and community members have long used interscholastic sports as a way of developing social-emotional skills, building community, and engaging our most vulnerable populations. The relationships between coaches and scholar-athletes, as well as the bonds between teammates, built during their time participating in an interscholastic activity, are unique and serve scholar-athletes well into their adult lives. As we try to navigate these unprecedented times, it is critical that we seek to maintain students' access to these powerful relationships and the additional opportunities and health benefits that participation in sports can provide. Finding a way to include PSAL activity in our return plan is vital for recovery.

We know that restarting these vital programs will be a complex task, with many variables determined by other school reopening plans. While health and safety are of fundamental concern, we also continue to learn more about how to mitigate the risks associated with COVID-19. Athletics are an essential part of communities' response to the COVID-19 pandemic, and the interscholastic sports community, including scholar-athletes, families, and coaches, are eager to understand when PSAL will return.

Policy Checklists for Principals

☐ Yes, my school-based staff is aware of the following policies and guidance regarding PSAL, including:

Policy Overview and General Guidance

☐ Yes, my school-based staff is aware of the following policies and guidance regarding PSAL, including:

   ☐ Due to current guidance from the New York State Department of Health, which states that interscholastic sports are currently not permitted and additional information on athletic activities is forthcoming, the PSAL Fall season, which historically begins in mid-August, must be delayed/postponed. PSAL will continue to monitor city, state, and health expert guidelines to determine the appropriate return date. Additional PSAL guidance is still forthcoming.

   ☐ When it is determined that they are safe to resume, all afterschool activities, including PSAL, must adhere to any applicable guidelines and recommendations, including all health and safety guidelines.

☐ Note that yellow bus/school bus services will not be provided by PSAL during the 2020-21 school year.

General Guidance

☐ Yes, my school-based staff is aware of the following policies and guidance regarding PSAL, including:

    ☐ If a student feels unwell before an after-school activity, the school should follow standard COVID-19 response protocols.

    ☐ Ensure scholar-athletes wash their hands or use hand sanitizer before and after each activity.

    ☐ When deciding what afterschool activities should be offered the following factors should be considered:

        o The level of risk of COVID-19 transmission,

        o Associated modifications that will be needed to lower transmission risk,

        o Whether the activity will be possible in a modified form.

    ☐ All afterschool activities that include physical activity should consider that certain activities pose a higher risk for transmission than others do.

        o The higher the risk, the more modifications will be needed OR the activity may not be able to be offered.

    ☐ When it is determined safe to resume interscholastic activity, PSAL must further consider the specific risks associated with the introduction of competitive play. As per the CDC guidelines, the associated risk of any sports activity is increased as you move from practice and conditioning to competitive play across geographic areas:

        ☐ Lowest Risk: Performing skill-building drills or conditioning at home, alone, or with family members.

        ☐ Increasing Risk: Team-based practice.

        ☐ More Risk: Within-team competition.

        ☐ Even More Risk: Full competition between teams from the same local geographic area.

        ☐ Highest Risk: Full competition between teams from different geographic areas.

        ☐ For more see: Centers for Disease Control and Prevention. (2020, May 29) Considerations for Youth Sports.

    ☐ Therefore, when PSAL activities are permitted to resume they will be restricted to practice and conditioning until further notice.

    ☐ This will allow scholar-athletes to start re-engaging in and receiving the benefits of participating in team sports while continuing to prioritize safety.

    ☐ As we introduce activities and prepare for the return of interscholastic sports, PSAL will use a leveling system aligned to state guidance and the National Federation of State High School Associations (NFHS) regarding the risk of COVID-19 transmission associated with each sport.

    ☐ Sports with a Level 1 or Low-Risk designation will require limited modification from traditional practices and intra-squad play.

☐ Sports with a Level 2 or Moderate Risk designation will require substantial modification from traditional practices to focus on conditioning and sport-specific drills within the guidelines of PSAL safety guidance.

☐ Sports with a Level 3 or High-Risk designation will require significant modification from traditional practices and will focus on conditioning and sports specific drills within the guidelines of PSAL safety guidance.

Physical Activity/Athletic Risk Levels

☐ Yes, my school-based staff is aware of the following policies and guidance regarding PSAL, including:

Level 1 Activities

☐ Yes, my school-based staff is aware of the following policies and guidance regarding PSAL, including:

Level 1 activities can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between each use. These activities should require minimal changes and must adhere to DOE and DOHMH school re-opening guidance and procedures. These types of activities include:

- ☐ Bowling
- ☐ Cross country
- ☐ Golf
- ☐ Indoor/outdoor individual track events
- ☐ Indoor/outdoor field events (e.g. discus, hammer throw, javelin & shot put)
- ☐ Individual swimming events
- ☐ Table tennis singles

Level 2 Activities

☐ Yes, my school-based staff is aware of the following policies and guidance regarding PSAL, including:

Level 2 activities involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that cannot be cleaned between participants.
These types of activities include:

- ☐ Badminton
- ☐ Baseball
- ☐ Cricket
- ☐ Double Dutch
- ☐ Fencing
- ☐ Flag football
- ☐ Non-contact lacrosse (girls)
- ☐ Gymnastics
- ☐ Indoor/outdoor field events (e.g. high jump, long jump, pole vault & triple jump)

- Indoor/outdoor track relays
- Soccer
- Softball
- Swimming relays
- Table tennis doubles
- Tennis doubles

Level 3 Activities

- Yes, my school-based staff is aware of the following policies and guidance regarding PSAL, including:

  Level 3 activities involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants.

  These types of activities include:
  - Basketball
  - Football
  - Contact lacrosse (boys)
  - Rugby
  - Stunt
  - Volleyball
  - Wrestling

Appendix: FAQ

- ## FAQ | Reopening
- ## FAQ | School Schedules & Programming Models
- ## FAQ | Academic Policies for Return to School 2020

KEY INFO 📂 **Link to FAQ** (Login to InfoHub Before Clicking Link)

FAQ | Reopening

Facilities

☐ **Question: How frequently will schools and offices be cleaned and disinfected?**
Answer: Custodial Engineers will implement nightly disinfecting of all exposed surfaces. All non-porous, frequently contacted surfaces will be wiped down and disinfected throughout the day.

☐ **Question: What products will be used to clean and disinfect school spaces?**
Answer: School spaces will be cleaned using anti-viral disinfectant and cleaning products, following the respective cleaning product's labels. A standard 2% bleach solution is also acceptable. Custodial staff will also utilize electrostatic backpack sprayers with the approved disinfectant.

☐ **Question: How will schools ensure they have enough cleaning supplies and PPE?**
Answer: All Custodian Engineers must ensure that all buildings under their care have at least a 30-day supply of cleaning/disinfectant supplies and PPE. School staff should contact their Custodian Engineer if they need additional supplies.

☐ **Question: What guidance is in place around ventilation, windows, and air filters?**
Answer: DOE completed a survey of HVAC systems and window operability to identify necessary repairs. We are working with the New York City School Construction Authority (SCA) to complete repairs and ensure air circulation before the start of school. We are also upgrading central HVAC system filters from MERV 8 to MERV 13 where appropriate.

☐ **Question: What is the guidance around bathroom usage?**
Answer: Schools may adjust how bathrooms are used to accommodate for physical distancing requirements, e.g., use of alternate stalls and/or sinks. Appropriate signage regarding handwashing and physical distancing must be displayed. Where feasible, co-located schools should have designated bathrooms.

☐ **Question: What is the guidance on using public assembly spaces? What about using shared spaces such as elevators and stairwells?**
Answer:
   o The use of large assembly spaces (e.g. cafeterias, auditoriums, libraries, and gymnasiums) must comply with physical distancing guidelines. These areas may be used as additional classroom spaces in lieu of their traditional use.
   o School leaders must also create plans to support movement that upholds physical distancing throughout the building, e.g. the use of one-directional stairwells and single-file travel patterns. Elevator use should be limited to individuals with special needs or in high-rise buildings and should be operated at limited capacity as per current DOHMH guidance (2 persons per elevator), and face coverings must be worn at all times. Additional guidance about public assembly spaces and student circulation can be found in the Guidance for Entry, Dismissal, Circulation, and Use of Public Assembly Spaces in School Buildings

☐ **Question: Where can physical education take place?**
Answer:
   o PE can occur in any of the following spaces: any outdoor field, court or open space; gymnasiums, multi-purpose rooms, dance rooms, fitness rooms, cafeterias, auditoriums, and classrooms, provided the space is well ventilated and teachers adhere to physical distancing protocols appropriate to the activity level.
   o Outdoor space is strongly recommended for PE; schools that do not have available outdoor space should consider nearby Parks, new Open Streets, and/or community help with School Play Streets. Additional guidance can be found in the Physical Education Expectations for In-Person and Remote Instruction

Instruction

☐ **Question: What curriculum programs and resources are recommended for blended-learning?**
Answer:
   o Shared and inclusive curriculum provides the foundation for strong core instruction and shared instructional decision-making across a school. As we plan for re-entry

into a blended-learning model that combines in-person and remote learning, it is important to look at shared and inclusive curriculum through a digital lens.

o   Based on the survey results of frequently used curriculum programs and resources by schools, the DOE, in collaboration with the CSA and UFT, has identified those with digital-learning options to support blended-learning models. These digital curricular options are potential choices for schools to explore as they are making purchasing decisions for the upcoming academic year. The DOE will develop supports for effective instructional planning, using digital and in-person curricular resources to support robust blended learning in the upcoming academic year.

o   Please note, schools may choose to continue to use existing curricula and are not expected to adopt any new curricula in the fall. As is the case with all curriculum choices, schools are responsible for ensuring instructional coherence across grades, alignment to NYS learning standards, and appropriate curricular resources to support the school's blended-learning model. The DOE will continuously review digitally accessible curricular resources for quality and alignment to NGLS and CR-SE Framework.

o   Additional instructional resources (e.g., updated pacing guides, resources for parents, video supports) for blended learning and the transition to the Next Generation Learning Standards are being developed for many Core Curriculum programs. These will vary by program; specific updates will be shared as soon as possible on the Core Curriculum InfoHub page.

Operations

☐   **Question: What are entry and dismissal procedures?**
Answer: Detailed guidance on entry and dismissal procedures can be found in the Guidance for Entry, Dismissal, Circulation, and Use of Public Assembly Spaces in School Buildings.

☐   **Question: Will there be morning temperature checks as students arrive at school?**
Answer: Daily health screenings, including temperature checks, must be completed at home by families and by school-based staff. The DOE will launch a robust education campaign that makes clear to parents and school-based staff how important these daily health checks are to keeping school communities healthy and safe. The DOE is also committed to purchasing thermometers for at-home use for families who may need them. Full guidance can be found in the COVID-19 School Health Policy Guidance.

☐   **Question: What is the policy on visitors entering the building? How will families be able to connect with school administration/staff with questions?**
☐   **Answer:**

- o Detailed guidance on school visitor protocols can be found in the Guidance for Entry, Dismissal, Circulation, and Use of Public Assembly Spaces in School Buildings.
- o In order to limit the number of visitors in a school at any given time, schools are encouraged, where possible, to address all visitor and parent concerns by phone or computer. Principals and designated staff should conduct meetings remotely where possible (e.g. Zoom, MS Teams, Google Meets). When it is necessary to hold a meeting in person, all visitors are required to follow the visitor control protocols, including complying with physical distancing requirements and wearing a face covering. Additional guidance regarding school visitors can be found in the Guidance for Entry, Dismissal, Circulation, and Use of Public Assembly Spaces in School Buildings.

☐ **Question: When and how can principals view data on staff reasonable accommodation requests?**
Answer: Beginning July 23, principals can use the Principals Dashboard to view a roster of employees in their school who have applied for this accommodation, as well as the status of the application for every employee, including whether an employee's application has been approved. To access the roster, principals or a designee should log in to the Principals Dashboard, select their school, and click the link labeled "Reasonable Accommodations Roster."

☐ **Question: What will breakfast/lunch look like? Who will disinfect spaces following lunch?**
Answer: Grab-and-go meals will be available for breakfast and lunch each day, though students will also be permitted to bring their own lunch if preferred. Lunch will likely be in classrooms to minimize interaction between groups of students. Grab-and-go meals will be delivered to students in 3K to K classrooms, and pickup points within the school will be designated for grades 1-12. Signage will be provided to direct students to pick up points within the school for grades 1-12. After eating, students and staff will wipe down the area where they ate their meal. Every evening, Division of School Facilities staff will be cleaning the entire building with COVID-19 approved disinfectant.

☐ **Question: What is the protocol around students with food allergies?**
Answer: The DOE takes allergies, food safety, and student health very seriously. We cannot guarantee a nut, milk, or "allergen-free" environment, but we do have an "allergen aware" policy. The DOE has an existing "allergy aware" policy, which empowers everyone. Children with allergies become aware of what they can and cannot eat, and school staff are alert and careful about each student's allergies.

☐ **Question: Will schools have funding for substitutes?**
Answer: Schools will continue to be responsible for budgeting for the anticipated use of substitute teachers and substitute paraprofessionals within their regular allocations.

☐ **Question: What are social distancing requirements on school buses?**
Answer: Social distancing requirements will reduce the typical school bus capacity to approximately 25% of its normal operating passenger capacity. The only exception to this will be students from the same household who will be seated with each other and will still be required to wear face masks. Seating on the bus will be clearly marked to designate which seats may be used and which seats will be blocked off for social distancing. Families will be notified before the start of school as to what the seat designators will look like so that they can instruct their children before boarding the bus. Wherever possible, individual bus route rosters will be scrutinized to attempt to seat individuals in proximity to the rear emergency exit that are capable of operating it. Additional busing guidance is forthcoming.

☐ **Question: What is the guidance for emergency procedures and drills, given social distancing requirements?**
Answer: Please refer to the guidance released on Building Response Teams (BRTs) During COVID-19 for updated information, including guidance around conducting emergency drills. The DOE will facilitate trainings for all BRT members to educate them on the enhanced COVID-19 response protocols.

☐ **Question: How will the DOE address any bandwidth issues?**
Answer:
   o DIIT automatically reviews all schools' internet consumption every 14 days, and any school that consumes 60% or more of their bandwidth will be provided an additional 100MB without any intervention required from the school.
   o Schools can contact the DIIT Help Desk at 718-935-5100 or open a ticket online if they experience internet connectivity issues with their school network, or their school requires wireless coverage in new instructional areas.
   o If students experience internet connectivity issues with their iPads, they can request help through the Technical Support for Families Form

Programming

☐ **Question: Can information regarding the exception process be shared with Principals?**
Answer: All information regarding exceptions was posted on the InfoHub found here.

☐ **Question: How should I program students whose families do not submit the Learning Preference online form?**
Answer: Families have the option of choosing to have their child attend school solely through remote learning. Schools should assume that students will be attending school in-person as set forth in the school's selected programming model unless families choose to enroll their child into full-time remote learning.

☐ **Question: Can families change their minds about their remote learning preference?**
Answer: Families who choose full-time remote learning will be able to reevaluate their choice during certain set time periods to change their preference and have their child to receive in-person instruction instead. These set time periods will be communicated to schools and families at the beginning of the school year.

☐ **Question: Will incoming 3-K and pre-K families have the opportunity to submit the Learning Preference online form?**
Answer: Incoming 3-K and pre-K families can choose full-time remote learning using the Learning Preference online form. To ensure as many families as possible are aware of this form, schools will make their best efforts to inform families through their communication channels (including email, social media, and phone calls). The DOE will support these efforts by promoting the form through media channels.

☐ **Question: What weight does the SLT have in affirming an exception when coupled with data, which informed their decision?**
Answer: The SLT has the same weight and level of input within this matter as it does with other school-related SLT matters.

☐ **Question: Does a school have discretion over which students are placed in each cohort, for example, Model 3 includes groups A and B are cohorts; Cohort C is a combination of A and B. What is our process for programming students who may need additional support?**
Answer: As long as all Students with Disabilities' needs are met, other groups can be prioritized over the general population, as long as no other group could be prioritized in a way that was to the detriment of Students with Disabilities.

☐ **Question: What role does student data play in reviewing exceptions?**
Answer: In reviewing student data, schools should prioritize Students with Disabilities for in-person learning. If after Students with Disabilities have been served, and there is capacity to accommodate this select groups of students, schools may submit an exception as your

programming choice for review. DRTs can submit any exception they feel meets the criteria for an exception for final review to the Central Review Team (CRT)

☐ **Question: If a school opts to use a model other than the recommended models, will this be approvable?**
Answer: This school should submit an exception, which will be reviewed by the DRT. If the DRT believes it meets the exception criteria, the DRT will submit to the Central Review Team for Review

☐ **Question: Does the DRT have final say on exceptions?**
Answer: No, the DRT can recommend a school's exception to the Central Review Team (CRT). The CRT has final approval of the exception.

☐ **Question: When considering an exception, how should DRT's consider co-located campuses and the impact that the exception might have on both populations?**
Answer: The DRT should consider co-locations as part of their exceptions review.

☐ **Question: How impactful is the desire of the parent community specific to a school for an exception?**
Answer: Schools should share intended submissions with families and may indicate community preference in an exception application. Presuming the exception meets the criteria for an exception; both the DRT and CRT can consider this as part of their decision-making process.

School Health Policy

☐ **Question: When must a student be escorted to the Isolation Room?**
Answer: An Isolation Room is a place where a student with suspected COVID-19 symptoms can be safely isolated in the building until they can be picked up by a guardian. Students showing symptoms of COVID-19 will be escorted to the nurse's office or Isolation Room by a designated staff member wearing appropriate PPE. Full guidance can be found in the COVID-19 School Health Policy Guidance.

☐ **Question: Will students be permitted to move classrooms throughout the day?**
Answer: To reduce movement throughout the building, teachers should travel from class to class, with students remaining in the same room throughout the day to the extent possible. If students have to travel, proper social distancing protocols should be followed. Where possible, students should remain with the same group of students, in a cohort, throughout

the day. DOE is developing additional guidance as it relates to cohorts and grades. DOE will support the creation of cohorts wherever possible.

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FAQ | School Schedules & Programming Models

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- ☐ **Question:** Can co-located buildings provide a plan together?
  Answer: School leaders are encouraged to coordinate and discuss re-opening plans with their co-located school leaders, but each school must document and submit an individual plan.

- ☐ **Question:** Can a school that serves grades K-8 select one model for elementary grades and another model for middle school grades?
  Answer: Yes, schools serving multiple grade bands (ex. K – 5 and 6 –8) will be allowed to submit different models per grade band through the exceptions process.

- ☐ **Question:** Can elementary schools working with middle schools to provide accelerated courses to elementary students use the 6-day cycle option (Model 3)?
  Answer: No, the six-day cycle model (Model 3), is not an option for elementary grades because it lacks consistency in the day of the week that students will be in-person, which makes it more difficult for families to arrange for childcare. Elementary schools may choose from Models 1 or 2, depending on the number of in-person student groups they can accommodate.

- ☐ **Question:** When will School Leaders receive their school-level data from the Family and Student Return to School Survey?
  Answer: Principals received the survey results on July 9, 2020, in an email from schoolplanningdevelopment@schools.nyc.gov along with updated building capacity data. If you have not received the survey results for your school, please follow up with returntoschool@schools.nyc.gov.

- ☐ **Question:** Will school leaders have the option to revise their model selections once Family Learning Preference Survey data and staff COVID-19 reasonable Accommodations data is available?
  Answer: Yes, final plans will be contingent on the results of the COVID-19 Reasonable Accommodations Process for fall 2020 and the Family Learning Preference survey.

- ☐ **Question:** Is there a time frame for when teachers will submit their accommodation form so principals can program?
  Answer: Staff who would like to request such accommodation should use the Self-Service Online

Leave Application System (Open external link). Staff received this information in an email on July 15, 2020, and are asked to apply as soon as possible and preferably by July 31, 2020, to allow time for schools to plan for the fall. Step-by-step application instructions are available on the Coronavirus: Timekeeping Leaves, & Accommodations page of the InfoHub.

☐ **Question:** Are we allowed to bring in instructional leaders and administrative staff to support scheduling for the upcoming school year?
Answer: Yes, this will be an allowable per session expenditure. See SAM No. 38(Open external link) which provides funding for schools' additional planning needs related to re-opening schools due to the COVID-19 pandemic.

☐ **Question:** Can we use a gym to accommodate three classes at a time?
Answer: All spaces in a school can be used as instructional spaces as long as appropriate social distancing is possible and health and safety guidance is followed; as such, physical education spaces can be repurposed for instructional purposes, but students must have access to physical education classes regardless.

KEY INFO
🗁 **Link to FAQ** (Login to InfoHub Before Clicking Link)

FAQ | Academic Policies for Return to School 2020

Program Requirements FAQ

☐ **Question:** Must schools meet the unit of study requirements for 2020-21?
Answer: The New York State Education Department has issued guidance providing flexibility for courses that previously required specific units of study, including all credit-bearing courses. A unit of study has previously been defined as 180 minutes per week throughout the school year or the equivalent of 54 hours per credit for high school. For information about which subjects require specific units of study, see the Middle School and High School Academic Policy Guides.

During 2020-21, schools must use 180 minutes per week (or 54 hours per credit) as a benchmark for comparison when designing and delivering instruction aligned to the learning standards. Principals must ensure that the instructional experiences as a whole are comparable in rigor, scope, and magnitude to those provided during a traditionally delivered unit of study of 180 minutes per week. Instructional experiences are not defined solely as a student's time in front of a teacher or in front of a screen and may include time engaged in standards-based learning under the guidance and direction of a teacher. Schools are not required to deliver exactly 180 minutes per week (54 hours per credit) for required units of study.

☐ **Question:** How do high schools award course credits in 2020-21?
Answer: If students meet the learning outcomes for a unit of study by earning a passing final grade, they must receive credit for that course. See question 1 regarding unit of study requirements.

☐ **Question:** Can schools offer fully remote courses?
Answer: Yes. Courses may be offered as fully remote courses for a variety of reasons, including but not limited to the following:
  o The teacher is working remotely and is not able to deliver in-person instruction, in alignment with applicable labor guidelines.
  o The student is learning entirely remotely based on family preference and does not participate in in-person instruction. Such students may—but are not required to—be grouped together to form a fully remote class.
  o The principal has determined that offering a specific course fully remotely is optimal and instructionally appropriate given the scheduling needs of the school.

Principals must carefully weigh the decision to provide fully remote courses to ensure that the course can still be delivered with comparable scope and rigor to a traditional course. Considerations for offering fully remote courses must include the following:
  o The extent to which the learning experiences required in the course can be readily adapted to a fully remote learning environment,
  o The extent to which students have access to materials, technology, and supports needed to be successful in a fully remote learning environment for an entire course,
  o The extent to which the school has prepared students to be successful in a fully remote course, including pre-requisite academic experiences and learning habits, and
  o The extent to which each student's overall academic program incorporates remote learning experiences to meet their individual needs.

All courses—whether fully remote, in-person, or a combination—must include synchronous learning time, in which the teacher provides instruction at a specified day and time, and students participate either in-person or remotely.

See question 4 regarding asynchronous learning.

☐ **Question:** Can schools offer fully asynchronous courses?
Answer: No. All courses must include synchronous time, whether the student(s) or teacher(s) are in-person or remote. Synchronous learning occurs on a specific day and time and is directed by the teacher. Asynchronous learning time is the time students spend independently to complete assigned work. The principal determines the proportion of synchronous learning time in the courses and subjects offered at the school to meet the unit of study requirements as described in question 1.

☐ **Question:** What are the expectations for science labs?
Answer: 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 per teacher expectations shall be deemed to have met the requirement. Schools should use the 1,200 minutes of traditionally required lab experiences as a benchmark for ensuring that lab experiences are of comparable scope and rigor. Schools may satisfy the laboratory requirement for science courses designed to culminate in a Regents exam through any combination of hands-on and virtual laboratory experiences, including all- virtual labs, provided that students complete satisfactory lab reports.

Existing policies apply regarding recording science labs on student transcripts as described in the High School Academic Policy Guide. Schools must count laboratory experiences completed previously, including during summer school 2020, 1 in determining whether students have met laboratory requirements.

☐ **Question:** What are the expectations for meeting physical education requirements?
Answer: As before remote learning, schools must provide physical education to all students in grades K-12. Schools must prioritize physical education instruction equally alongside all other required academic subjects. Schools have the same flexibilities described in question 1 for the required units of study for physical education. Schools must ensure that physical education courses are of comparable scope and rigor to those traditionally offered but are not required to meet the exact instructional time requirements. Similarly, while schools are not expected to meet the traditional frequency requirements (times per week) in 2020- 21, they should use the traditional models as a benchmark for comparison in designing schedules.

☐ **Question:** What are the expectations for meeting arts requirements?
Answer: As before remote learning, schools must provide units of study in the arts as described in the Elementary School, Middle School, and High School Academic Policy Guides. Schools must prioritize arts instruction equally alongside all other required academic subjects. Schools have the same flexibilities described in question 1 for the required units of study in the arts. Schools must ensure that arts courses are of comparable scope and rigor to those traditionally offered but are not required to meet the exact instructional time requirements.

☐ **Question:** What are the expectations for meeting English as a New Language requirements?
Answer: As before remote learning, schools must provide all English Language Learners with the required units of study in English as a New Language (ENL) and/or the components of a Bilingual Education program in alignment with Commissioner's Regulation Part 154. Schools have the same flexibilities described in question 1 for the required units of study of ENL and the components of a Bilingual Education program. Schools must ensure that ENL and Bilingual Education components (i.e., Bilingual content area courses and Home Language Arts) are of comparable scope and rigor to those traditionally offered but are not required to meet the exact instructional time requirements.
Answer: How will the remote learning programming models be reflected in STARS?
Answer: Guidance on programming students in STARS, including how to reflect in-person and remote learning experiences, is forthcoming.

Grading Policy

☐ **Question:** Which grading policies will apply for the 2020-21 school year?
Answer: As in spring 2020, the DOE will issue grading policy guidance that is responsive to the needs of school communities during remote learning. Additional guidance about the 2020-21 grading policy is forthcoming.

Promotion Policy

☐ **Question:** How will schools make promotion decisions in 2020-21?
Answer: Schools will continue to base promotion decisions on a holistic review of a student's body of work during remote learning. Additional guidance on the 2020-21 promotion process is forthcoming.

Graduation Requirements

☐ **Question:** Will graduation requirements remain the same in 2020-21?
Answer: At this time, course credit and exam requirements for graduation have not changed due to remote learning. Schools must count all waived Regents exams from June and August 2020 toward students' exam requirements unless their parents declined this option, as described in the Regents Exam Waiver Guidance. Schools must program all students for the required course credits and prepare them for the associated Regents exams in 2020-21. Schools should not assume that students would have the option to waive specific exam requirements in 2020-21 as they could in 2019-20.