



2020–2021

**New York City
Department of Education's
School Reopening Plan
Submission to the New York State
Department of Education**



**Department of
Education**
Chancellor Richard A. Carranza

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Letter from the Chancellor

On behalf of the New York City Department of Education, please accept the submission of the following reopening plan. This plan meets the standards as outlined by the State Department of Health and the State Education Department and is informed by deep engagement with school community stakeholders. It may be updated in the coming days and weeks.

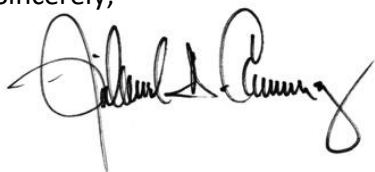
Nothing is more important to me than the health and safety of our students, educators, and school communities. Over the past four months, the New York City Department of Education has been exhaustively planning for a coordinated reopening of school buildings in an ever-changing landscape, while keeping health and safety at the center of our planning. We have leveraged the expertise of our partners at the NYC Department of Health and Mental Hygiene, NYC Health and Hospitals, and the New York City Test + Trace Corps to develop rigorous protocols to ensure our schools are well prepared. With their collaboration, we will take swift and decisive action when needed to address any issues of concern and prevent the spread of COVID-19 in school buildings.

This submission builds on the preliminary plans released on July 8 in which I outlined essential planning information to school communities regarding social distancing, health and hygiene measures, and models to ensure safe instructional programming of students while still ensuring academic rigor. Despite the once-unimaginable challenges presented by the COVID-19 crisis, we remain as committed as ever to providing a high-quality education to every student. To achieve these goals, NYCDOE is committed to providing continuous policy updates and has been doing so on a weekly basis since, both on our website and via regular updates to our principals and school communities. All of our policies will always be guided first and foremost by health and safety.

The information included in this plan will be similarly shared with stakeholders, whose input and voices have been critical to its development. We know that it is essential that we navigate this new territory in partnership with school communities across the city. We have listened to the voices of families and students to ensure our plans are responsive to their needs and concerns. We have lifted up the voices of educators and worked collaboratively with principals to keep the safety of our staff as a driving factor of our decision-making. Additionally, we created multiple opportunities for feedback and questions through citywide and school-based information sessions, which will continue over the next several weeks.

As we continue to prepare for the 2020-2021 school year—which will look like no other in history—I am confident in the preparedness of the New York City Department of Education. We have the best students, staff, and families anywhere in the world. Working together, we can meet the unprecedented challenges presented by COVID-19 while ensuring a safe, welcoming, and academically rigorous return to school.

Sincerely,



Richard A. Carranza





Introduction

Introduction

Plan Background

On March 15, 2020, the nation’s largest school district underwent a historic transformation, closing school buildings in order to protect our 1.1 million students, and all staff, families, and fellow New Yorkers from COVID-19.

Then, as now, health and safety are our chief priority. As we look ahead to September, we see the big picture: the continuing rise in cases across the country; current guidance from City, State, and Federal health authorities; and the knowledge that as the trajectory of the virus continues to evolve, the guidance we must follow will also evolve. When it does, we have to be ready, and prepared to adapt. We’ve also received over 400,000 responses from families and students to a survey asking about preferences and concerns for the upcoming year, and your input has been critical in our planning.

Taken together, this picture demands we begin the 2020-21 school year in an unprecedented way—including new health protocols, physical distancing, and more. Make no mistake: New York City students will still be learning 5 days a week. A major difference is that we are preparing to deliver their education through a blended learning model. Blended learning means students will be taught on-site in school for part of the week, and will attend school remotely on the other days of the week.

We are ready for this: adapting and strengthening our practices; investing in the technology required to provide a quality online academic experience—including distributing over 300,000 iPads to students who need them; and working with teachers to be more effective online instructors. We will update curriculum to reflect the blended learning online and in-person model, and to ensure the guidelines and curriculum include appropriate social-emotional learning and mental health supports.

Any family can also choose all-remote learning, for any reason. But we know that the majority of families want as much in-person instruction as is safely possible, and we will work to maximize it at every turn, consistent with health and safety requirements. We will continue to lead with the lens of equity and excellence, giving your child what they need to excel—and recognizing the ways that will be different from each of their classmates, especially in a time of crisis. We will not look away from the ways this virus has further magnified the effects of systemic racism in our communities. We will continue to explore opportunities to directly correct structural inequities—like closing the digital divide.

What We Know

- Parents need consistency to keep their kids focused, schedule childcare, keep life organized; confidence in the safety of their children in their learning environments, and agency in the decisions that will affect their livelihood and families.
- Students need routine in their learning—building habits and academic success through regular pattern and cadence of instruction; support for both academic and social and emotional health.
- Teachers need clear expectations for schedule and pace for working with students so they can maximize support in right modality.
- Principals need flexibility to choose what will work best for their student body and community; need to be able to choose among options.

Our plans must be nimble so we can adjust and update as needed, as the public health landscape continues to evolve. All of the most up-to-date information will be available on DOE’s dedicated webpage for 2020-2021 School Year: <https://www.schools.nyc.gov/school-year-20-21/return-to-school-2020>

We also know that New Yorkers can rise to meet the challenge, and that everyone at NYCDOE will be there every step of the way to support our students and families.

This plan includes procedures that will be followed in all NYCDOE schools, listed in full in [Appendix One \[Page 78\]](#).

Our Guiding Principles

Our planning for the 2020-21 School Year centers on key values that guide all our work and decision-making. They are:

- Physical and mental health of our students, teachers, staff, and families;
- Greater equity among students with respect to the education they receive and the learning environment in which they receive it—whether virtual or in-person;
- Academic achievement for students through high-quality instruction, tailored enrichment, and culturally responsive educational practices that allow students to see themselves reflected in the materials and lessons of their education;
- Social-emotional and trauma-informed support for all students;
- Community and continuity all year among students, and between students and teachers/staff;
- Priority support for students and families who have trouble accessing and engaging in remote learning;
- Deeper empowerment of our families as essential partners in their children’s education
- Frequent, consistent, and transparent communication with families, schools, and partners;

- Clear guidance for schools in balance with the necessary flexibility to meet the needs of their particular school community; and
- Commitment to continuous improvement; flexibility in response to evolving public health, budgetary, and environmental conditions; and sustained fulfillment of the needs of students, families, and staff.

Our Planning Process

March – May: School Reopening Planning

- Capture lessons learned from SY 2019/2020.
- Shape the planning process to address COVID-19 impacts.

May – June: School Reopening Design

- Build a school opening plan that focuses on:
 - Health and Safety
 - Blended Learning
 - Social Emotional Learning and Mental Health Supports
 - Staff and Operations
- Consult and survey parents, students, labor partners, advocates and government authorities.

June – September: School Reopening Implementation

- Implement the school opening plan with families, principals, teachers and other staff.
- Finalize initial school budget allocations, enrollments, schedules and curricula.

September 2020: Schools Open

- School starts for all students.
- Contingency plans in place to close school buildings

We have been planning for the reopening of school buildings since the day they closed. Since that time, we've heard from hundreds of thousands of families, students, and staff; closely followed national and international trends; and worked with multiple City agencies, City and State education advisory groups, and other partners. We remain in lockstep with the City's health experts, and we continue to look to CDC and State Health guidance as the basis for all of DOE's plans.

Family and Student Survey Results

Our families are our partners as we chart this new path forward, and we heard from 300,000 of them—in addition to 110,000 students—in a citywide survey on reopening. The survey findings, along with information from public health experts, will continue to guide our reopening plans.

Health & Safety

- More than 90% of respondents identified the importance of having cleaning supplies such as hand sanitizer available
- 48% of student respondents (Grades 6-12) said they were very or mostly comfortable wearing a mask to school every day, along with
 - 43% of families grades Pre-K -2
 - 51% of families grades 3-8
 - 62% of families grades 9-12

Preferred Schedules

- 53% of parents feel very or mostly comfortable sending their child back to school. 24% feel a little comfortable and 22% feel not at all comfortable.
- 72% of parents prefer sending their child back to school if safety measures are in place. When presented with the option to alternate days, alternate weeks, or learn at home every day,
 - 48% of students and 53% of families prefer alternating days
 - 25% of students and 26% of families prefer to learn from home every day
 - 25% of students and 19% of families prefer alternating weeks

Student Experience

- 76% of students and 81% of families identified core instruction areas (math, science, social studies, ELA) as priorities for in-person instruction more than other classes like PE, art and electives
- 55% of students and 69% of families prefer having a variety of methods to learn at home, including paper packets, live instruction, and one-on-one tutoring

Equity and Excellence: Our Continued Commitment

Our vision of educational equity and excellence for all students persists even during this time of crisis. We are laser focused on helping your child achieve academic excellence by providing key academic, social-emotional, and other supports to unlock their full potential to learn—no matter who they are. We remain focused on high-quality, tailored instruction for every student.

Our Four Organizational Priorities

Despite the challenges of this moment, the Chancellor’s four organizational priorities remain:

1. Accelerate Learning and Instruction
2. Develop People
3. Partner with Communities
4. Advance Equity Now

System-Wide Strategies for Academic Excellence

In the nation’s largest school district, no two schools or students are the same. Yet there are best practices that underpin system-wide approaches to cultivating academic excellence in every classroom and for each of our pupils. These approaches continue in the time of COVID-19.

Comprehensive School Support

A system-wide strategy to ensure that every school is effectively supported in having their needs met.

Supportive Environment Framework

A system-wide approach to ensure safe, supportive, welcoming, and affirming environments in every classroom, for every student.

Instructional Leadership Framework- Culturally Responsive Sustaining Education

A system-wide approach to accelerating learning and instruction in every classroom, for every student. Our approach to instruction—the Instructional Leadership Framework—means we have asked schools to focus on 3 strategies:

1. Strengthen Core Instruction
2. Know Every Student Well
3. Use Shared and Inclusive Curriculum

We are committed to Culturally Responsive and Sustaining Education, which embraces students’ identities and sees diversity as a source of knowledge.

Family and Community Engagement

As we prepare for a school year like no other in our history, we will prioritize communicating with families, students, and community leaders to ensure they have the information they need to prepare for school.

NYCDOE has sent regular communications to families about school reopening policies and procedures, all of which are translated into the nine languages. We have also sent regular all-staff emails outlining the reopening guidance and impact on their work.

NYCDOE organized and ran bi-weekly citywide virtual Family Information Sessions throughout July and August. These sessions were hosted by NYCDOE senior leadership and included with simultaneous translations in Spanish and Chinese. Each session had over 20,000 participants. There are two more scheduled before the start of the school year. NYCDOE senior leadership also participated in over a dozen virtual Town Halls hosted by New York City and State elected officials across the city, focused on informing families of plans and policies in place for school reopening, and will continue to do so over the coming weeks.

NYCDOE also created a Family Engagement Toolkit for school principals to use to communicate with and engage their local school communities.

Website and Social Media

NYCDOE created a [Return to School 2020](#) section of both our family facing and employee web sites, which is updated with each new guidance and policy as it is announced.

NYCDOE’s website is accessible in 23 different languages and meets accessibility standards (WCAG 2.0 AA complaint for people with disabilities, including people who are blind or partially sighted, deaf or hard of hearing, and anyone who uses assistive technology to access information from our websites).

New policy announcements and information on public engagement sessions are also amplified across NYCDOE’s social media accounts, including Facebook, Instagram, and Twitter.

Stakeholder Engagement

As we continue to develop and finalize guidelines and protocols for the beginning of the school year, we have and will continue to engage families, educators, staff and advocates in the policy development process. This includes, but is not limited to:

- Almost daily meetings with leaders of the United Federation of Teachers (UFT) and the Council of School Supervisors and Administrators (CSA) to jointly develop health & safety and education protocols. Extensive engagement with other NYCDOE union partners including Local 891, 94, 328BJ, 372, and District Council 37.
- A health & safety working group consisting of representatives from the New York City Department of Education (DOE), New York City Department of Health and Mental Hygiene (DOHMH) and NYC Test + Trace Corps to develop health and safety protocols for school buildings, staff, and students
- A weekly roundtable with education advocates and parent leaders to get policy feedback prior to releasing guidance. Policies as diverse as our Integrated Co-Teaching guidance, test and trace protocols, art, physical education guidance and more were brought to this group of parent leaders, community leaders, and advocates to gather feedback and input into the decision-making process.
- Informal focus groups with various groups of teachers, families, and staff to get feedback on possible guidance before it is released;
- An ongoing working group of principals and superintendents to ensure that the guidance can be implemented at the school level
- Regular briefings with the Panel for Education Policy, Community Education Councils (CECs), City and State elected officials, and other community stakeholders
- Roundtables with over 450 leaders of community-based organizations that contract with the district to provide pre-kindergarten via the New York City Early Education Centers (NYCEECs) Directors’ Virtual Roundtables in June. Through the roundtables, NYCDOE solicited feedback and ideas from leaders about how to structure reopening in ways that were responsive to the needs of their communities.

- An Education Sector Council Advisory Group consisting of 45 representatives from across the education sector that convened weekly in May and June

Language Access

NYCDOE is committed to ensuring that parents whose preferred language is other than English are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child’s education. All communications on reopening that have gone to families have been translated into the nine most common languages other than English spoken by parents of New York City school children (Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu), NYCDOE’s website is accessible in 23 different languages.

Every school will submit a Language Translation and Interpretation Plan for Parents, which serves as the school’s strategy for communicating with families whose preferred language is other than English. NYCDOE held a 3-day virtual language access forum for language access coordinators and other staff who work with families whose preferred languages are other than English. Topics covered included remote best practices for interpretation services, language access updates, Language Translation and Interpretation Plans for families, sign language services, translation of IEP and 504 plans, and targeted supports and community resources for multilingual families.

NYCDOE’s Information on Remote Learning webpage includes specific guidance for families of English Language Learners on how to access and use translation tools at home (Google Translate) and set a language preference on their devices. NYCDOE developed guidance documents for families on navigating the remote learning portal, Google Classroom, and Google Translate in multiple languages



Health & Safety

Health and Safety

Capacity

In order to provide the maximum number of students access to in-person instruction at each school while following health and safety plans, students will rotate in groups between in-person and remote learning (known as blended learning for the purposes of this document). Each school was provided a preliminary estimate of what their space allows when accounting for social distancing. These building capacity calculations allow for at least six feet of space to be maintained around each person in a classroom, while ensuring that there remains room for teachers and students to circulate.

NYCDOE has developed three baseline programming options for schools to choose from. The models, having been created by analyzing system-wide constraints, researching national and international best practices, surveying families and students, and by holding focus groups with school leaders, are meant to support schools in determining how to serve the needs of their students and families in line with health and safety guidance. These models apply to Elementary (including early childhood grades), Middle, and High Schools. Two additional models are available for District 75 schools, a citywide school district with schools that provide highly specialized instructional support for students with significant challenges, such as Autism Spectrum Disorders, significant cognitive delays, emotional disturbances, sensory impairments, and multiple disabilities. Schools will be able to apply for an exception to implement an alternative model based on that school's specific needs.

Families will be notified of their student's specific schedule in August. More details on programming models can be found here: <https://www.schools.nyc.gov/school-year-20-21/return-to-school-2020/schoolschedules>.

Families will also have the choice to opt-in to an all-remote schedule next fall. Students will not need a medical reason to register for this option. Families will have the option to transition to blended learning during set time periods for their child, and will be asked to register two weeks prior to the start of when their child would switch to in-person instruction to give schools time to plan. Principals will make further adjustments based on expected in-person student and staff attendance for the first time in August.

Social Distancing

Safely reopening schools for in-person learning means significant changes to classroom capacity. In order to fully comply with the CDC and New York State's physical distancing requirements that reduce the spread of COVID-19, schools will operate at significantly reduced capacity for in-person instruction, with, on average, between one third and half of the student population attending at one time.

Maximum capacity has been determined using a formula that calculates the space needed to maintain six feet of physical distance and comply with other COVID-19 health and safety

protocols. Every school will be required to ensure that all individuals stay at least six feet apart at all times, including at building entry, during movement through hallway and stairwells, while in classrooms and shared spaces, and in elevators.

NYCDOE will continue to support schools in ensuring that conditions make physical distancing possible. Schools will receive signage, including but not limited to signs to remind individuals to remain six feet apart, signs to support appropriate movement protocols, and floor markers that show six feet in distance.

NYCDOE will support schools in redesigning movement protocols within a building to minimize congestion, including but not limited to designating one-way direction stairwells, single file routes, and requiring students to stay on campus during lunch periods. This includes larger shared spaces (e.g.: gyms, cafeterias, auditoriums, school-yards) and protocols on entrance and departure from the building.

Shared Spaces

General Protocols

- 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:
 - Students who cannot tolerate a face covering medically, including where students with such coverings would impair their physical or mental health, will not be subject to wearing a face covering.
 - Where the use of face covering is inappropriate considering the development level or age of the student.
- Appropriate signage (e.g., six-foot space markings and directional signs) should be used outdoors as needed, and must be visible upon entry and throughout school buildings, including entrances, exits, classrooms, offices, public assembly spaces and corridors.
- Signage, face coverings, and other forms of personal protective equipment (PPE) such as hand sanitizer, gloves, and thermometers, will be provided by Central.
- Hand sanitizing dispensers will be installed throughout co-located spaces and high traffic areas.
- Wellness barriers will be provided by Central, to be placed in the general office and at the main school safety desk.
- Co-located schools will receive a wellness barrier for each school's general office.
- Custodians will sanitize school building on a nightly basis with an electrostatic sprayer that is CDC approved. 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.

Student Circulation

- School leaders must 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.
- Face coverings must be worn at all times except while eating or drinking.
- Per State DOH guidelines, appropriate signage, e.g., directional markers and physical distancing guidelines, must be displayed on walls and floors throughout all travel routes.
- Travel areas should be appropriately staffed to support students with physical distancing guidelines.
- 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.
- NYCDOE is developing additional guidance as it relates to cohorts and grades. NYCDOE will support creation of cohorts wherever possible.
- Where feasible, co-located schools should have designated hallways and stairwells. For co-located campuses, Building Council discussion should take place in order to norm student movement.

Bathroom Usage (For Students and Staff)

- Bathroom use must not exceed established cap (based on physical distancing guidelines) at any given time.
- 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 hand washing and physical distancing must be displayed.
- Where feasible, co-located schools should have designated bathrooms

Public Assembly Spaces

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 or in addition to their traditional use.

Cafeterias may be used for instructional spaces depending on school need. Cafeterias may only be used for food service for students who are receiving their instruction there. Cafeterias must adhere to the same health and safety protocols in classroom settings. School leaders should

refer to the Physical Education Expectations for In-Person and Remote Instruction policy when making decisions regarding the use of gymnasiums.

Spaces accommodate different sections of students on any given day. As always, Building Councils in co-located campuses must agree on how spaces will be shared and used.

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

Some 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.

Exterior Spaces/Play Yards

- Multiple cohorts of students may use larger exterior spaces concurrently, provided that physical distancing is practiced between and within cohorts and students are well supervised.
- Blending of different cohorts or school organizations should not be permitted as it could complicate contact tracing efforts and increase risk of transmission.
- Co-located schools should ensure that spaces are shared equitably and safely.
- Ground markings may be used to encourage physical distancing.
- Schools should endeavor to maximize the use of outdoor space for multiple uses, including instruction where feasible and appropriate.

Student Dismissal

- Schools must adopt procedures that allow students to engage in physical distancing while exiting the building.
- Additional school personnel should be deployed strategically to assist students.
- Schools must identify designated points of egress using signage visible to all.
- Schools should consider the use of staggered dismissal times and multiple exits.
- Co-located schools should use separate exits to the extent possible.
- For students being dismissed, e.g., play yards, physical distancing markers and directional signs must be in use.
- Families must be aware of exit procedures and encouraged to arrive at designated times to avoid congestion.

- Schools must assign staff to school yard or exterior of school to encourage students and parents to not congregate outside.
- Conspicuously post signage at points of egress identifying the dismissal protocols and DOHMH's four core actions to stop the spread of COVID-19: stay home if sick, keep physical distance, keep your hands clean, and wear a face covering. Signage will be available in multiple languages.

PPE and Face Coverings

The mandatory use of face coverings while on NYCDOE property must be enforced for all individuals, including staff, students, and essential visitors, with the exceptions below. NYCDOE will communicate, educate, and reinforce the required wearing face coverings with families engaged as full partners in this process.

Exceptions to face covering usage are as follows:

- Medically verified students who cannot tolerate a face covering, including where students for whom the use of such coverings would impair their physical or mental health;
- Where the use of face covering is inappropriate considering the development level or age of the student (e.g. under two years old);
- Guidance and policies will account for any modifications to social distancing or PPE that may be necessary for certain student or staff populations, including individuals who have hearing impairment or loss, students receiving language services, and young students in early education programs, ensuring that any modifications minimize COVID-19 exposure risk for students, faculty, and staff, to the greatest extent possible.

With the exceptions discussed above, face coverings are required for all individuals while on school property. NYCDOE is procuring and distributing appropriate PPE, including face coverings, for students, staff and essential visitors to use when inside school buildings.

Students, staff, and essential visitors are able to bring their own face coverings, but if they are not able to or forget, every school will have centrally provided face coverings readily available to be provided to anyone who requires a face covering.

NYCDOE will communicate, educate, and reinforce personal protective behaviors, such as the required wearing of face coverings, with families engaged as full partners in this process. Signage will also be provided to remind students, faculty, and staff of the importance of wearing appropriate PPE, especially face coverings.

Hygiene, Cleaning, and Disinfection

The Division of School Facilities has drafted a Cleaning Protocol that follows CDC guidance in addition to State DOH 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. NYCDOE buildings will now perform these enhanced cleaning procedures everyday 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.

Hand and Respiratory Hygiene

NYCDOE plays a vital role creating a safe and positive environment for students during the COVID-19 pandemic. Students and staff will need to thoroughly clean their hands as soon as possible upon entry to the school building. In addition, students will be expected to clean their hands repeatedly throughout the day, including but not limited to, between classes, before and after physical education, and before and after meals/snacks.

NYCDOE believes that it is critical that students do everything possible to keep themselves safe from spreading COVID-19 and has created age-appropriate (K-2, 3-5, 6-8, 9-12) lessons to help students learn about hand and respiratory hygiene. In the elementary grades, students practice handwashing, explore feelings around face coverings, and design a unique mask. At the secondary level, students practice responding to scenarios related to face coverings and peer pressure, set goals around health-enhancing behaviors, and develop a PSA to encourage others to wear face coverings and keep a safe distance. These lessons can be taught in classroom settings, physical education class, health education class, advisory or other classes.

When students can learn, practice, and demonstrate health-related skills, they are much more likely to adopt and maintain healthy behaviors. Comprehensive health education classes at the elementary, middle and high school levels provide students with additional opportunities to build on these skills as they relate to disease prevention and social, emotional, and mental health.

To reinforce students' learning from the aforementioned lessons, NYCDOE will provide printable posters to each school to remind students of these important hygiene protocols. NYCDOE will also provide additional printable posters for schools to use as is appropriate for individual spaces, including directional signs.

Visitors

Minimizing opportunities for spread is a necessary component for maintaining health and safety in NYCDOE schools. In an effort to limit the number of visitors in a school at any given time, [as recommended by the CDC](#), schools are encouraged, where possible, to address all visitor and parent concerns by phone or virtually. Principals and designated staff should conduct meetings remotely, where possible.

When it is essential to hold an in-person meeting, all visitors are required to follow the visitor control protocols, including undergoing a temperature check, completing a health screening form, complying with physical distancing requirements and wearing a face covering.

All visitors must receive a visitor's pass, which must be returned upon exiting the building. All visitors must be escorted to and from the meeting destination, in order to prevent visitors from accessing unauthorized areas, limiting the possibility of exposure. 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.

Non-essential individuals should not be allowed to enter school buildings. All packages are to be delivered to the main lobby in a manner consistent with physical distancing protocols, or to another location if proper physical distancing cannot be met with lobby deliveries.

Co-located schools must be aligned on policies governing how adults are allowed to enter and traverse the building.

Schools must develop practices to eliminate the need for families to enter school buildings to drop off or pick up children, except for 3-K and Pre-K families during the first month of school.

Early Childhood Contracted Programs

Prior to re-opening, all NYC community based organizations contracting with NYCDOE to provide early childhood services, must train their staff in the relevant health and safety guidance, complete an affirmation online, and complete and post the NYS Business Reopening Safety Plan Template (in addition to updating existing safety plans). Community Based Organizations will also review a readiness checklist, complete a staffing planning tool and develop plans for Continuity of Learning that addresses in-person, remote, and hybrid models of instruction together with a member of the NYCDOE early childhood team, and have ongoing touchpoints with early childhood team members throughout the year.

Accommodations for At-Risk Students and Staff

Families can opt into 100% remote learning at any time. Families who choose 100% remote learning can opt back into blended learning on a quarterly basis during a set timeframe that will be communicated clearly to families. Families can utilize this form to indicate their preference: <https://www.nycenet.edu/surveys/learningpreference>

NYCDOE employees who are older adults and/or have underlying medical condition(s) that create an increased risk of severe illness should they contract COVID-19 may be eligible for a reasonable accommodation to work remotely at the start of the school year.

Requests for reasonable accommodations to work from home will be considered in accordance with relevant disability laws, including the Americans with Disabilities Act (ADA), and consistent with applicable health guidance, CDC guidance. Staff will be required to provide supporting medical documentation with their application.

Schools and offices may consider the needs of individuals who may not feel comfortable returning to an in-person educational environment when making assignments and modifying work settings and/or schedules where possible.

Before and Aftercare

As students in New York City return to schools 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. Extracurricular activities and before or after school programs serve as a critical means to cultivate student voice, empower youth, and provide access to experiential opportunities and skill development to children who would not otherwise be afforded such opportunities.

All extracurricular and afterschool activities, inclusive of Department of Youth & Community Development (DYCD) elementary school and middle school programs, must adhere to the guidelines and recommendations set for school opening, including all health and safety guidelines. NYCDOE will be issuing additional guidance on afterschool programming, but it is important to note that afterschool programs will require increased custodial labor and programs will incur extra extended use costs to pay for those services. Additionally, afterschool programs must adhere to NYCDOE health policy regarding face coverings and other personal protective equipment and these programs will be required to provide those items for staff and students.

As of the submission of this document, the New York State Department of Health has stated “interscholastic sports are not permitted at this time.” NYCDOE will comply with this regulation and specific Public Schools Athletic League (PSAL) and CHAMPS (middle-school, afterschool physical activity program) guidance on those official offerings will be forthcoming when interscholastic sports are permitted to resume.

When schools are deciding what extracurricular and afterschool activities should be offered this school year, the following factors must be considered:

- The level of risk of COVID-19 transmission.
- Associated modifications that will be needed to lower transmission risk.
- In what form the activity will be possible.
- Level of interest in the activity from students and families.

- All extracurricular activities that include physical activity must also be consistent with applicable CDC and State DOH guidance related to sports and recreation, for example as related to minimizing or eliminating touching of shared equipment, maintaining social distancing, minimizing or eliminating contact or physical closeness between participants, and conducting activities outdoors when possible. Certain activities pose a higher risk for transmission than others. The higher the risk, the more modifications will be needed OR the activity may not be able to be offered at the outset of the school year.

Schools offering extracurricular and afterschool programming will uphold the following:

- Any in-person activity that takes place after the regular school day should be limited on a daily basis to students who were in physical attendance on that given day within the same school building.
- Schools should keep students in the same groupings during the day and in afterschool programming (e.g., by age, by class/cohort).
- Wherever possible, schools should work to offer remote options for those students not attending in-person.
- After hours dismissal procedures should align with school day dismissal processes and adhere to health and safety protocols. If a student feels unwell prior to or during an afterschool activity, the school should follow standard COVID response protocols.
- Afterschool program staff who work at a location or school other than where they are supervising afterschool activities/coaching are required to follow daily entry protocols upon arrival to the afterschool site.

School Safety Drills

NYCDOE is taking active measures to protect both the health and safety of students and staff. Currently, all schools must implement a General Response Protocol (GRP) which provides specific directions that staff and students will take in an emergency that may result in an evacuation, shelter-in or lockdown.

In accordance with 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. In order to ensure that schools can effectively implement these drills and respond to emergencies, principals are required to attend a training that covers GRP and Building Response Team (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 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.

Evacuation drills during the COVID-19 pandemic will be conducted as follows:

- All students must participate in drills.
- With consideration to 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.
- 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).
- School 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.
- Students should exit the building and proceed to their staging area in single file lines. Staff not assigned to students at time of drill should monitor staging areas.
- Students should be instructed to maintain a distance of six feet to comply with physical distancing guidelines and to wear a face covering.
- While younger students may be accustomed to exiting the building holding hands, for now this must be discouraged.
- Older students should be instructed to refrain from congregating in groups and remain in single file lines while exiting the building.
- Expand street staging areas which might require extending 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.
- All physical distancing guidelines must be followed as students and staff re-enter the building after any evacuation drill or emergency.

Lockdown drills during the COVID-19 pandemic will be conducted as follows:

- All students must participate in drills.
- 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.
- During a drill, students should be instructed to remain in their seats and remain silent instead of moving to the safe corner.
- All instruction and movement within the classroom must cease until the lockdown drill has been lifted.

- 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.)
- 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. 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.

COVID-19 Safety Coordinator

The safety and security of our students and staff is of the utmost importance. NYCDOE regularly assesses existing systems for effectiveness and makes revisions as necessary, specifically aligned to any current conditions. A vital component of emergency readiness, especially during the COVID-19 pandemic, is the Building Response Team (BRT). While the principal leads the school in ensuring compliance with the NYCDOE reopening plan, the BRT is a school-based team that is activated to manage health and safety incidents or emergencies.

The BRT will be responsible for managing and supporting the school's response to any incidents related to the COVID-19 pandemic. This includes collaborating with the principal to plan and execute morning entry plans. Schools and campuses must identify individual staff members to become BRT members, who receive training in order to perform their duties.

As schools prepare for reopening, the principal and the Building Response Team (BRT) receive training around enhanced COVID-19 response protocols. This 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 of COVID-19 in the school building.

During the school year, the BRT Leader may activate some or all of the team members based on the incident/emergency. When BRT is activated to address COVID-19 related incidents ("COVID-19 activation"), team members will assume the following additional responsibilities:

- BRT Leader: serves as the point of contact for all team members during entry, dismissal, and all other specific activities where the COVID-19 activation occurs during the school day.
- Emergency Officer: provides support based on the specific circumstances of each incident.
- Incident Assessor: conduct 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).

- Special Needs Coordinator: For the purpose of COVID-19 activation, manages the school staff assigned to conduct temperature screening at each point of entry.
- Assembly Point Coordinator: Coordinates the entry/dismissal process, as well as common areas to ensure physical distancing is followed.
- Recorder: Collects detailed information from the beginning to the end (recovery phase) of an incident.
- The Nurse, Custodian, and School Safety Agent (SSA) serve as Internal Subject Matter Experts.

For any COVID-19 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.

Monitoring

Screening

Daily health screenings for students and school-based staff, including temperature checks, must be completed at home by families and by school-based staff. NYCDOE 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. NYCDOE is committed to the purchasing of thermometers for at home use for families who may need them.

School-based staff and students cannot report to school if they have:

- Experienced any symptoms of COVID-19 (chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea), including a temperature of greater than 100.0°F, in the past 14 days;
- Been knowingly 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 (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea);
- Tested positive through a diagnostic test for COVID-19 in the past 10 days; AND/OR
- 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.

Every morning, prior to entering the school, specific staff will perform random samplings of temperatures for both students and school-based staff using non-touch thermometers, in addition to the required at-home temperature checks. Additional guidance on random temperature screenings is forthcoming.

- Schools should screen people entering the building at random.

- Face coverings and gloves will be worn continually by the designated staff taking temperatures.
- Schools are prohibited to record or track student or staff temperatures or other health information.
- Any student with a temperature of more than 100.0 from a random temperature check cannot enter the building; however there may be circumstances where the student, for safety purposes (e.g. the student arrived on a school bus and is of a young age), should enter the building.
 - The student with an elevated temperature must be escorted to the Isolation Room to be evaluated by the nurse or health professional.
- NYCDOE-contracted Community-Based Organizations providing early childhood services must continue to conduct daily health checks and align with NYCDOE- and DOHMH-issued guidance that pertains to their program and setting.

NYCDOE is also exploring enhanced at-school temperature check protocols and processes and will ensure compliance with State health guidance.

Families will be informed in writing that should a student present with symptoms of COVID-19 while at school, the staff will separate the ill student from the rest of the school until the student can be picked up by a guardian.

Testing

New York City strongly recommends all its residents, including children, to get tested for COVID-19. Testing is free and readily available at over 200 locations across the five boroughs. NYCDOE asks that all school-based staff get tested at least seven days before the start of in-person instruction and get tested on a regular basis, at least once a month. In order to support testing, New York City will prioritize for NYCDOE staff both access to testing and communication of test results at any of [34 city-run testing locations](#). Once in-person learning has begun, the NYCDOE and DOHMH will help establish a rolling pattern of testing for all school-based staff. This frequent testing may occur at any location, but it is encouraged that school-based staff use City-run sites where they will receive test results in 24 hours.

Early Warning Signs

The health and safety of students and staff are of the utmost priority when considering reopening schools. The NYCDOE has worked closely with DOHMH to determine thresholds for opening and, if necessary, closing schools.

In order for schools to reopen and stay open, the percentage of positive tests in New York City must be less than 3% using a 7-day rolling average. Schools will need to close if the percentage of positive tests in New York City are equal to or more than 3% using a 7-day rolling average. It is important to note that the above threshold is just 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.

Containment

Symptomatic Student at School

Families and staff must know and be reassured that schools will take every precaution to prevent the spread of COVID-19 within school communities. One of the key actions in preventing the spread of COVID-19 is isolating when sick. School-based staff members will be trained prior to the arrival of students to serve as critical partners in alerting the school administration if a student develops COVID-19-like symptoms during the school day.

In order to protect students and staff members from potential exposure to COVID-19, every building must designate space to be used as an Isolation Room. An Isolation Room is a place where a student with suspected COVID-19 symptoms can be safely isolated in the building and where they can be seen by a healthcare professional and/or picked up by a guardian.

Students who are at school and show symptoms of COVID-19 must be escorted to the building's Isolation Room and evaluated by a nurse or health care professional. The nurse or health professional will evaluate 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.

Should the nurse/health professional be unavailable to examine the student or if a school does not have a nurse or access to a health professional at that time, the student must wait in the Isolation Room until picked up. The area where the individual was originally showing symptoms must be cleaned and disinfected. After the student is picked up the Isolation Room, the Isolation Room must be closed and a deep cleaning must be performed before it can be used again.

A family member or guardian will be contacted by a staff member and asked to pick up the ill student. Upon pick up, the nurse/health professional and/or school staff will advise the family to visit a doctor and get the student tested for COVID-19, and provide the information of the closest testing site, if asked. While home, the student should participate in remote learning if feeling well enough.

The principal will designate a staff member to supervise a student in the Isolation Room. The nurse/health professional and any additional staff supervising the Isolation Room must be given the appropriate personal protective equipment (PPE), including, but not limited to, N95 masks, gloves, gowns, and face shields or goggles.

Symptomatic Staff Member at School

Should a staff member present with symptoms of COVID-19, the staff member will be directed to leave the building, seek immediate medical attention, and get tested for COVID-19. In either case, the area where the individual was showing symptoms must be cleaned and disinfected.

Returning to School After Showing Symptoms

Any individual showing signs of COVID-19 can only return to school when all the following conditions are met:

- Received a positive COVID-19 test AND
- Isolated 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

- Received a negative COVID-19 test AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

OR

- Never got a COVID-19 test AND
- At least 10 days since symptoms started AND
- Presents clearance from a healthcare provider AND
- The individual has been symptom free for 24 hours without the use of medication.

Positive COVID-19 Case

Schools will take every precaution to prevent the spread of COVID-19 within school communities. Individuals exposed to COVID-19 must quarantine in order to stop the spread of the virus; this includes both students and staff members who test positive for COVID-19 and those who are considered close contacts of a positive case.

In the case of a positive COVID-19 test of someone in a school building, the following protocol will be followed:

- DOHMH will notify the principal and Central NYCDOE of the confirmed case.
- The principal will then notify the Building Response Team, superintendent, and inform affected teacher(s).
- The Building Response Team notifies the Borough Safety Director.
- 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.

- Note: A negative COVID-19 test result for a student does not reduce the 14-day quarantine period.
- Learning continues remotely for students who are in quarantine.
- NYC Test + Trace Corps will interview the case and school administration to establish if there were any other additional close contacts.
- 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.
- The school must communicate to all families and students at school when a case is confirmed by DOHMH.
 - Families of students who are confirmed close contacts 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 quarantine for 14 days, get tested for COVID-19, and see a medical professional;
 - Families of students who are not considered close contacts 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 and therefore there is no need to quarantine.
- Healthcare and mental health and wellness resources will be shared with the school community.

Returning to School After COVID-19 Exposure

Individuals exposed to COVID-19 must quarantine in order to stop the spread of the virus; this includes both students and staff members who test positive for COVID-19 and those who are considered close contacts of a positive case.

Anyone with a positive COVID-19 test (staff, teacher, student) must isolate for a minimum of 10 days and cannot return to school/work until the following criteria are met:

- Presents clearance from a healthcare provider evaluation AND
- The individual has been symptom-free for 24 hours without the use of medication.

Per NYC Test + Trace Corps and DOHMH, all students and teacher(s) in class(es) with a confirmed case are assumed close contacts and must be 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. Learning will continue remotely for all students who are in quarantine due to this incident.

Any individual who is considered a close contact of a positive case can only return to school when all the following criteria are met:

- The individual 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 individual has been symptom free for 24 hours without the use of medication.

Contact Tracing

In order to protect students and staff during the COVID-19 pandemic, DOHMH will support schools by investigating confirmed COVID-19 cases. DOHMH and the NYC Test + Trace Corps, will perform contact tracing as recommended by the CDC, which is a key strategy for preventing further spread of COVID-19. DOHMH will support with rapid identification of close contacts within a school to identify individuals who need to quarantine.

A positive case can be reported to a school in several ways:

- NYC Test + Trace Corps finds through case interview
- Staff or parent alert school
- Staff or parent alert DOHMH hotline

NYC Test + Trace Corps and DOHMH will begin investigating self-reported positive COVID-19 test results from a school community within three hours.

One Confirmed Case in a School:

- DOHMH will notify the principal and Central NYCDOE of confirmed case.
- Principal notifies Building Response Team, superintendent, and informs affected teacher(s).
- Building Response Team notifies Borough Safety Director.
- 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.
- 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.
- NYC Test + Trace Corps contact tracing will interview the case and school administration to establish if there were any other additional close contacts.
- NYC Test + Trace Corps contact tracing 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.
- Schools must communicate, to all families and students when a case is confirmed:
 - Families of students who are confirmed close contacts 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 quarantine for 14 days;
 - Families of students who are not considered close contacts 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.

Two or More Confirmed Cases in a School:

- If two or more confirmed cases present within seven days of each other, NYC Test + Trace Corps and DOHMH begins investigation immediately and makes every attempt to conclude the investigation within 24 hours.
- DOHMH will notify the principal and Central NYCDOE of the confirmed case.
- Principal notifies Building Response Team, superintendent, and informs affected teacher(s).
- Building Response Team notifies Borough Safety Director.
- During the NYC Test + Trace Corps and DOHMH investigation:
 - Two or more confirmed cases within the same school (not same classroom) triggers classroom quarantines and the school is closed for a minimum of 24 hours while the 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 in order to reach the conclusion of the investigation.
 - Two or more confirmed cases within the same class triggers a classroom quarantine, but the school stays open.
- Once the NYC Test + Trace Corps and DOHMH investigation is complete:
 - NYC Test + Trace Corps and DOHMH investigations will result in one of the below conclusions (see table under “closure”).
 - NYC Test + Trace Corps makes recommendation to NYC Department of Buildings and Central NYCDOE on the closure of classroom(s) and/or school as well as the duration of closure.
 - Central NYCDOE informs principal and superintendent and communicates closure decision to school community.
 - School moves immediately to remote learning mode during 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.

Schools must communicate to all families and students at school when a case is confirmed. Families of students and staff who are confirmed close contacts of the positive case must

receive a letter stating that their child/staff member has been in close contact with a COVID-19 positive individual; this letter gives clear direction to quarantine for 14 days. Families of students and staff who are not considered close contacts must receive a letter stating that there was a confirmed case of COVID-19 at the school, but that the child or staff member is not considered a close contact therefore there is no need to quarantine.

In the event a school needs to close due to two or more confirmed cases of COVID-19, that decision will be made by NYC Test + Trace Corps, and Central NYCDOE will inform the principal and superintendent and will communicate the closure decision to the entire school community.

School Closures

There are various scenarios in which a school with two or more confirmed positive COVID-19 cases may need to close. In collaboration with the health experts at DOHMH, there are five possible conclusions that may lead to partial or full closure during an investigation and after an investigation. While intermittent school closures may be disruptive to the school community, the [CDC acknowledges](#) that these types of closures are an essential part of limiting exposure to COVID-19. All schools in New York City will need to close if the percentage of positive tests are equal to or more than 3% using a 7-day rolling average.

<i>Conclusion of Investigation</i>	<i>During Investigation (for at 24 hours)</i>	<i>After Investigation</i>
<i>One confirmed case</i>	<i>Close classroom, transition to remote learning</i>	<i>Classroom remains closed for 14 days; students and staff in close contact with positive case quarantine for 14 days.</i>
<i>At least two cases linked together in school, same classroom</i>	<i>Close classroom, transition to remote learning</i>	<i>Classroom remains closed for 14 days; students and staff in close contact with positive cases quarantine for 14 days</i>
<i>At least two cases linked together in school, different classrooms</i>	<i>Close school building, transition to remote learning</i>	<i>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)</i>

<i>At least two cases linked together by circumstances outside of school (e.g., acquired infection by different setting and source)</i>	<i>Close school building, transition to remote learning</i>	<i>School opens after investigation, classrooms remain closed for 14 days</i>
<i>At least two cases, not linked but exposure confirmed for each outside of school setting</i>	<i>Close school building, transition to remote learning</i>	<i>School opens after investigation, classrooms remain closed for 14 days</i>
<i>Link unable to be determined</i>	<i>Close school building, transition to remote learning</i>	<i>Close school for 14 days</i>



Facilities

Facilities

At the start of the school year, NYCDOE will provide all schools with necessary health and cleaning supplies to help protect students and staff from COVID-19, including hand sanitizer, soap, and disinfectants. NYCDOE conducted a survey of all hand washing sinks and will make necessary repairs prior to school opening. We will make the maximum number of sinks available for handwashing, including the recommissioning of hand washing sinks with tempered outlets that were previously offline. NYCDOE will also increase cleaning throughout the school day, with special attention to high-touch areas.

When the school year begins, schools will need to implement enhanced cleaning and disinfection of surfaces to ensure the health and safety of staff and students. NYCDOE will continue the rigorous practices used to prepare buildings for reopening, including: providing adequate cleaning and disinfection supplies or plan to procure those supplies; requiring deep cleanings to be completed on a nightly basis, including with the use of electrostatic sprayers; setting-up enhanced cleaning in classrooms, bathrooms, and for high touch areas such as doorknobs and shared equipment such as laptops; providing teachers with cleaning supplies for classrooms. There will be increased access and regular opportunities for students and staff to wash hands or use hand sanitizer throughout the day.

Compliance

NYCDOE and the School Construction Authority (SCA) will work with schools to meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. Should alterations be made, NYCDOE and SCA will submit the proposed changes to the NYC Department of Buildings (NYC DOB) and Office of Facilities Planning (OFP) for review and approval, as with prior projects.

NYCDOE's annual Building Condition Assessment Survey (BCAs) allows us to remain in compliance with the 2020 Building Condition Survey and Visual Inspection. NYCDOE and SCA are in constant communication with NYSED, and SCA has been in touch with NYSED to come up with a plan to submit surveys for 20% of our portfolio each year. We are actively engaged in plan finalization. NYCDOE and SCA will continue to work with schools to ensure ongoing compliance.

Where reopening plans include the installation of any dividers, needed in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation, detailed floor plans will be submitted to NYC DOB/OFP for review.

In order to expedite projects submissions to NYSED related to COVID-19 (example: adjusting a building footprint, etc.), NYCDOE will work to ensure the projects plans are labeled "COVID-19 Reopening."

Lead

NYCDOE will resume lead in water testing once schools are back in session, as STATE DOH guidelines say that testing can only occur when building is under normal use. This testing will adhere to all requirements under the Lead-In-Water Testing as required by STATE DOH regulation 67-4 and be completed within the designated time period.

Ventilation

NYCDOE's Division of School Facilities (DSF) performed an HVAC survey to determine deferred maintenance needs. DSF is performing required HVAC maintenance (including windows) and filter changes. DSF and the SCA are working together on systems that require capital-level repairs. NYCDOE is continuing to perform maintenance and modify operations to maximize the supply of outdoor air for ventilation to the greatest extent possible.

Space Utilization

Leased Facilities

NYCDOE will ensure that any new facilities being considered for leasing will be reviewed with DOB/OFP for a preliminary evaluation. No firm decision on leased sites has been made to date.

Tents

Should tents be erected for temporary or permanent use, NYCDOE will ensure that they adhere to the BCNYS standards. No firm decision on tents has been made to date.

Dividers and Wellness Barriers

Where reopening plans include the installation of any dividers, needed in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation, detailed floor plans will be submitted to NYC DOB/OFP for review. Wellness barriers purchased by the NYCDOE are in compliance with the requirements of 2020 BCNYS Section 2606.

DOE will work to ensure that any new building construction and temporary quarter project will be submitted to DOB/OFP for a full code review, although any such decisions and work are still in flux.

Facilities and Fixtures

NYCDOE has no planned changes to the number of toilet and sink fixtures in out buildings. Existing and/or altered toilet and sink fixtures will meet applicable standards.

NYCDOE will not be removing any drinking fountains from buildings. If there is a drinking fountain taken offline for maintenance, or failure to pass a lead test, bottled water will be provided.

NYCDOE will distribute FCNYS 2020 Section 5705.5) to all Custodians with directions to ensure that all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations are in compliance to code.



Nutrition

Nutrition

Health and Safety

Operations of cafeterias and other food services will operate in accordance with “Interim Guidance for Food Services during the COVID-19 Public Health Emergency” with additional precautions for students that are contained herein, such as social distancing between students or cohorts of students.

Breakfast and lunch will likely be served in classrooms, to support social distancing and minimize interaction between groups of students. If the cafeteria must be used, schools must maintain appropriate physical distancing. During meals and snacks, students will be directed to not share food or beverages. 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.

Where relevant, 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. Sufficient stations will be set up throughout the school building to accommodate the student population and avoid overcrowding. Signage will be provided to direct students to pick up points within the school for grades 1-12.

Students who are not receiving in person instruction can pick up a lunch from their home school or an identified school building near their home.

After eating, staff will wipe down the area where they ate their meal with disinfectant wipes. Every evening, our Division of School Facilities will be cleaning the entire building with COVID 19 approved disinfectant. Students will be expected to clean their hands repeatedly throughout the day, including before and after meals/snacks.

To reinforce students’ learning from the aforementioned health lessons, NYCDOE will provide PDFs of posters to each school to remind students of these important hygiene protocols and to not share food or beverages. NYCDOE will also provide additional PDFs of posters for schools to use as is appropriate for individual spaces, including directional signs.

Allergies

The NYCDOE 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. Children with allergies become aware of what they can and cannot eat, and school staff members are alert and careful about each student’s allergies.

The school nurse works with the parent and the child’s health care provider to create an allergy response plan for each child that needs one. If a child has severe allergies, we

request that parents have health care providers complete the Medical Review for Severe Allergies form and complete an Allergy Response Plan.

In the case of a severe allergic reaction, the affected child is immediately given his/her prescribed medicine by trained school staff or a nurse, and school staff call 911 and contact the child's parent and health care provider. In addition, the school nurse trains school staff members to enact the child's allergy response plan in an emergency.

Compliance

All meals served to students will comply with the relevant Child Nutrition programs, including the School Breakfast Program and National School Lunch Program. All grab and go meals, as well as any meals served in classrooms, will follow all relevant USDA nutritional and meal pattern requirements.

DOE's Office of Food and Nutrition Services is working closely with the SED Child Nutrition Office to ensure full adherence to USDA program accountability requirements. Particular attention is being given to the grab and go meals that will be served to students not attending school in person, ensuring appropriate measures are in place to guarantee that only meals served to enrolled students are claimed for reimbursement.



Transportation

Transportation

Health and Safety

Cleaning and Sanitation

All NYCDOE school transportation vehicles will be cleaned and disinfected each day using CDC recommended cleaning and disinfection protocols, the specifics of which will be provided to parents prior to the start of school.

All school transportation vehicles will be cleaned and disinfected each day using CDC recommended cleaning and disinfection protocols, the specifics of which will be provided to parents prior to the start of school. School buses will be equipped with non-flammable hand sanitizer, such as foaming sanitizer that is regularly used in medical facilities and is non-flammable.

DOE will provide school bus vendors with CDC recommended guidance on COVID-19 symptoms as well as Federal Transit Administration (FTA) guidance specific to COVID-19, which will include guidance on PPE, cleaning, and disinfection. Vendors will be expected to share with their staff. This will include signage detailing the proper use of PPE and COVID-19 symptoms.

PPE

In accordance with NYSED and CDC recommendations, the NYCDOE will require all bus operators, monitors, and attendants to wear a protective face covering while on board any school transport vehicle. All drivers, monitors, and attendants in buses will be encouraged to use their own facial coverings but in the event that they don't have a face covering, or they forgot to wear one, the NYCDOE will provide one to use.

All school bus operators, attendants, monitors, and anyone who has direct contact with students must wear gloves, which will be supplied by the DOE.

In accordance with NYSED and CDC recommendations, NYCDOE will require all bus passengers to wear a protective face covering while on board any school transport vehicle, unless they are unable to medically tolerate a face covering, including where such covering would impair their physical or mental health.

Students who do not have a face covering when attempting to board a bus will be provided a face covering upon entering the bus. In the event that a child does not have a face covering when attempting to board a bus, protective face coverings will be available for distribution at the bus door inside the bus.

Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation, but in these cases, the transportation provided may not be the conventional mode that the student had prior to March 2020. These will be addressed on a case-by-case basis.

DOE will provide school bus vendors with CDC guidance on PPE. All school transportation vehicles and facilities will display informational signs that detail the proper usage of PPE, as well as the symptoms of COVID-19. Vendors will be expected to share with their staff.

Social Distancing

Social distance requirements will be implemented on all school transport vehicles, which will require all passengers to maintain a minimum of 6 feet apart. 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 coverings. This will reduce the typical school bus capacity to approximately 25% of its normal operating passenger capacity.

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. Parents will be notified prior to the start of school as to what the seat designators will look like so that they can instruct their children prior to 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.

DOE will provide school bus vendors with CDC guidance on social distancing. All school transportation vehicles and facilities will display informational signs that detail the proper usage of social distancing, as well as the symptoms of COVID-19. Vendors will be expected to share with their staff.

Health Assessments

All school bus operators, attendants, monitors, and mechanics shall assess their own health daily to determine whether it is appropriate for them to go to work that day based on CDC guidelines.

Provision of Services

Pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose individualized Education Program have placed them out of district whose schools are meeting in conducting in person session education when/if NYC Department of Education is not. However, it may not be the conventional mode that has been previously used. Specific arrangements will be made based on which students require such transportation.



Social Emotional Well-Being

Social Emotional Well-Being

School Counseling Plan

In order to provide all students with equitable supports, the New York City Department of Education (NYCDOE) is committed to the development and implementation of a comprehensive school counseling plan. NYCDOE's counseling plan is grounded in the American School Counselor Association (ASCA) national model where school counselors are provided with information about prevention, interventions, system supports and activities to meet the needs of all students.

NYCDOE is committed to providing students with the scaffolds they need for their academic, career and college readiness and personal development while preparing them to be responsible members of society. NYCDOE will support school counselors with ongoing professional development and resources to ensure safety and restorative approaches to behavior, develop collaborative and trusting relationships, promote equity and student voice, and cultivate equitable access for emotional, mental and physical wellness.

School counselors, along with their schools, will regularly review and revise plans by collecting and analyzing data. NYCDOE counseling plans are living documents which can be revised at any time, therefore schools and counselors must use current progress monitoring structures and revise the program throughout the year, as needed.

NYCDOE will provide schools and counselors with best practice guidelines and ensure that schools review plans at least four times a year, before counseling plans are submitted to the Borough/Citywide Offices for review and approval. Executive Superintendents will meet twice a year with their School Counseling Advisory Councils to monitor and evaluate plans.

The purpose of the School Counseling Advisory Council is to ensure that all stakeholders of the school community are represented, the role of the school counselor is clearly defined, and students have access to a comprehensive school counseling program that will address their academic development, personal/social-emotional growth, and college and career readiness.

Each Executive Superintendent's School Counseling Advisory Council will be comprised of:

- At least one parent representing each district under an Executive Superintendent;
- At least three counselors (representing the elementary, middle, and high school levels);
- Three school building administrators (representing the elementary, middle, and high school levels);
- A Director of Student Services;
- Two counseling managers from the Borough Office Student Services Team (who support school counselors at the elementary, middle and high school levels);
- Two members of the Office of Mental Health; and
- Two student members

Student Supports

[As stated by the CDC](#), a return to in-person schooling provides students with greater access to a variety of mental health and social services. Without in-person schooling, many students may lose access to vital services. Even outside the context of school closures, young people often do not receive the mental health treatment they need.

In alignment with NYSED guidance, supporting student and staff social-emotional needs across school communities (remote and blended) must be a top priority in order to create the mental, social, and emotional foundations for academic learning to occur. Social-emotional learning (SEL) can provide stabilization and consistency for all students during this challenging time.

Addressing the social-emotional needs of school communities through trauma-informed approaches to teaching and learning must be a top priority for school re-opening and throughout the year. To advance this priority, the NYCDOE is leading a broad citywide crisis recovery plan that includes support for staff at all levels to understand trauma and build trauma-informed approaches into their practices and plans for the coming school year. NYCDOE is committed to partnering with communities to create trauma-informed schools that offer robust SEL and mental health support through a tiered infrastructure, with a focus on community building and resilience.

In order to fulfill the vision for comprehensive mental health and SEL supports across all NYCDOE schools in SY 2020-21, the NYCDOE will implement the following core components, all of which are aligned to best practice recommendations for school re-opening and general best practices for student social-emotional and mental wellness:

- Trauma-Informed Care
- Bridge to School Plan
- Multi-Tiered System of Support (MTSS) Infrastructure
- Strengthen Tier 1 SEL (Explicit SEL Instruction and SEL-Academic Integration)
- Targeted Mental Health Supports

Trauma Informed Care

NYCDOE cares deeply about the social-emotional health and wellbeing of NYCDOE's children, families, and staff. We recognize the COVID-19 pandemic and the resulting repercussions across New York City have had significant impacts.

In response to this, through cross-divisional and inter-agency partnerships, the NYCDOE will implement a comprehensive, multi-part professional learning series that empowers teachers with foundational knowledge and basic skills of trauma-informed care. This is for all staff serving students from Birth to 5 and K-12 populations. Anchored in a continuum from trauma-aware to trauma-informed, this series will include foundational elements to be completed between July and September 2020 with the possibility of supplemental sessions interspersed throughout the school year.

These trauma modules include examination of equity and cultural considerations, the importance of adult self-care, and actionable trauma-informed strategies for classroom teachers and all support staff. School leaders will also participate in a supplemental training series that offers specialized content for framing trauma-informed care in a broader school vision and how to establish systems of support for implementation.

Bridge to School Plan

In order to support the long-term mental health of students, families, and educators, schools must prioritize SEL and wellness during the initial re-opening transition, ensuring that all students have access to a foundational period of stabilization and support. This period should include opportunities to build coping skills, process grief, re-connect, build community, and orient themselves to the new dual environments and expectations.

By establishing this emotional foundation, the number of students requiring intensive clinical mental health services may be reduced. Standardizing this initial care also prevents adults from pathologizing behavior that reflects a normal stress response and prevents students from being retraumatized by a premature referral for clinical services. NYCDOE is creating school-facing resources that include sample activities and general best practices for a positive re-opening transition, with a focus on key themes of community and resilience.

Multi-Tiered System of Supports (MTSS)

The NYCDOE wants to ensure that all schools are equipped to offer tiered social-emotional and mental health supports to students, as determined through a data-based decision-making process. Schools can seek supports from the NYCDOE to help build a robust MTSS infrastructure.

Strengthen Tier 1 SEL (Explicit SEL Instruction and SEL-Academic Integration)

Prior to the COVID-19 pandemic, NYCDOE provided recommendations and expanded access to SEL curricula in elementary, middle, and high school through citywide expansion of Sanford Harmony, RULER, and Restorative Practices. These evidence-based models support each of the key actions identified by the Collaborative for Academic and Social-Emotional Learning (CASEL): community building, SEL-academic integration, and explicit SEL instruction. They also support a trauma-informed care approach by creating opportunities to develop positive relationships and build students' self-regulation skills.

This year, in response to increased needs generated by COVID-19, all schools are encouraged to adopt an age- and developmentally-appropriate SEL program. Schools are encouraged to select the program that best meets the needs of their students. School teams can reference the publicly available CASEL Program Guide that evaluates additional SEL programs for use in the classroom and in explicit SEL instruction.

Integrating SEL into core academic instruction ensures that students are experiencing safe, welcoming, and culturally responsive environments, that students have daily opportunities to

experience SEL within content-driven lessons, and that they are developing the SEL competencies they need in order to be successful in school and in the future.

Targeted Mental Health Supports

The NYCDOE has a robust network of mental health services for students. Schools have established relationships with programs and resources to provide direct services, community linkages and referrals, staff coaching and training, and crisis response. These include School Mental Health Clinics, on-site CBO-provided direct counseling services (Prevention and Intervention Program, Community School Mental Health), School Mental Health Consultant Program, School Response Clinicians, Children’s Mobile Crisis Team, and NYCDOE Social Workers and School Counselors.

All programs and partners are prepared to address the expected increase in student mental health needs upon returning to schools. Students’ increased exposure to trauma and loss and the extended separation from core support systems will also necessitate expanded access to direct mental health supports (in person or through tele-therapy).

Following implementation of the aforementioned “stabilization period” and concurrently with robust Tier 1 interventions, schools will use data to make determinations about the appropriate group or individual intervention for students in need.

Staff Supports

DOE has developed extensive resources to support the social-emotional needs of central and school-based staff during COVID-19. These resources complement the DOE’s Supportive Environment Framework and Social Emotional Learning resources for schools.

There are also a number of citywide resources that NYCDOE has collated and shared with staff to support their health and wellbeing. These programs and opportunities are available to all New York City agency employees, and have been publicized through DOE’s internal communication channels:

[ThriveNYC](#): identifies mental health services and resources for all New Yorkers, as well as those tailored to the needs of aging New Yorkers, veterans, students, and young people, as well as people harmed by violence, crime, or abuse.

[The New York City Employee Assistance Program \(EAP\)](#): The NYC EAP is offering services to promote stress management, mental health, self-care, education, referrals, and other resources. EAP services will be provided via phone, text, and/or video calls, with expanded hours from 8:00 a.m. to 11:00 p.m., Monday through Friday. You can contact the EAP by email at eap@olr.nyc.gov or call and leave a message at 212-306-7660.

[WorkWell NYC](#): New York City’s workplace wellness program. Their mission is to empower all 380,000 City employees to live healthy, active lifestyles – at work, at home, and beyond. The WorkWell NYC team offers convenient, accessible programs, tools, and resources to support employees at every stage of their wellness journey. Visit the WorkWell NYC website to explore each of their program areas and discover how WorkWell NYC can support you and your worksite.



School Scheduling Models

School Scheduling Models

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 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 implement an innovative model that will address these specific needs (see below for details). Exceptions will be considered only in the most of extreme circumstances.

Families will be notified of their student's specific schedule in late August.

Scheduling Models

Elementary, Middle, and High Schools

Model 1: Alternating days with rotating Mondays, two in-person student groups

- This model assumes that a school can serve at any given time at least half of students who choose in-person learning.
- In this model, there are two in-person student groups and one fully remote student group.
- Students will receive in-person learning for the same two days every week, as well as alternating Mondays. This amounts to a total of five days of in-person instruction every two weeks. Students will participate in remote learning for non-in person days.
 - Model 1 A: students receive in-person learning on every other day Tuesday through Friday, with groups alternating on Mondays. For schools able to accommodate at least 50% of their student population, this alternating day model is "Chancellor Recommended."
 - Model 1 B: students receive in-person learning on two consecutive days per week - Tuesdays and Wednesdays for one group and Thursday and Fridays for the other group - with groups alternating Mondays.
- Students whose families choose fully remote learning will receive remote instruction every day.

Model 2: One to two days per week in alternating weeks, three in-person student groups

- This model assumes that a school can serve at any given time at least a third of students who choose in-person learning.
- Because this model provides the greatest degree of regularity, it is the only option for three in-person groups available for elementary schools and is "Chancellor Recommended" for middle schools that can serve a third of their students.
- In this model, there are three in-person student groups and one fully remote student group.
- This model has a three-week cycle that will repeat. For each group there will be one consistent day of the week the student will attend in-person, with Monday and Tuesday rotating among groups. Students will participate in remote learning for non-in person days.
- Students will receive in-person instruction 1-2 days per week for a total of 5 days every 3 weeks. Students will participate in remote learning for non-in person days.
- Students whose families choose fully remote learning will receive remote instruction every day.

Middle and High Schools Only**Model 3: Six day rotation with one to two days per week, three in-person student groups**

- This model assumes that a school can serve at any given time at least a third of students who choose in-person learning.
- Because this model does not provide consistency in the day of the week students are in school, the is model is only for middle and high schools and not elementary schools.
- In this model, there are three in-person student groups and one fully remote student group.
- This model uses a six day rotation, allowing students to receive in-person learning two days and remote learning four days in a six day cycle. Students will participate in remote learning for non-in person days.
 - Model 3 A: students attend in-person on an alternating cycle so students will be in-person once every three days.
 - Model 3 B: students attend in-person two days in a row on an alternating cycle so students will be in-person for two days and remote for four days.
- Students whose families choose fully remote learning will receive remote instruction every day.

District 75

The following models are available to District 75 schools. District 75 schools that are multi-sited may choose different models depending on the needs of each site.

Model 4: Every other week, two in-person student groups

- This model assumes that a school can serve at any given time at least half of students who choose in-person learning.
- In this model, there are either two or three in-person student groups, and one fully remote student group.
- This model has students in school every other week, with a potential for some groups to be in-person five days a week every week dependent on student need.
- Students will receive in-person instruction for five days every other week. An optional third group will receive in-person instruction every week in-person.
- Students whose families choose fully remote learning will receive remote instruction every day.

Model 5: Two to three days per week (rotating Monday), two in-person student groups

- This model assumes that a school can serve at any given time at least half of students who choose in-person learning.
- In this model, there are two in-person student groups and one fully remote student group, and a potential for a fully in-person group.
- Students will receive in-person learning on two consecutive days per week - Tuesdays and Wednesdays for one group and Thursday and Fridays for the other group - with groups alternating Mondays. These students will participate in remote learning for non-in person days. An optional third group will receive in-person instruction consistently in-person.
- Students who receive 2 in person instruction days per week will receive additional in-person time on alternating Mondays.
- Students whose families choose fully remote learning will receive remote instruction every day.

School Programming Model Selection Process

- Principals will review all programming models with the School Leadership Team and Parent Advisory Council chairperson, inclusive of Chancellor’s recommended models, which prioritize consistency for families.
- Schools will host a virtual engagement meeting with families by August 10th, 2020 to receive input on programming model selections. Schools may present their students’ families with two potential models during this initial engagement period—either two recommended models or a recommended model and an exception model. If, for any reason, a District Review Team, rejects a school’s submission, schools will need to reassess their proposed models with their school community, including SLTs, and reach out to families in writing for a second time. Alternatively schools that presented families with 2 potential models during the initial engagement period can reference those engagements should they need to revise their proposed plan based on District Review team's feedback. For help setting up these sessions, see the [Family Engagement Toolkit](#).

- Principals will share, in writing, the models that the School Leadership Team is considering with all families. If for any reason a District Review Team rejects a school’s submission, schools will need to reassess models with their school community and SLT and reach out to families in writing (a second time). Alternatively, schools that presented families with 2 potential models during the initial engagement period can reference those engagements should they need to revise their proposed plan based on the District Review Team’s feedback.
- Schools will have the opportunity to reconsider their initial selections as COVID-19 Reasonable Accommodations staff responses and data from the Learning Preference Survey become available up until August 14, 2020.
- Principals will submit preferred models for approval by their District Review Team using the [School Programming Model Selection Survey](#) by August 14, 2020.
- Upon approval, schools will notify students and families by late August.

Exceptions Process

Only in the following situations, may a school request an exception to the proposed programming models:

- The recommended models are not feasible given space, staffing, family choice and expected in-person attendance.
- Schools have unique programmatic needs that must be addressed, to better meet the needs of the community and the proposed exception has staff and parental support.

In these limited cases, schools will be asked to submit an exceptions request explaining:

- Why existing models do not meet their community’s needs
- How their proposed model better responds to their:
 - Space/capacity issues
 - Staffing concerns
 - Learning Preference Survey results
 - Specific programmatic needs (multiple grade bans, i.e. K-8; CTE, etc.)

Note: no other group of students can be prioritized in a way that is to the detriment of students with disabilities for in-person instruction. As long as all students with disabilities’ needs are met, other groups can be prioritized for in-person instruction over the general population

School exceptions to NYCDOE-defined models must be afforded by the school’s budget. Program model exceptions should not be approved where costs exceed school funding.

Prior to submission, principals in co-located buildings must share the proposed exception plan with campus principals to facilitate smooth scheduling of shared spaces.

If a school submits an exception request, the school is required to share the exception model with families prior to submitting the proposal to the District Review Team. This includes holding at least one parent meeting where families can provide input on the programming selection prior to submitting the exception request.

In determining the best model for their school communities, principals must first consult with their School Leadership Teams (SLT), then share proposed model choices with families in a virtual meeting, and submit their proposed model in the [School Programming Model Selection Survey](#).

Principals in co-located buildings must share the exception plan with campus principal/s to ensure adequate scheduling of shared spaces without disruption of other school's programs.

Superintendents Process for Review: District Review Team

Each Superintendent must establish a District Review Team (DRT) to review and approve all schools' reopening plans. This includes schools choosing from pre-identified programming model options and those submitting exceptions. To ensure that every criterion is considered in the approval or request for revision of a plan, District Review Teams (DRTs) should include varied personnel from across the Superintendent Team/District, Borough Citywide Office (B/CO), and Central Office. At minimum, DRTs must include:

- Superintendent
- Academic Policy, Performance, and Assessment Lead (APPA)
- Instructional Personnel (from BCO and/or Superintendent's Team)
- Director of Operations
- Human Resources Director or Budget Director
- Additional point as per Executive Superintendent

It is highly recommended for DRTs 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. Team members will have access to the School Programming Model Selection District Review Tracker, which will be available beginning July 30, 2020.

The District Review Team must review each school's model selection and articulate their approval or disapproval of each school's program, as well as the rationale for their decision, within the tracker. The District Review Team should consider additional information when determining the viability and approval status of the school's model selection. This information might include, but is not limited to:

- The school model choice number or details for how the exception request meets the requirements laid out by the proposed models
- Why other model choices do not apply/reason for exception
- Number of children selecting 100% remote learning (as per Family Learning Preference surveys)
- Staff accommodations (number of staff requesting COVID-19 Reasonable Accommodations)
- Requisite space and facilities-specific information, including square footage
- Efforts to address co-location challenges, including assurance from the campus council that the exception does not infringe on other schools in the building
- Explanation of how the proposed exception address specific needs based on student populations or programs (ASD Nest, MLL, CTE, etc.)
- Efforts to maintain COVID-19 safety and health guidelines
- Specific information about scheduling and programming
- Confirmation that the exception plan can be funded within the existing school budget
- Consultation with B/CO Transportation Liaison regarding busing

Upon the District Review Team’s approval of pre-identified models, the school will be informed of its status so that it may begin to program students. If the District Review Team does not approve a pre-identified model, which will only occur if it is not possible to logistically implement the model, the school will automatically be notified so that it can work with their Superintendent to select another model.

The District Review Team is expected to review all exception requests with the Executive Superintendent.

- Exception requests with a status of ‘Central Review Required’ will be automatically forwarded to the Central Review Team (defined below) for Central NYCDOE approval. Any recommendations or comments from the District Review Team or Executive Superintendent will be included for the Central Review Team to review.
- All exception approvals and denials must be reviewed with the Executive Superintendent.

Central Process for Review of Exception Requests

To ensure that all exception requests meet NYCDOE standards and guidelines, NYCDOE will develop a Central Review Team consisting of members from Academic Policy, District Planning, Space Planning, DHC, OPT, MLL, and SEO to review all exceptions requests.

- Once a Superintendent reviews an exception and has preliminarily approved the request, they will mark the decision as ‘Requires Central Review.’ This will automatically submit the request to the Central Review Team.

- The Central Review Team will then review each request routed to them, using the Central Review Tracker, to ensure viability.
- Once the Central Review Team grants final approval, with a decision of 'Approved', the school principal will receive an email and the result will be stored in the tracker.



Attendance

Attendance

Teacher-student engagement and student attendance are an important part of ensuring the safety, welfare, and educational success of students in New York City. Accordingly, monitoring and following up on engagement and attendance continue to be one of the NYCDOE's most important responsibilities.

In accordance with the State's recently released guidance on "Attendance for Instructional Purposes," the NYCDOE is working to update our systems for collecting and reporting daily teacher/student engagement.

As the district prepares for school reopening and is planning for a variety of remote and blended instructional models, we will utilize a streamlined mechanism for collecting daily teacher/student engagement that is functional in a variety of contexts and that provides schools with flexibility to accommodate their unique needs.

Our goals in establishing this mechanism for capturing teacher/student engagement are:

- Maintain regular contact with students to ensure participation and engagement
- Ensure the right supports get to the right students at the right time; and
- Monitor student general well-being.

In light of the requirements set forth by the State and our district's goals in ensuring the ongoing engagement and well-being of our students, the NYCDOE will continue to require schools to collect and report daily teacher/student engagement to the Central Office. Our mechanism for capturing engagement will align to national and state recognized best practices and will also account for the nuances of monitoring teacher/student engagement in both remote and in-person instructional models. We are working to ensure that attendance is housed in a single data system regardless of whether students are following a remote, hybrid, or in-person schedule to ensure consistency of protocol and to ensure that the system will be functional if a return to full remote learning is necessary.

Below is a brief description of how this system for capturing and monitoring daily teacher/student engagement will operate at the school-level:

- Schools will be required to follow a district-approved process for tracking and monitoring daily teacher/student engagement regardless as to whether the student is remote or in person;
- Schools will be able to assign a homeroom teacher or advisory teacher as a daily point of contact for attendance purposes;
- Schools will adhere to a tiered response protocol in monitoring chronic absenteeism and will employ evidence-based student engagement strategies that are shared through Every Student, Every Day such as Success Mentoring and weekly data-driven

attendance meetings. Schools will also be able to leverage community resources to re-engage chronically absent students;

- School reporting of daily teacher/student engagement and student attendance will be aggregated by the NYCDOE Central office in a centralized system and the data will be used for continuous improvement and to inform professional development, coaching and related supports to schools to address chronic absenteeism.

Schools will share a School Year 2020-21 Attendance Plan with the school community and the NYCDOE Central Office.

- The Attendance Plan will feature the protocols for engaging with every student every day, and ensuring student well being, health and safety.
- The school will publish the Attendance Plan on the school's website and through other communication pathways and will submit the plan to the NYCDOE central office.
- Each school's Attendance Plan must show how the school will differentiate attendance supports for special populations, such as students with disabilities and students in temporary housing.



Technology & Connectivity

Technology and Connectivity

Access to Devices and High-Speed Internet

In order to provide students with devices to support remote learning, NYCDOE worked with Apple, T Mobile, and other public and private partners to lend LTE-enabled iPads to students who did not have one for their schoolwork; in total, we loaned more than 321,500 LTE-enabled iPads. Because the iPads are LTE-enabled, they come with a data plan, and therefore do not require that families have pre-existing internet connectivity.

To distribute these devices, NYCDOE created an iPad request form for families, translated into nine languages, and provided a phone number for those families without internet access to use to request a device. NYCDOE worked with staff in our schools, community-based organization partners, and family advocates to reach families across the city. We leveraged social media and our websites to promote the process for requesting a device, and worked with partners such as NYCHA to distribute flyers publicizing the iPads.

The first students to receive devices were the 13,000 public school students who reside in Department of Homeless Services (DHS) shelters. We then prioritized other students in shelter, other temporary housing and foster care, high school students and students with disabilities, multilingual learners, students in public housing, and students who qualify for free and reduced lunch.

All Principals, Parent Coordinators, Superintendents, Borough Citywide Offices, and Executive Superintendents also have access to a live report that details which students in their schools have requested a device, as well as the status of that device. Schools used this tool as they followed up with families who needed a device.

When students participating in blended learning return to school buildings this fall, they will bring the borrowed iPads to the school they attend in the fall, even if they are transitioning from elementary to middle school or middle to high school. The devices will remain assigned to that school's inventory. If the student continues to need a device, the school will assign a device to the student.

Requesting A Device

If a family does not have internet access at home and has not received an internet-enabled device, they should:

- Let their school know and fill out the family device request form on the [iPad Distribution page](#), which allows them to indicate if they need a device, wifi access, or both.
- This form will remain active so schools can see any requests from members of their school community that are not yet fulfilled.

- Families can find contact information for their school by visiting [Find A School](#) and clicking on the General Information section of the school details.
- 3k and Pre-K programs can be found at <https://maps.nyc.gov/upk/>

To meet this need, the schools can:

- Check the [Remote Learning Device Survey](#) to see if the student has already received an iPad
- Redistribute an LTE-enabled iPad to students who do not have wi-fi access and give non-LTE enabled devices to students who have wi-fi access at home.
- If a student is in need of wi-fi access and the school does not have the capacity to distribute a hotspot or LTE-enabled device, the NYCDOE will work with the student's school to distribute an LTE-enabled iPads (approximately 20-30K are centrally available).

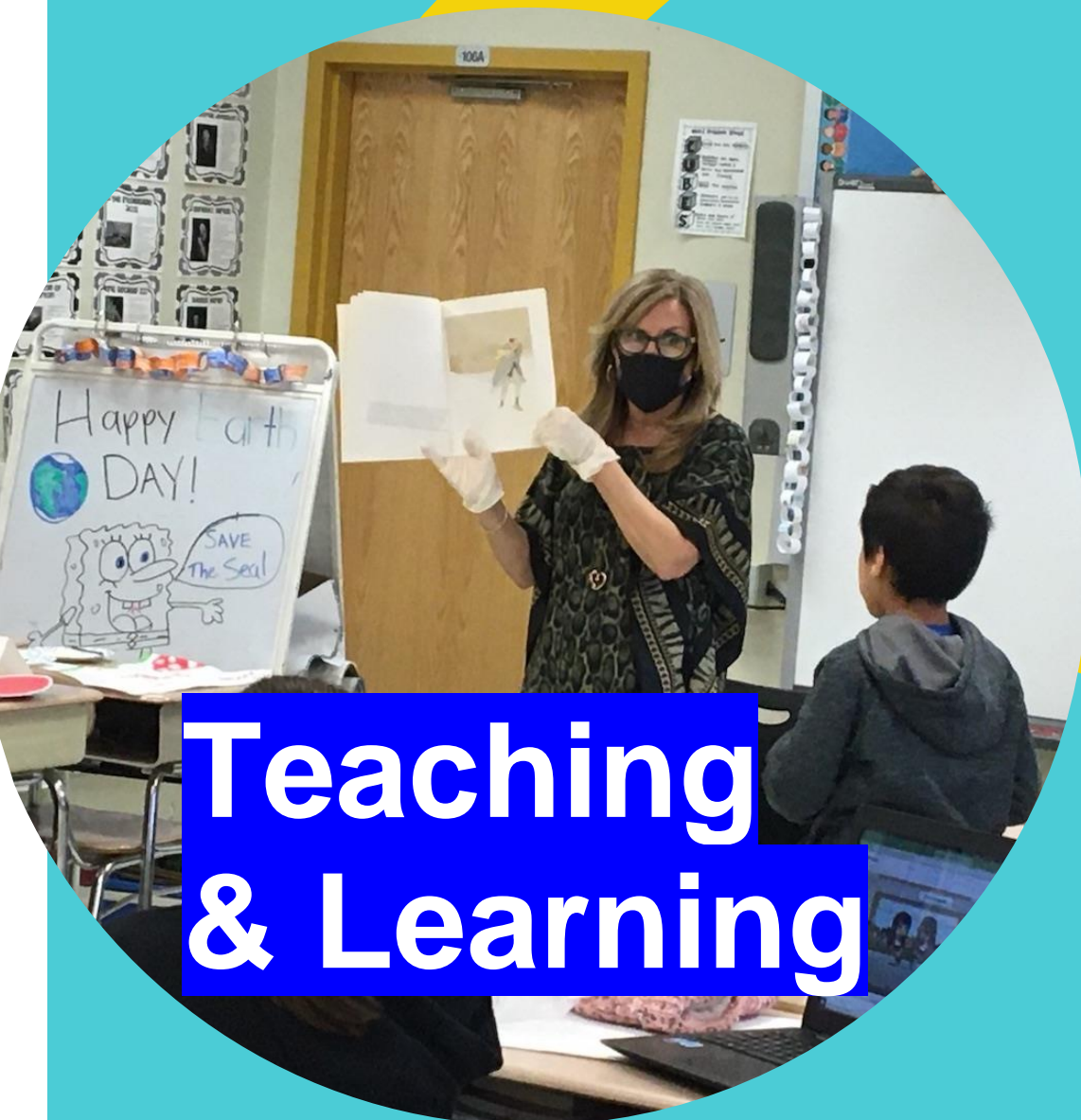
Accommodations

Schools must acknowledge the impact of remote learning and blended learning on the ways in which students complete their assigned work. There are a number of factors schools will review and consider when planning how students will demonstrate mastery of Learning Standards.

Schools will take into consideration students' access to devices and support them in catching up on their learning once they have received a device. Schools will consider modifying the expectations for work assigned before students had access to devices to ensure that students can sustain their learning without being overwhelmed.

Work issued by schools prior to a student receiving a device (i.e., paper materials) will be reviewed and considered in teachers' overall assessment of whether students have met learning outcomes.

Schools may not have different grading policies for different student populations. Grading policies will apply to all students equally, including students with disabilities participating in both standard and alternate assessment and English language learners.



Teaching & Learning

Teaching and Learning

Continuity of Learning

NYCDOE is committed to providing students with opportunities to make connections to prior learning and build on existing knowledge to learn new concepts. For students attending school in a blended learning setting, teachers must take extra care to ensure that their remote learning is a continuation of their in-person learning.

Implementing a shared and inclusive curriculum that is culturally responsive and digitally accessible across grade levels will support schools in ensuring that there is continuity of instruction for every student. A common, standards aligned trajectory of learning for the four core content areas (ELA, math, science and social studies) will be released quarterly to support continuity of instruction across the NYCDOE and serve as a complement to each school's shared and inclusive digital curriculum whether delivered remotely or in person.

Students across the NYCDOE will return to school this fall with unfinished learning. Coupled with this, many students will also return to school with considerable anxiety and trauma. This fall, knowing students well will be more important than ever. While our first instinct may be to begin with traditional measures to assess academic levels and potential learning loss, getting to know students on a personal level, understanding their background, culture and life experiences as well as creating safe, trusting learning environments is the first step in re-engaging with students upon their return to school.

To ensure continuity of learning, teachers will have 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 and, etc.) time to plan for a coordinated, seamless instructional approach. School 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 for 30 minutes before the students' instructional day begins. For example, teachers might be scheduled for 30 minutes for collaborative planning time from 8:00 AM – 8:30 AM, with students starting the school day at 8:30 AM. A menu of options will be shared for what this collaborative time may be used for, but an emphasis should be placed on the collaboration and planning between remote teachers and in-person teachers who share students.

Families have the option of choosing to have their child attend school solely through remote learning. Families can choose full-time remote learning at any time, for any reason. 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 receive in-person instruction instead.

Instructional Coordination

Remote instruction for all students will include both synchronous and asynchronous instruction, with synchronous instruction occurring daily.

For students learning in a remote-only setting, synchronous instruction will be directly tied to the asynchronous learning activities in which they engage to promote continuity of instruction and meaningful, connected learning experiences.

For students learning in a hybrid setting, in-person and remote learning experiences (including both synchronous and asynchronous instruction) will complement each other so that students experience continuity in learning and instruction.

This means there should be 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. Instructional Coordination periods will be used to ensure instruction is coordinated amongst teachers and seamless for students.

Schools should keep a number of factors in mind as schedules for synchronous instruction are established, including factors such as feedback 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., with the goal of creating schedules for synchronous instruction that work for students and their families, whether they are learning in an all-remote or blended setting. When scheduling synchronous instruction, schools should provide all students with sufficient time for high-quality interactions with teachers and peers.

An overall class schedule and times designated for synchronous instruction (including both live instruction in whole and small groups as well as individually) should be posted where it is available to all students and parents in the class. If changes need to be made to the synchronous instruction schedule, then teachers should notify the principal and provide adequate notice to students and families, so that they can adjust their schedules as needed.

Communication

Teachers will have 20 minutes of daily Office Hours scheduled during the workday to communicate virtually with families and students. To engage students and families, schools will allot time in the teachers' schedules where all teachers are available to meet with students and families via video conference or telephone. This will allow teachers to offer support and guidance to students and families as well as provide updates related to student progress and learning.

Schools will utilize their Language Translation and Interpretation Plans for Parents to ensure parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's

education. In these plans, schools will document their (1) procedures for identification and assessment of parents' language preferences, (2) communications calendar for documents and meetings that require translation and interpretation services, (3) trainings that ensure all staff adhere to Chancellor's Regulation A-633, (4) procedures for keeping parents informed of their rights to language assistance services, and (5) mechanisms for gathering feedback from parents to inform quality improvement of language services.

A circular inset photograph shows a student from a side profile, wearing a blue and white baseball cap and a blue t-shirt. The student is leaning over a desk, focused on their work. On the desk, there is a yellow box of Post-it notes with the brand name visible. The background of the photo shows a classroom setting with various supplies on a desk.

Special Education

Special Education

Provision of Services

Schools will provide special education programs/services according to each student's IEP to the extent feasible through the DOE's blended learning models. For students whose families have opted for remote learning only, we will provide special education programs and related services remotely. More customized hybrid options may also be implemented based on a student's individual needs and circumstances. To ensure the health and safety of students with disabilities and those providing special education services, we have released detailed protocols for the safe delivery of in-person services and assessments.

Any accommodations, modifications, supplementary aids and services, and assistive technology that are appropriate for the student under the present circumstances will be provided to the extent feasible. When NYCDOE moved to remote learning, schools ensured that students had access to their AT devices. For students with AT devices, the device was specified on a student's Remote Learning Plan and was discussed with the family to ensure the family had access to the device during the period of remote learning.

NYCDOE provided guidance to program providers, including but not limited to school-age and preschool state-approved programs, district programs that serve students with IEPs, special education itinerant teaching services (SEIS) providers, contract and independent related services and special education teaching support services (SETSS) providers regarding the move to remote learning.

NYCDOE surveyed school-age and preschool state-approved schools regarding their remote learning activities and will continue to be in touch with them to understand how they are delivering programs and services. Our 4410 Oversight Office will continue to provide guidance and support to 4410 center-based programs. 4410 and 853 programs enter the related services they provide through EasyTrac, which NYCDOE monitors to ensure related services are being provided.

Communication

Schools will document and communicate to parents of students with disabilities how students' special education programs and services will be provided in-person and remotely during blended learning, including among other things, any assistive technology (AT) recommendation.

For students whose families have elected remote learning only, schools will document and communicate to the family the programs and services that will be delivered remotely to the student. The Special Education Student Information System (SEIS) will be used to record services offered and communications with parents regarding students' services during this time, and SEIS and other systems will be used to record service delivery.

Schools will utilize DOE's language supports to ensure communications are assisted by an interpreter, as needed, and materials are available to parents in their preferred language (if one of the 9 most common languages other than English used by parents). NYCDOE has made available information for families on our website about how special education programs and services can be provided and how special education processes (e.g., evaluations and IEP meetings) can be held during this time. The website will continue to be updated and is available in languages other than English.

In addition, the Division of Specialized Instruction and Student Support (DSISS) held a number of family webinars through its Beyond Access Series on topics relating to special education and remote learning. It will continue to hold these events as we move into blended learning to ensure parents have ready access to information regarding special education.



Multilingual Learners

Multilingual Learners

Identification Process

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 by NYSED and detailed in NYCDOE's [Services for ELLs Policy](#) as follows:

Identification Timeline

The initial ELL identification timeline has been extended from 10 to 30 school days after the start of the school year to complete the ELL identification process and place the student. This impacts students who enrolled during COVID-19 school closures in 2019-20, as well as students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, the identification of ELLs must resume for all students within the required 10 school days of initial enrollment as per Part 154 of the Commissioner's regulations.

School leaders must 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 must be provided with language supports until the official identification process is completed.

Re-identification Timeline

The re-identification process has been extended from 45 to 65 school days with written request from the family.

Identification of Students with Interrupted/Inconsistent Education (SIFE)

The days schools are closed by Governor's Executive Order do not count towards the 12-month identification window for SIFE.

Units of Study

All ELLs will be provided the required instructional Units of Study in their English as a New Language or Bilingual Education (BE) program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status will 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.

Communication

Language access is a priority for NYCDOE and is built into our citywide and school-level communication plans around reopening. This includes ensuring that key updates, information, and resources are accessible to families in their preferred language.

NYCDOE created a Return to School 2020 website (schools.nyc.gov/returntoschool2020) that is updated with new guidance and policy as it is announced. This site is accessible to people with disabilities and translated into 23 different languages.

NYCDOE created a Family Engagement Toolkit for school principals to use to communicate with and engage their local school communities. The Family Engagement Toolkit asks schools to review language access support for families and share language access resources with all school staff to ensure linguistically diverse families are receiving each school's communications. These resources include:

Over-the-Phone Interpretation (OPI) Services: [Free over-the-phone interpretation services](#) are available 24/7 in 350+ languages, for all school staff to communicate with families who speak languages other than English. NYCDOE staff can use their cell phones to place these calls, and they can be used during meetings taking place on virtual platforms.

- On-Site Interpretation Services: The on-site interpretation NYCDOE vendor has transitioned to provide interpretation services via virtual platforms (e.g., Google Classroom, Google Meet, Microsoft Teams, Zoom, etc.).
- Written Translation Services: For any written translation requests, school staff have access to the Translation and Interpretation (T&I) Unit's [Translation Request Form](#).
- Translated Communications from NYCDOE Central: The DOE's central communications team translates all large-scale official messages into the nine covered languages (Arabic, Bangla-Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu.)



Staffing & Human Resources

Staffing and Human Resources

Teacher and Principal Evaluation System

The NYCDOE will continue to evaluate all teachers and principals pursuant to our currently approved APPR plan. We will continue to review our current systems for evaluation, in consultation with our collective bargaining units, and will update these, as necessary, to incorporate adaptations in implementation for a blended and remote environment. As needed, we will apply for APPR variance(s) with NYSED.

Certification, Incidental Teaching, and Substitute Teaching

The NYCDOE will continue to follow applicable regulations regarding certification for teaching assignments. We anticipate the socially distanced in person classrooms coupled with remote and blended learning models may require schools to use the expanded allowances for incidental teaching. Schools will use substitute teachers in accordance with applicable requirements; the NYCDOE will continue to maintain its standard requirement for substitute teachers to have a valid Bachelor's degree.



Appendix

Appendix

Appendix 1: List of NYC Schools

P.S. 015 Roberto Clemente	New Explorations into Science, Technology and Math High School
P.S. 019 Asher Levy	Cascades High School
P.S. 020 Anna Silver	Bard High School Early College
P.S. 034 Franklin D. Roosevelt	Tompkins Square Middle School
The STAR Academy - P.S.63	P.S. 001 Alfred E. Smith
P.S. 064 Robert Simon	P.S. 002 Meyer London
P.S. 110 Florence Nightingale	P.S. 003 Charrette School
P.S. 134 Henrietta Szold	P.S. 006 Lillie D. Blake
P.S. 140 Nathan Straus	P.S. 011 William T. Harris
P.S. 142 Amalia Castro	P.S. 033 Chelsea Prep
P.S. 184m Shuang Wen	P.S. 040 Augustus Saint-Gaudens
P.S. 188 The Island School	P.S. 041 Greenwich Village
Orchard Collegiate Academy	P.S. 042 Benjamin Altman
The East Village Community School	47 The American Sign Language and English Secondary School
University Neighborhood Middle School	P.S. 051 Elias Howe
The Children's Workshop School	P.S. 059 Beekman Hill International
Neighborhood School	P.S. 77 Lower Lab School
Earth School	P.S. 89
School for Global Leaders	J.H.S. 104 Simon Baruch
University Neighborhood High School	P.S. 111 Adolph S. Ochs
East Side Community School	East Side Middle School
Forsyth Satellite Academy	P.S. 116 Mary Lindley Murray
Lower East Side Preparatory High School	P.S. 124 Yung Wing

P.S. 126 Jacob August Riis	P.S. 290 Manhattan New School
P.S. 130 Hernando De Soto	Essex Street Academy
M.S. 131	High School of Hospitality Management
The Urban Assembly School for Emergency Management	M.S. 297
Stephen T. Mather Building Arts & Craftsmanship High School	Pace High School
P.S. 150	Urban Assembly School of Design and Construction, The
Yorkville Community School	Facing History School, The
P.S. 158 Bayard Taylor	Urban Assembly Academy of Government and Law, The
J.H.S. 167 Robert F. Wagner	Lower Manhattan Arts Academy
Yorkville East Middle School	New York City Lab Middle School for Collaborative Studies
P.S. 183 Robert L. Stevenson	James Baldwin School, The: A School for Expeditionary Learning
P.S. 198 Isador E. Ida Straus	Urban Assembly School of Business for Young Women, the
P.S. 212 Midtown West	Sixth Avenue Elementary School
P.S./I.S. 217 Roosevelt Island	The Peck Slip School
Ella Baker School	The 47 American Sign Language & English Lower School
P.S. 234 Independence School	Gramercy Arts High School
M.S. 255 Salk School of Science	NYC iSchool
The Clinton School	District 2 Pre-K Center
East Side Elementary School, PS 267	Manhattan Business Academy
Battery Park City School	Business Of Sports School
Manhattan Early College School for Advertising	Emma Lazarus High School
The River School	Spruce Street School
Urban Assembly Maker Academy	The High School For Language And Diplomacy
Food and Finance High School	
I.S. 289	

High School for Environmental Studies	Murry Bergtraum High School for Business Careers
Institute for Collaborative Education	P.S. 527 - East Side School for Social Action
Professional Performing Arts High School	Jacqueline Kennedy Onassis High School
Baruch College Campus High School	Repertory Company High School for Theatre Arts
N.Y.C. Lab School for Collaborative Studies	Union Square Academy for Health Sciences
School of the Future High School	Harvest Collegiate High School
N.Y.C. Museum School	Manhattan Bridges High School
Eleanor Roosevelt High School	New Design High School
Millennium High School	Independence High School
Landmark High School	High School for Dual Language and Asian Studies
High School for Health Professions and Human Services	Academy for Software Engineering
Quest to Learn	Liberty High School Academy for Newcomers
Leadership and Public Service High School	Urban Assembly New York Harbor School
Manhattan Academy For Arts & Language	High School M560 - City As School
Murray Hill Academy	Urban Academy Laboratory High School
Hudson High School of Learning Technologies	Satellite Academy High School
International High School at Union Square	Manhattan Comprehensive Night and Day High School
Manhattan Village Academy	Richard R. Green High School of Teaching
Ballet Tech, NYC Public School for Dance	Harvey Milk High School
Vanguard High School	The High School of Fashion Industries
Manhattan International High School	Humanities Preparatory Academy
Stuyvesant High School	Chelsea Career and Technical Education High School
High School of Economics and Finance	Art and Design High School
Unity Center for Urban Technologies	Life Sciences Secondary School
Urban Assembly Gateway School for Technology	Lower Manhattan Community Middle School
Talent Unlimited High School	

City Knoll Middle School	Urban Assembly School for Media Studies, The
P.S. 009 Sarah Anderson	P.S. 333 Manhattan School for Children
J.H.S. 054 Booker T. Washington	The Anderson School
P.S. 075 Emily Dickinson	The Urban Assembly School for Green Careers
P.S. 076 A. Philip Randolph	The Global Learning Collaborative
P.S. 084 Lillian Weber	Innovation Diploma Plus
P.S. 087 William Sherman	Wadleigh Secondary School for the Performing & Visual Arts
P.S. 145, The Bloomingdale School	Frank McCourt High School
P.S. 149 Sojourner Truth	West Prep Academy
P.S. 163 Alfred E. Smith	P.S. 452
P.S. 165 Robert E. Simon	Beacon High School
P.S. 166 The Richard Rodgers School of The Arts and Technology	Fiorello H. LaGuardia High School of Music & Art and Performing Arts
P.S. 180 Hugo Newman	High School for Law, Advocacy and Community Justice
The Locke School of Arts and Engineering	High School of Arts and Technology
The Riverside School for Makers and Artists	Edward A. Reynolds West Side High School
P.S. 199 Jessie Isador Straus	Manhattan / Hunter Science High School
STEM Institute of Manhattan	Special Music School
P.S. 242 - The Young Diplomats Magnet Academy	Frederick Douglass Academy II Secondary School
M.S. 243 Center School	Mott Hall II
M.S. M245 The Computer School	P.S. 007 Samuel Stern
M.S. M247 Dual Language Middle School	Tag Young Scholars
M.S. 250 West Side Collaborative Middle School	River East Elementary
Lafayette Academy	P.S. 38 Roberto Clemente
Community Action School - MS 258	James Weldon Johnson
West End Secondary School	The Lexington Academy
The Maxine Greene HS for Imaginative Inquiry	

P.S. 083 Luis Munoz Rivera	P.S. 046 Arthur Tappan
P.S. 096 Joseph Lanzetta	P.S. 092 Mary McLeod Bethune
P.S. 102 Jacques Cartier	P.S. 123 Mahalia Jackson
P.S. 108 Assemblyman Angelo Del Toro Educational Complex	P.S. 125 Ralph Bunche
P.S. 112 Jose Celso Barbosa	P.S. 129 John H. Finley
P.S. 146 Ann M. Short	P.S. 133 Fred R Moore
P.S. 155 William Paca	Eagle Academy for Young Men of Harlem
P.S. 171 Patrick Henry	P.S. 154 Harriet Tubman
The Bilingual Bicultural School	The Urban Assembly School for Global Commerce
P.S. 206 Jose Celso Barbosa	P.S. 161 Pedro Albizu Campos
M.S. 224 Manhattan East School for Arts & Academics	P.S. 175 Henry H Garnet
The Judith S. Kaye School	P.S. 194 Countee Cullen
Esperanza Preparatory Academy	P.S. 197 John B. Russwurm
Mosaic Preparatory Academy	P.S. 200- The James McCune Smith School
Renaissance School of the Arts	Harlem Renaissance High School
Manhattan Center for Science and Mathematics	Urban Assembly Academy for Future Leaders
Park East High School	Mott Hall High School
Central Park East I	Thurgood Marshall Academy Lower School
Central Park East High School	Columbia Secondary School
Young Women's Leadership School	Urban Assembly School for the Performing Arts
Heritage School, The	School of Earth Exploration and Discovery Harlem (SEED Harlem)
Isaac Newton Middle School for Math & Science	Frederick Douglass Academy
Central Park East II	New Design Middle School
P.S. 030 Hernandez/Hughes	Teachers College Community School
P.S. 036 Margaret Douglas	Thurgood Marshall Academy for Learning and Social Change

High School for Mathematics, Science and Engineering at City College	Paula Hedbavny School
P.S. 004 Duke Ellington	City College Academy of the Arts
P.S. 005 Ellen Lurie	Amistad Dual Language School
P.S. 008 Luis Belliard	Muscota
P.S. 018 Park Terrace	M.S. 319 - Maria Teresa
P.S. 028 Wright Brothers	Middle School 322
P.S. 048 P.O. Michael J. Buczek	M.S. 324 - Patria Mirabal
Harold O. Levy School	Community Math & Science Prep
P.S. 098 Shorac Kappock	Community Health Academy of the Heights
Dos Puentes Elementary School	Washington Heights Expeditionary Learning School
P.S. 115 Alexander Humboldt	Harbor Heights
P.S. 128 Audubon	Washington Heights Academy
P.S. 132 Juan Pablo Duarte	Hamilton Heights School
J.H.S. 143 Eleanor Roosevelt	High School for Excellence and Innovation
P.S. 152 Dyckman Valley	The College Academy
P.S. 153 Adam Clayton Powell	High School for Media and Communications
P.S. 173	High School for Law and Public Service
Professor Juan Bosch Public School	High School for Health Careers and Sciences
P.S./I.S. 187 Hudson Cliffs	Castle Bridge School
P.S. 189	I.S. 528 Bea Fuller Rodgers School
P.S. 192 Jacob H. Schiff	A. Philip Randolph Campus High School
Hamilton Grange Middle School	Gregorio Luperon High School for Science and Mathematics
P.S./I.S. 210 - Twenty-first Century Academy for Community Leadership	P.S. 001 Courtlandt School
Inwood Early College for Health and Information Technologies	P.S. 5 Port Morris
The Mott Hall School	P.S. 018 John Peter Zenger

P.S. 025 Bilingual School	Community School for Social Justice
P.S./M.S. 029 Melrose School	Mott Haven Village Preparatory High School
P.S. 030 Wilton	University Heights Secondary School
P.S./M.S. 031 The William Lloyd Garrison	Hostos-Lincoln Academy of Science
P.S. 043 Jonas Bronck	Bronx Design and Construction Academy
P.S. 049 Willis Avenue	Bronx Leadership Academy II High School
P.S. 065 Mother Hale Academy	Learning through Play Pre-K Center
J.H.S. 151 Lou Gehrig	Careers in Sports High School
P.S. 154 Jonathan D. Hyatt	The Urban Assembly Bronx Academy of Letters
P.S. 157 Grove Hill	Mott Haven Community High School
P.S. 161 Juan Ponce De Leon School	I.S. 584
P.S. 179	Alfred E. Smith Career and Technical Education High School
South Bronx Preparatory: A College Board School	Walkabout Bronx High School
The Laboratory School of Finance and Technology: X223	Health Opportunities High School
P.S./I.S. 224	P.S. X014 Senator John Calandra
H.E.R.O. High (Health, Education, and Research Occupations High School)	P.S. 036 Unionport
P.S. 277	P.S. 048 Joseph R. Drake
South Bronx Academy for Applied Media	P.S. 062 Inocencio Casanova
Academy of Public Relations	P.S. 069 Journey Prep School
International Community High School	P.S. 071 Rose E. Scala
Academy of Applied Mathematics and Technology	P.S. 072 Dr. William Dorney
Concourse Village Elementary School	P.S. 75 School of Research and Discovery
Young Leaders Elementary School	P.S. 093 Albert G. Oliver
Jill Chaifetz Transfer High School	P.S. 100 Isaac Clason
Bronx Haven High School	M.S. X101 Edward R. Byrne
	P.S. 107

The Dr. Emmett W. Bassett School	Bronx Community High School
J.H.S. 123 James M. Kieran	Bronx Delta School
P.S. 130 Abram Stevens Hewitt	Herbert H. Lehman High School
J.H.S. 131 Albert Einstein	Bronx Academy for Multi-Media
P.S. 138 Samuel Randall	Bronx Bridges High School
P.S. X140 The Eagle School	Soundview Academy for Culture and Scholarship
P.S. 146 Edward Collins	Gotham Collaborative High School
P.S. 152 Evergreen	Mott Hall Community School
P.S. 182	Longwood Preparatory Academy
Bronx Studio School for Writers and Artists	Bronx Arena High School
Women's Academy of Excellence	Westchester Square Academy
Renaissance High School for Musical Theater and the Arts	School for Tourism and Hospitality
M.S. 301 Paul L. Dunbar	Bronx Compass High School
M.S. 302 Luisa Dessus Cruz	Blueprint Middle School
P.S. 304 Early Childhood School	P.S. 583
Millennium Art Academy	P.S./M.S. 004 Crotona Park West
Pelham Lab High School	P.S. 011 Highbridge
The Longwood Academy of Discovery	J.H.S. 022 Jordan L. Mott
The School for Inquiry and Social Justice	P.S. 028 Mount Hope
Schuylerville Preparatory High School	P.S. 035 Franz Siegel
Bronx River High School	P.S. 042 Claremont
Archimedes Academy for Math, Science and Technology Applications	P.S. 053 Basheer Quisim
Urban Institute of Mathematics	P.S. 055 Benjamin Franklin
The Bronx Mathematics Preparatory School	P.S. 058
Antonia Pantoja Preparatory Academy: A College Board School	P.S. 063 Author's Academy
	P.S. 070 Max Schoenfeld

P.S. 073 Bronx	Validus Preparatory Academy
P.S. X088 - S. Silverstein Little Sparrow School	The New American Academy at Roberto Clemente State Park
P.S. 109 Sedgwick	The Walton Avenue School
P.S. 110 Theodore Schoenfeld	Morris Academy for Collaborative Studies
P.S. X114 - Luis Llorens Torres Schools	I.S. X303 Leadership & Community Service
I.S. 117 Joseph H. Wade	Lucero Elementary School
P.S. 126 Dr Marjorie H Dunbar	I.S. 313 School of Leadership Development
Mott Hall III	Bronx Writing Academy
P.S. 132 Garret A. Morgan	Bronx Early College Academy for Teaching & Learning
P.S. 163 Arthur A. Schomburg	Comprehensive Model School Project M.S. 327
P.S. 170	New Millennium Bronx Academy of the Arts
P.S. 199X - The Shakespeare School	DreamYard Preparatory School
P.S. 204 Morris Heights	I.S. 339
Kappa	New Directions Secondary School
P.S./I.S. 218 Rafael Hernandez Dual Language Magnet School	The Highbridge Green School
I.S. 219 New Venture School	Academy for Language and Technology
Bronx Collegiate Academy	Bronx International High School
I.S. 229 Roland Patterson	School for Excellence
Eagle Academy for Young Men	Bronx High School of Business
I.S. 232	Bronx High School for Medical Science
P.S. 236 Langston Hughes	The Family School
Urban Assembly School for Applied Math and Science, The	Grant Avenue Elementary School
Eximius College Preparatory Academy: A College Board School	Science and Technology Academy: A Mott Hall School
Mott Hall Bronx High School	Sheridan Academy for Young Leaders
Bronx Center for Science and Mathematics	Bronx School for Law, Government and Justice

Frederick Douglass Academy III Secondary School	Bedford Park Elementary School
Bronx Leadership Academy High School	J.H.S. 080 The Mosholu Parkway
High School for Violin and Dance	P.S. 081 Robert J. Christen
Mount Eden Children's Academy	P.S. 085 Great Expectations
Claremont International HS	P.S. 086 Kingsbridge Heights
Young Women's Leadership School of the Bronx	P.S. 091 Bronx
Garden of Learning and Discovery Pre-K Center	P.S. 094 Kings College School
South Bronx International Middle School	P.S. 095 Sheila Mencher
M.S. 594	J.H.S. 118 William W. Niles
P.S. 3 Raul Julia Micro Society	Riverdale / Kingsbridge Academy (Middle School / High School 141)
Milton Fein School	P.S. 159 Luis Munoz Marin Biling
P.S. 008 Isaac Varian	P.S. 205 Fiorello LaGuardia
P.S. 9 Ryer Avenue Elementary School	I.S. 206 Ann Mersereau
P.S. X015 Institute for Environmental Learning	P.S. 207
PS/MS 20 P.O.George J. Werdann, III	P.S. 209
P.S. 023 The New Children's School	Bronx Engineering and Technology Academy
P.S. 024 Spuyten Duyvil	Theatre Arts Production Company School
P.S. 032 Belmont	P.S. 226
P.S. 033 Timothy Dwight	Jonas Bronck Academy
P.S. X037 - Multiple Intelligence School	The Marie Curie School for Medicine, Nursing, and Health Professions
Thomas C. Giordano Middle School 45	West Bronx Academy for the Future
P.S. 046 Edgar Allan Poe	The New School for Leadership and Journalism
The Bronx STEM and Arts Academy	P.S. 246 Poe Center
P.S./I.S. 54	I.S. 254
P.S. 056 Norwood Heights	Bronx Academy for Software Engineering (BASE)
P.S. 059 The Community School of Technology	

Kingsbridge International High School	The Angelo Patri Middle School
P.S. 279 Captain Manuel Rivera, Jr.	P.S. 396
P.S./M.S. 280 Mosholu Parkway	English Language Learners and International Support Preparatory Academy (ELLIS)
Bronx School of Law and Finance	High School for Teaching and the Professions
P.S. 291	Belmont Preparatory High School
P.S. 306	Fordham High School for the Arts
Luisa Pineiro Fuentes School of Science and Discovery	Fordham Leadership Academy
Bronx Dance Academy School	Bronx High School for Law and Community Service
P.S. 310 Marble Hill	DeWitt Clinton High School
P.S. 315 Lab School	Celia Cruz Bronx High School of Music, The
Providing Urban Learners Success In Education High School	The Bronx High School of Science
The Bronx School of Young Leaders	Creston Academy
P.S. 340	Marble Hill High School for International Studies
International School for Liberal Arts	Crotona International High School
Ampark Neighborhood	Rose Hill Pre-K Center
Bronx Collaborative High School	Bronx Theatre High School
World View High School	Discovery High School
P.S. 360	High School for Energy and Technology
Academy For Personal Leadership And Excellence	High School of American Studies at Lehman College
In-Tech Academy (M.S. / High School 368)	P.S. 016 Wakefield
Knowledge and Power Preparatory Academy International High School (Kappa)	P.S. 019 Judith K. Weiss
Elementary School for Math, Science, and Technology	P.S. 021 Philip H. Sheridan
School for Environmental Citizenship	P.S. 041 Gun Hill Road
M.S. 390	P.S. 068 Bronx
	P.S. 076 The Bennington School

P.S. 078 Anne Hutchinson	Bronx Lab School
P.S. 083 Donald Hertz	Academy for Scholarship and Entrepreneurship: A College Board School
P.S. 087 Bronx	High School of Computers and Technology
P.S. 089 Bronx	North Bronx School of Empowerment
P.S. 096 Richard Rodgers	Collegiate Institute for Math and Science
P.S. 097 Bronx	Bronx Academy of Health Careers
P.S. 103 Hector Fontanez	Astor Collegiate Academy
P.S. 105 Sen Abraham Bernstein	Bronx Green Middle School
P.S. 106 Parkchester	Bronx Alliance Middle School
P.S. 108 Philip J. Abinanti	Young Voices Academy of the Bronx
P.S. 111 Seton Falls	Leaders of Tomorrow
P.S. 112 Bronxwood	Bronx High School for the Visual Arts
P.S. 121 Throop	Harry S Truman High School
J.H.S. 127 The Castle Hill	Cornerstone Academy for Social Action Middle School (CASA)
J.H.S. 144 Michelangelo	Pelham Academy of Academics and Community Engagement
P.S. 153 Helen Keller	The STEAM Bridge School
P.S. 160 Walt Disney	The Matilda Avenue School
Baychester Academy	P.S./M.S. 11X498 - Van Nest Academy
P.S. 175 City Island	Bronxdale High School
P.S. 178 - Dr. Selman Waksman	High School of Language and Innovation
M.S. 180 Dr. Daniel Hale Williams	New World High School
I.S. 181 Pablo Casals	The Bronxwood Preparatory Academy
Cornerstone Academy for Social Action	One World Middle School at Edenwald
P.S./M.S. 194	Baychester Middle School
Bronx Health Sciences High School	District 11 Pre-K Center
Bronx High School for Writing and Communication Arts	

Pelham Preparatory Academy	Bronx Latin
High School for Contemporary Arts	East Bronx Academy for the Future
Bronx Aerospace High School	Frederick Douglass Academy V. Middle School
Bronx Park Middle School	Fannie Lou Hamer Middle School
Pelham Gardens Middle School	The School of Science and Applied Learning
Linden Tree Elementary School	Fairmont Neighborhood School
P.S. 006 West Farms	Kappa III
P.S. 044 David C. Farragut	I.S. X318 Math, Science & Technology Through Arts
P.S. 047 John Randolph	Accion Academy
P.S. 057 Crescent	Emolior Academy
P.S. 061 Francisco Oller	Pan American International High School at Monroe
P.S. 066 School of Higher Expectations	Arturo A. Schomburg Satellite Academy Bronx
P.S. 067 Mohegan School	Samara Community School
J.H.S. 098 Herman Ridder	Urban Scholars Community School
M.S. 129 Academy for Independent Learning and Leadership	The Cinema School
P.S. 134 George F. Bristow	Bronx Career and College Preparatory High School
P.S. 150 Charles James Fox	Bronx Regional High School
E.S.M.T- I.S. 190	Bronx Envision Academy
P.S. 195	The Metropolitan Soundview High School
P.S. 196	Archer Elementary School
P.S. 211	P.S. 536
P.S. 214	High School of World Cultures
School of Performing Arts	P.S. 595
Mott Hall V	Fannie Lou Hamer Freedom High School
Metropolitan High School, The	Wings Academy
Explorations Academy H.S.	

Bronx Little School	Brooklyn Community Arts & Media High School (BCAM)
P.S. 003 The Bedford Village	Science Skills Center High School for Science, Technology and the Creative Arts
P.S. 008 Robert Fulton	Brooklyn Technical High School
Public School 9 The Sarah Smith Garnet School	Brooklyn International High School
P.S. 011 Purvis J. Behan	The Urban Assembly School for Law and Justice
P.S. 020 Clinton Hill	Academy of Arts and Letters
P.S. 044 Marcus Garvey	Urban Assembly Institute of Math and Science for Young Women
P.S. 046 Edward C. Blum	Brooklyn Academy High School
P.S. 054 Samuel C. Barnes	Gotham Professional Arts Academy
P.S. 056 Lewis H. Latimer	Bedford Academy High School
P.S. 067 Charles A. Dorsey	George Westinghouse Career and Technical Education High School
P.S. 093 William H. Prescott	Brooklyn High School for Leadership and Community Service
M.S. 113 Ronald Edmonds Learning Center	Benjamin Banneker Academy
P.S. 133 William A. Butler	City Polytechnic High School of Engineering, Architecture, and Technology
P.S. 256 Benjamin Banneker	Fort Greene Preparatory Academy
Dr. Susan S. McKinney Secondary School of the Arts	District 13 PRE-K Center
M.S. K266 - Park Place Community Middle School	I.S. 915
P.S. 270 Johann DeKalb	P.S. 016 Leonard Dunkly
P.S. 282 Park Slope	P.S. 017 Henry D. Woodworth
P.S. 287 Bailey K. Ashford	P.S. 018 Edward Bush
Satellite East Middle School	P.S. 023 Carter G. Woodson
P.S. 307 Daniel Hale Williams	P.S. 031 Samuel F. Dupont
Dock Street School for STEAM Studies	P.S. 034 Oliver H. Perry
Urban Assembly School of Music and Art	
The Urban Assembly Unison School	

J.H.S. 050 John D. Wells	Williamsburg High School for Architecture and Design
P.S. 059 William Floyd	Williamsburg Preparatory School
Juan Morel Campos Secondary School	Conselyea Preparatory School
P.S. 084 Jose De Diego	M.S. 582
P.S. 110 The Monitor	Lyons Community School
P.S. 120 Carlos Tapia	A-Tech High School
John Ericsson Middle School 126	Young Women's Leadership School of Brooklyn
P.S. 132 The Conselyea School	El Puente Academy for Peace and Justice
P.S. 147 Isaac Remsen	P.S. 001 The Bergen
P.S./I.S. 157 The Benjamin Franklin Health & Science Academy	Magnet School of Math, Science and Design Technology
P.S. 196 Ten Eyck	P.S. 015 Patrick F. Daly
P.S. 250 George H. Lindsay	P.S. 024
P.S. 257 John F. Hylan	P.S. 029 John M. Harrigan
P.S. 297 Abraham Stockton	P.S. 032 Samuel Mills Sprole
I.S. 318 Eugenio Maria De Hostos	P.S. 038 The Pacific
P.S. 319	P.S. 039 Henry Bristow
P.S. 380 John Wayne Elementary	M.S. 51 William Alexander
Brooklyn Arbor Elementary School	P.S. 058 The Carroll
Brooklyn Latin School, The	J.H.S. 088 Peter Rouget
The Williamsburg High School of Art and Technology	P.S. 094 The Henry Longfellow
PROGRESS High School for Professional Careers	P.S. 107 John W. Kimball
East Williamsburg Scholars Academy	The Maurice Sendak Community School
The High School for Enterprise, Business and Technology	P.S. 124 Silas B. Dutcher
Brooklyn Preparatory High School	P.S. 130 The Parkside
	P.S. 131 Brooklyn

I.S. 136 Charles O. Dewey	Millennium Brooklyn HS
The Brooklyn New School, P.S. 146	South Brooklyn Community High School
The Windsor Terrace School	The Little Brooklyn Pre-K Center
P.S. 169 Sunset Park	Sunset Park Prep
P.S. 172 Beacon School of Excellence	M.S. 839
P.S. 230 Doris L. Cohen	Pre-K Center at Bishop Ford School Site
P.S. 261 Philip Livingston	The School of Creativity and Innovation
P.S. 295	P.S. 005 Dr. Ronald McNair
P.S. 321 William Penn	P.S. 021 Crispus Attucks
Brooklyn Frontiers High School	P.S. 025 Eubie Blake School
Digital Arts and Cinema Technology High School	P.S. 026 Jesse Owens
M.S. 442 Carroll Gardens School for Innovation	M.S. 035 Stephen Decatur
New Voices School of Academic & Creative Arts	P.S. 040 George W. Carver
The Math & Science Exploratory School	Whitelaw Reid Academy of Arts and Business
Brooklyn Collaborative Studies	P.S. 081 Thaddeus Stevens
John Jay School for Law	P.S. 243K- The Weeksville School
Cyberarts Studio Academy	P.S. 262 El Hajj Malik El Shabazz Elementary School
Park Slope Collegiate	M.S. 267 Math, Science & Technology
The Boerum Hill School for International Studies	P.S. 308 Clara Cardwell
Sunset Park Avenues Elementary School	P.S. 309 The George E. Wibecan Preparatory Academy
Cobble Hill School of American Studies	P.S. 335 Granville T. Woods
West Brooklyn Community High School	Boys and Girls High School
Khalil Gibran International Academy	Brooklyn High School for Law and Technology
Brooklyn High School of the Arts	Brighter Choice Community School
Sunset Park High School	Brooklyn Brownstone School
Red Hook Neighborhood School	

Research and Service High School	The School of Integrated Learning
Madiba Prep Middle School	P.S. 375 Jackie Robinson School
The Brooklyn Academy of Global Finance	Academy for College Preparation and Career Exploration: A College Board School
Nelson Mandela High School	M.S. K394
The Brooklyn Green School	P.S. 397 Foster-Laurie
Parkside Preparatory Academy	P.S. 398 Walter Weaver
Norma Adams Clemons Academy	P.S. 399 Stanley Eugene Clark
Dr. Jacqueline Peek-Davis School	Academy of Hospitality and Tourism
M.S. 061 Dr. Gladstone H. Atwell	Ronald Edmonds Learning Center II
P.S. 091 The Albany Avenue School	International High School at Prospect Heights
P.S. 092 Adrian Hegeman	The High School for Global Citizenship
Pathways in Technology Early College High School (P-Tech)	School for Human Rights, The
P.S. 138 Brooklyn	New Bridges Elementary
P.S. 161 The Crown	High School for Youth and Community Development at Erasmus
P.S. 181 Brooklyn	High School for Service & Learning at Erasmus
P.S. 189 The Bilingual Center	Science, Technology and Research Early College High School at Erasmus
P.S. 191 Paul Robeson	High School for Public Service: Heroes of Tomorrow
P.S. 221 Toussaint L'Ouverture	Brooklyn Academy of Science and the Environment
P.S. 241 Emma L. Johnston	Brooklyn School for Music & Theatre
M.S. 246 Walt Whitman	Brownsville Academy High School
P.S. 249 The Caton	Medgar Evers College Preparatory School
P.S. 289 George V. Brower	Clara Barton High School
P.S. 316 Elijah Stroud	Aspirations Diploma Plus High School
I.S. 340	Brooklyn Arts and Science Elementary School
Ebbets Field Middle School	
Elijah Stroud Middle School	

New Heights Middle School	Brooklyn Bridge Academy
Brooklyn Institute for Liberal Arts	The Middle School of Media, Law and Fine Arts
Academy for Health Careers	Middle School for Art and Philosophy
P.S. 770 New American Academy	High School for Innovation in Advertising and Media
P.S. 66	Cultural Academy for the Arts and Sciences
I.S. 068 Isaac Bildersee	High School for Medical Professions
P.S. 114 Ryder Elementary	Olympus Academy
P.S. 115 Daniel Mucatel School	Academy for Conservation and the Environment
P.S. 135 Sheldon A. Brookner	Urban Action Academy
P.S. 208 Elsa Ebeling	East Brooklyn Community High School
I.S. 211 John Wilson	Brooklyn Science and Engineering Academy
P.S. 219 Kennedy-King	P.S. 007 Abraham Lincoln
P.S. 233 Langston Hughes	P.S. 013 Roberto Clemente
P.S. 235 Janice Marie Knight School	P.S. 065
P.S. 244 Richard R. Green	P.S. 089 Cypress Hills
P.S. 268 Emma Lazarus	P.S. 108 Sal Abbracciamento
P.S. 272 Curtis Estabrook	P.S. 149 Danny Kaye
P.S. 276 Louis Marshall	P.S. 158 Warwick
P.S. 279 Herman Schreiber	P.S. 159 Isaac Pitkin
I.S. 285 Meyer Levin	I.S. 171 Abraham Lincoln
The Science And Medicine Middle School	P.S. 190 Sheffield
It Takes a Village Academy	P.S. 202 Ernest S. Jenkyns
Brooklyn Community High School for Excellence and Equity	P.S. 213 New Lots
Brooklyn Theatre Arts High School	P.S. 214 Michael Friedsam
Kurt Hahn Expeditionary Learning School	J.H.S. 218 James P. Sinnott
Victory Collegiate High School	P.S. 224 Hale A. Woodruff

P.S. 273 Wortman	W. H. Maxwell Career and Technical Education High School
P.S. 290 Juan Morel Campos	Vista Academy
J.H.S. 292 Margaret S. Douglas	Liberty Avenue Middle School
P.S. 306 Ethan Allen	School of the Future Brooklyn
The Fresh Creek School	East New York Elementary School of Excellence
P.S. 328 Phyllis Wheatley	East New York Middle School of Excellence
P.S. 345 Patrolman Robert Bolden	School for Classics High School
P.S. 346 Abe Stark	Highland Park Community School
I.S. 364 Gateway	The Urban Assembly School for Collaborative Healthcare
Academy for Young Writers	Legacy School of the Arts
East New York Family Academy	P.S. 938
Spring Creek Community School	The East New York Arts and Civics High School
Frederick Douglass Academy VIII Middle School	P.S./I.S. 30 Mary White Ovington
FDNY - Captain Vernon A. Richard High School for Fire and Life Safety	P.S. 048 Mapleton
High School for Civil Rights	J.H.S. 062 Ditmas
Performing Arts and Technology High School	P.S. 69 Vincent D. Grippo School
World Academy for Total Community Health High School	P.S. 102 The Bayview
Brooklyn Gardens Elementary School	P.S./I.S. 104 The Fort Hamilton School
Multicultural High School	P.S. 105 The Blythebourne
Transit Tech Career and Technical Education High School	P.S. 112 Lefferts Park
Academy of Innovative Technology	P.S. 127 Mckinley Park
Brooklyn Lab School	P.S. 160 William T. Sampson
Van Sicken Community Middle School	P.S. 163 Bath Beach
Cypress Hills Collegiate Preparatory School	P.S. 164 Caesar Rodney
	Ralph A. Fabrizio School

P.S. 176 Ovington	Urban Assembly School for Leadership and Empowerment
P.S. 179 Kensington	The Academy of Talented Scholars
The SEEALL Academy	Brooklyn School of Inquiry
P.S. 185 Walter Kassenbrock	P.S. 748 Brooklyn School for Global Scholars
P.S. 186 Dr. Irving A Gladstone	District 20 Pre-K Center
The Christa McAuliffe School\I.S. 187	MS 936 Arts Off 3rd
P.S. 192 - The Magnet School for Math and Science Inquiry	Sunset School of Cultural Learning
P.S. 200 Benson School	School of Math, Science, and Healthy Living
J.H.S. 201 The Dyker Heights	P.S. 90 Edna Cohen School
P.S. 204 Vince Lombardi	P.S. 095 The Gravesend
P.S. 205 Clarion	I.S. 096 Seth Low
J.H.S. 220 John J. Pershing	P.S. 97 The Highlawn
J.H.S. 223 The Montauk	I.S. 98 Bay Academy
J.H.S. 227 Edward B. Shallow	P.S. 099 Isaac Asimov
P.S. 229 Dyker	P.S. 100 The Coney Island School
P.S. 247 Brooklyn	P.S. 101 The Verrazano
J.H.S. 259 William McKinley	P.S. 121 Nelson A. Rockefeller
P.S. 264 Bay Ridge Elementary School For The Arts	P.S. 128 Bensonhurst
The School For Future Leaders	P.S. 153 Homecrest
New Utrecht High School	P.S. 177 The Marlboro
High School of Telecommunication Arts and Technology	P.S. 188 Michael E. Berdy
Fort Hamilton High School	P.S. 199 Frederick Wachtel
P.S. 503: The School of Discovery	P.S. 209 Margaret Mead
Franklin Delano Roosevelt High School	P.S. 212 Lady Deborah Moody
P.S. 506: The School of Journalism & Technology	P.S. 215 Morris H. Weiss
	P.S. 216 Arturo Toscanini

P.S. K225 - The Eileen E. Zaglin	P.S. 109
P.S. 226 Alfred De B. Mason	P.S. 119 Amersfort
I.S. 228 David A. Boody	P.S. K134
P.S. 238 Anne Sullivan	P.S. 139 Alexine A. Fenty
Mark Twain I.S. 239 for the Gifted & Talented	School of Science & Technology
P.S. 253	P.S. 193 Gil Hodges
I.S. 281 Joseph B Cavallaro	P.S. 194 Raoul Wallenberg
P.S. 288 The Shirley Tanyhill	P.S. 195 Manhattan Beach
I.S. 303 Herbert S. Eisenberg	P.S. 197 - The Kings Highway Academy
P.S. 329 Surfside	P.S. 198 Brooklyn
International High School at Lafayette	P.S. 203 Floyd Bennett School
Rachel Carson High School for Coastal Studies	P.S. 206 Joseph F Lamb
High School of Sports Management	P.S. 207 Elizabeth G. Leary
Abraham Lincoln High School	P.S. 217 Colonel David Marcus School
Kingsborough Early College School	P.S. 222 Katherine R. Snyder
Edward R. Murrow High School	J.H.S. 234 Arthur W. Cunningham
John Dewey High School	P.S. 236 Mill Basin
Life Academy High School for Film and Music	Andries Hudde
Leaders High School	P.S. 245
William E. Grady Career and Technical Education High School	P.S. 251 Paerdegat
Brooklyn Studio Secondary School	P.S. 254 Dag Hammarskjold
Liberation Diploma Plus	P.S. 255 Barbara Reing School
Brooklyn's Daily Discovery Pre-K Center	P.S. 277 Gerritsen Beach
J.H.S. 014 Shell Bank	J.H.S. 278 Marine Park
P.S. 052 Sheepshead Bay	P.S. 312 Bergen Beach
J.H.S. 078 Roy H. Mann	P.S. K315

P.S. 326	Christopher Avenue Community School
P.S. 361 East Flatbush Early Childhood School	Riverdale Avenue Community School
I. S. 381	Brooklyn Collegiate: A College Board School
Midwood High School	Frederick Douglass Academy VII High School
James Madison High School	Kappa V (Knowledge and Power Preparatory Academy)
Leon M. Goldstein High School for the Sciences	Mott Hall IV
Brooklyn College Academy	Brooklyn Landmark Elementary School
Origins High School	Brooklyn Democracy Academy
Professional Pathways High School	Eagle Academy for Young Men II
The Joan Snow Pre-K Center	Metropolitan Diploma Plus High School
P.S. 889	Brooklyn Environmental Exploration School (BEES)
M.S. 890	Riverdale Avenue Middle School
P.S. 041 Francis White	Mott Hall Bridges Academy
P.S./I.S. 137 Rachel Jean Mitchell	Teachers Preparatory High School
P.S. 150 Christopher	I.S. 5 - The Walter Crowley Intermediate School
P.S./I.S. 155 Nicholas Herkimer	P.S. 007 Louis F. Simeone
P.S. 156 Waverly	P.S. 012 James B. Colgate
P.S. 165 Ida Posner	P.S. 013 Clement C. Moore
P.S. 178 Saint Clair Mckelway	P.S. 014 Fairview
P.S. 184 Newport	P.S. Q016 The Nancy DeBenedittis School
The Gregory Jocko Jackson School of Sports, Art, and Technology	P.S. 019 Marino Jeantet
P.S. 298 Dr. Betty Shabazz	P.S. 28 - The Thomas Emanuel Early Childhood Center
P.S./I.S. 323	P.S. 049 Dorothy Bonawit Kole
P.S. 327 Dr. Rose B. English	P.S. 58 - The School of Heroes
Brownsville Collaborative Middle School	I.S. 061 Leonardo Da Vinci
I.S. 392	

P.S. 068 Cambridge	A.C.E. Academy for Scholars at the Geraldine Ferraro Campus
P.S. 071 Forest	Civic Leadership Academy
I.S. 73 - The Frank Sansivieri Intermediate School	Pan American International High School
I.S. 077	Bard High School Early College Queens
P.S. 81Q Jean Paul Richter	Learners and Leaders
P.S./I.S. 087 Middle Village	Pioneer Academy
P.S. 088 Seneca	Corona Arts & Sciences Academy
P.S. 089 Elmhurst	Helen M. Marshall School
P.S. 091 Richard Arkwright	Mosaic Pre-K Center
I.S. 093 Ridgewood	The Children's Lab School
P.S. 102 Bayview	Newtown High School
P.S. 110	Grover Cleveland High School
P.S./I.S. 113 Anthony J. Pranzo	Middle College High School at LaGuardia Community College
P.S./I.S. 119 The Glendale	International High School at LaGuardia Community College
I.S. 125 Thom J. McCann Woodside	High School for Arts and Business
P.S. 128 The Lorraine Tuzzo, Juniper Valley Elementary School	Robert F. Wagner, Jr. Secondary School for Arts and Technology
P.S. 143 Louis Armstrong	Maspeth High School
P.S. 153 Maspeth Elem	Queens Technical High School
P.S. 199 Maurice A. Fitzgerald Elm Tree Elementary School	Aviation Career & Technical Education High School
P.S. 229 Emanuel Kaplan International High School for Health Sciences	VOYAGES Preparatory
P.S. 239 Academy of Finance and Enterprise	P.S. 020 John Bowne
High School of Applied Communication	P.S. 021 Edward Hart
	P.S. 022 Thomas Jefferson
	P.S. 024 Andrew Jackson

I.S. 025 Adrien Block	Queens High School for Language Studies
P.S. 029 Queens	P.S. 242 Leonard P. Stavisky Early Childhood School
P.S. 032 State Street	The Active Learning Elementary School
P.S. 079 Francis Lewis	I.S. 250 The Robert F. Kennedy Community Middle School
P.S. 107 Thomas A Dooley	Queens School of Inquiry, The
P.S. 120 Queens	Flushing International High School
P.S. 129 Patricia Larkin	East-West School of International Studies
P.S. 130	World Journalism Preparatory: A College Board School
P.S. 154 Queens	BELL Academy
P.S. 163 Flushing Heights	College Point Collaborative
P.S. 164 Queens Valley	District 25 PRE-K Center
P.S. 165 Edith K. Bergtraum	John Bowne High School
P.S. 169 Bay Terrace	Flushing High School
P.S. 184 Flushing Manor	The Queens College School for Math, Science and Technology
J.H.S. 185 Edward Bleeker	Townsend Harris High School
J.H.S. 189 Daniel Carter Beard	Queens Academy High School
P.S. 193 Alfred J. Kennedy	Robert F. Kennedy Community High School
J.H.S. 194 William Carr	North Queens Community High School
P.S./M.S. 200 - The Magnet School of Global Studies and Leadership	P.S. 018 Winchester
P.S. 201 The Discovery School for Inquiry and Research	P.S. 026 Rufus King
P.S. 209 Clearview Gardens	P.S. 031 Bayside
P.S. 214 Cadwallader Colden	P.S. 041 Crocheron
P.S. 219 Paul Klapper	P.S. 046 Alley Pond
I.S. 237	J.H.S. 067 Louis Pasteur
Veritas Academy	

J.H.S. 074 Nathaniel Hawthorne	Bayside High School
P.S. 094 David D. Porter	Queens High School of Teaching, Liberal Arts and the Sciences
P.S. 098 The Douglaston School	P.S./M.S 042 R. Vernam
The James J. Ambrose School	P.S. 043
P.S. 133 Queens	P.S. 045 Clarence Witherspoon
M.S. 158 Marie Curie	P.S. 047 Chris Galas
P.S. 159	P.S. 051
P.S. 162 John Golden	M.S. 053 Brian Piccolo
Irwin Altman Middle School 172	P.S. 056 Harry Eichler
P.S. 173 Fresh Meadows	P.S. 060 Woodhaven
P.S./ IS 178 Holliswood	P. S. 62 - Chester Park School
P.S. 186 Castlewood	P.S. 063 Old South
P.S. 188 Kingsbury	P.S. 064 Joseph P. Addabbo
P.S. 191 Mayflower	P.S. 65 - The Raymond York Elementary School
P.S. 203 Oakland Gardens	P.S. 066 Jacqueline Kennedy Onassis
P.S. 205 Alexander Graham Bell	P.S. 090 Horace Mann
P.S. 213 The Carl Ullman School	P.S. 096
J.H.S. 216 George J. Ryan	P.S. 097 Forest Park
P.S. 221 The North Hills School	P.S. 100 Glen Morris
P.S./I.S. 266	P.S. 104 The Bays Water
Business Technology Early College High School	P.S. 105 The Bay School
P.S. 376	Lighthouse Elementary School
The CIVIC School of Bayside Hills	P.S. 108 Captain Vincent G. Fowler
Benjamin N. Cardozo High School	P.S./M.S. 114 Belle Harbor
Francis Lewis High School	P.S. 123
Martin Van Buren High School	P.S. 124 Osmond A Church

M.S. 137 America's School of Heroes	Waterside Children's Studio School
P.S. 146 Howard Beach	Waterside School For Leadership
P.S. 155	Village Academy
P.S. 183 Dr. Richard R. Green	Scholars' Academy
P.S. 197 The Ocean School	Rockaway Park High School for Environmental Sustainability
J.H.S. 202 Robert H. Goddard	Goldie Maple Academy
P.S. 207 Rockwood Park	Epic High School - North
J.H.S. 210 Elizabeth Blackwell	Curious Young Learners Pre-K Center
P.S. 223 Lyndon B. Johnson	Rockaway Collegiate High School
J.H.S. 226 Virgil I. Grissom	Wave Preparatory Elementary School
P.S. 232 Lindenwood	P.S. 377
P.S. 253	August Martin High School
P.S. 254 - The Rosa Parks School	Richmond Hill High School
Frederick Douglass Academy VI High School	John Adams High School
Voyages Prep - South Queens	High School for Construction Trades, Engineering and Architecture
Channel View School for Research	J.H.S. 008 Richard S. Grossley
P.S. 273	P.S. 040 Samuel Huntington
Knowledge and Power Preparatory Academy VI	P.S. 048 William Wordsworth
Hawtree Creek Middle School	P.S. 050 Talfourd Lawn Elementary School
Queens High School for Information, Research, and Technology	P.S. 054 Hillside
New York City Academy for Discovery	P.S. 055 Maure
Robert H. Goddard High School of Communication Arts and Technology	Catherine & Count Basie Middle School 72
Academy of Medical Technology: A College Board School	PS 80 The Thurgood Marshall Magnet School of Multimedia and Communication
Epic High School - South	P.S. 082 Hammond
Queens Explorers Elementary School	P.S. Q086

P.S. 099 Kew Gardens	Redwood Middle School
P.S. 101 School in the Gardens	The Ezra Jack Keats Pre-K Center
P.S. 117 J. Keld / Briarwood School	Queens Satellite High School for Opportunity
P.S. 121 Queens	The Queens School for Leadership and Excellence
P.S. 139 Rego Park	Jamaica Gateway to the Sciences
P.S. 140 Edward K Ellington	The Jermaine L. Green STEM Institute of Queens
P.S. 144 Col Jeromus Remsen	M.S. 358
J.H.S. 157 Stephen A. Halsey	Forest Hills High School
P.S. 160 Walter Francis Bishop	Hillcrest High School
P.S. 161 Arthur Ashe School	Thomas A. Edison Career and Technical Education High School
Metropolitan Expeditionary Learning School	Queens Gateway to Health Sciences Secondary School
P.S. 174 William Sidney Mount	Queens Metropolitan High School
P.S. 175 The Lynn Gross Discovery School	Queens High School for the Sciences at York College
P.S. 182 Samantha Smith	High School for Law Enforcement and Public Safety
J.H.S. 190 Russell Sage	Young Women's Leadership School, Queens
P.S. 196 Grand Central Parkway	P.S. 015 Jackie Robinson
P.S. 206 The Horace Harding School	P.S. 033 Edward M. Funk
J.H.S. 217 Robert A. Van Wyck	P.S. 034 John Harvard
P.S. 220 Edward Mandel	P.S. 035 Nathaniel Woodhull
York Early College Academy	P.S. 036 Saint Albans School
The Emerson School	Cynthia Jenkins School
The Academy for Excellence through the Arts	P.S. 038 Rosedale
Queens Collegiate: A College Board School	P.S. 052 Queens
Jamaica Children's School	I.S. 059 Springfield Gardens
Hillside Arts & Letters Academy	
High School for Community Leadership	

P.S. 095 Eastwood	George Washington Carver High School for the Sciences
Jean Nuzzi Intermediate School	
P.S./I.S. 116 William C. Hughley	Preparatory Academy for Writers: A College Board School
P.S. 118 Lorraine Hansberry	Queens United Middle School
P.S. 131 Abigail Adams	P.S./I.S. 295
P.S. 132 Ralph Bunche	Benjamin Franklin High School for Finance & Information Technology
P.S. 134 Hollis	Cambria Heights Academy
The Bellaire School	Eagle Academy for Young Men III
P.S. 136 Roy Wilkins	Collaborative Arts Middle School
P.S./M.S. 138 Sunrise	Community Voices Middle School
P.S./M.S. 147 Ronald McNair	P.S. 360
P.S. 156 Laurelton	District 29 Pre-K Center
P.S. 176 Cambria Heights	Mathematics, Science Research and Technology Magnet High School
P.S. 181 Brookfield	Humanities & Arts Magnet High School
I.S. 192 The Linden	P.S. 002 Alfred Zimberg
P.S. 195 William Haberle	I.S. 010 Horace Greeley
P.S./I.S. 208	P.S. 011 Kathryn Phelan
I.S. 238 - Susan B. Anthony Academy	P.S. 017 Henry David Thoreau
Institute for Health Professions at Cambria Heights	P.S. 069 Jackson Heights
Queens Preparatory Academy	P.S. 070
P.S. 251 Queens	P.S. 076 William Hallet
Pathways College Preparatory School: A College Board School	P.S./I.S. 78Q
Excelsior Preparatory High School	P.S. 084 Steinway
P.S./I.S. 268	P.S. 085 Judge Charles Vallone
The Gordon Parks School	P.S. 092 Harry T. Stewart Sr.

P.S. 111 Jacob Blackwell	Hunters Point Community Middle School
P.S. 112 Dutch Kills	The 30th Avenue School (G&T Citywide)
P.S. 122 Mamie Fay	Academy for Careers in Television and Film
Albert Shanker School for Visual and Performing Arts	East Elmhurst Community School
P.S. 127 Aerospace Science Magnet School	The Woodside Community School
I.S. 141 The Steinway	P.S. 384
I.S. 145 Joseph Pulitzer	District 30 Pre-K Center
P.S. 148 Queens	The Hector Figueroa School
P.S. 149 Christa McAuliffe	William Cullen Bryant High School
P.S. 150 Queens	Long Island City High School
P.S. 151 Mary D. Carter	Frank Sinatra School of the Arts High School
P.S. 152 Gwendoline N. Alleyne School	Information Technology High School
P.S. 166 Henry Gradstein	Newcomers High School
P.S. 171 Peter G. Van Alst	Academy of American Studies
I.S. 204 Oliver W. Holmes	Baccalaureate School for Global Education
P.S. 212	P.S. 001 Tottenville
P.S. Q222 - Fire Fighter Christopher A. Santora School	I.S. R002 George L. Egbert
I.S. 227 Louis Armstrong	P.S. 003 The Margaret Gioiosa School
The Ivan Lafayette Early Childhood School of the Arts	P.S. 004 Maurice Wollin
I.S. 230	P.S. 005 Huguenot
P.S. 234	P.S. 6 Corporal Allan F. Kivlehan School
Academy for New Americans	I.S. 007 Elias Bernstein
Energy Tech High School	P.S. 8 Shirlee Solomon
P.S. 280	Naples Street Elementary School
Young Women's Leadership School, Astoria	Fort Hill Collaborative Elementary School
	P.S. 11 Thomas Dongan School

P.S. 013 M. L. Lindemeyer	CSI High School for International Studies
P.S. 016 John J. Driscoll	P.S. 048 William G. Wilcox
P.S. 018 John G. Whittier	I.S. 49 Berta A. Dreyfus
P.S. 019 The Curtis School	P.S. 050 Frank Hankinson
P.S. 020 Port Richmond	I.S. 051 Edwin Markham
P.S. 21 Margaret Emery-Elm Park	P.S. 052 John C. Thompson
P.S. 022 Graniteville	The Barbara Esselborn School
P.S. 023 Richmondtown	P.S. 054 Charles W. Leng
I.S. 024 Myra S. Barnes	P.S. 055 Henry M. Boehm
P.S. 026 The Carteret School	P.S. 56 The Louis Desario School
I.S. 027 Anning S. Prall	P.S. 057 Hubert H. Humphrey
The Eagle Academy for Young Men of Staten Island	Space Shuttle Columbia School
P.S. 029 Bardwell	The Harbor View School
P.S. 030 Westerleigh	P.S. 060 Alice Austen
P.S. 031 William T. Davis	I.S. 061 William A Morris
P.S. 032 The Gifford School	The Kathleen Grimm School for Leadership and Sustainability
I.S. 034 Tottenville	Marsh Avenue School for Expeditionary Learning
P.S. 35 The Clove Valley School	Gaynor McCown Expeditionary Learning School
P.S. 036 J. C. Drumgoole	P.S. 65 The Academy of Innovative Learning
P.S. 038 George Cromwell	The Richmond Pre-K Center
P.S. 39 Francis J. Murphy Jr.	Port Richmond School for Visionary Learning
The Stephanie A. Vierno School	P.S. 069 Daniel D. Tompkins
P.S. 042 Eltingville	I.S. 072 Rocco Laurie
P.S. 044 Thomas C. Brown	P.S. 74 Future Leaders Elementary School
P.S. 045 John Tyler	I.S. 075 Frank D. Paulo
P.S. 046 Albert V. Maniscalco	P.S. 78

The Michael J. Petrides School	P.S. 377 Alejandrina B. De Gautier
New Dorp High School	J.H.S. 383 Philippa Schuyler
Port Richmond High School	P.S. /I.S. 384 Frances E. Carter
Curtis High School	Academy for Excellence in Leadership
Tottenville High School	EBC High School for Public Service - Bushwick
Susan E. Wagner High School	The Brooklyn School for Social Justice
Concord High School	The Academy of Urban Planning and Engineering
Ralph R. McKee Career and Technical Education High School	All City Leadership Secondary School
Staten Island Technical High School	Bushwick Leaders High School for Academic Excellence
Staten Island School of Civic Leadership	Evergreen Middle School for Urban Exploration
P.S./I.S. 045 Horace E. Greene	Bushwick Community High School
P.S. 075 Mayda Cortiella	P.S. K004
P.S. 086 The Irvington	P.S. 36
P.S. 106 Edward Everett Hale	P.S. K053
P.S. 116 Elizabeth L Farrell	P.S. K077
P.S. 123 Suydam	P.S. K140
P.S. 145 Andrew Jackson	P.S. K141
P.S. 151 Lyndon B. Johnson	P.S. K231
J.H.S. 162 The Willoughby	P.S. 368
The Brooklyn School for Math and Research	P.S. K369 - Coy L. Cox School
P.S. 274 Kosciusko	P.S. 370
J.H.S. 291 Roland Hayes	P.S. 371 - Lillian L. Rashkis
P.S. 299 Thomas Warren Field	P.S. 372 -The Children's School
I.S. 347 School of Humanities	P.S. 373 - Brooklyn Transition Center
I.S. 349 Math, Science & Tech.	P.S. K396
P.S. 376	P.S. K721 - Brooklyn Occupational Training Center

P.S. K753 - School for Career Development	The Riverview School
P.S. K771	John F. Kennedy Jr. School
P.S. K811 Connie Lekas School	Queens Transition Center
P.S. 035	P.S. Q811
P.S. M079 - Horan School	P.S. Q993
P.S. M094	South Richmond High School I.S./P.S. 25
P.S. 138	The David Marquis School of the Arts
P.S. M169 - Robert F. Kennedy	P.S. R373
P.S. M226	The Richard H. Hungerford School
Hospital Schools	P.S. X010
Home Instruction	P.S. X012 Lewis and Clark School
P.S. M721 - Manhattan Occupational Training Center	P.S. X017
Manhattan School for Career Development	P.S. 168
P.S. M811 - Mickey Mantle School	P.S. X176
P.S. Q004	P186X Walter J. Damrosch School
P.S. 009	P.S. X188
P.S. Q023 @ Queens Children Center	The Vida Bogart School for All Children
Robert E. Peary School	P469X - The Bronx School for Continuous Learners
P.S. Q177	P.S. X596
P.S. Q224	P.S. X721 - Stephen McSweeney School
P.S. Q233	P.S. 723
P.S. Q255	J. M. Rapport School Career Development
P.S. Q256	P.S. X811