

## Reopening Plan (revised 10/12/20)

### Purpose

This document details NYFACS' comprehensive re-opening plan for 2020-21. It includes a review of health and safety procedures and protocols in anticipation of in-person instruction and our implementation and plans for instruction whether fully remote or in the hybrid model blending in-person and online teaching and learning.

Last March 16, in accordance with DOE directives, we suspended in-person instruction on account of the COVID-19 public health emergency. March 17 to 20 were set aside for Professional Development (PD) during which faculty were introduced to and trained in online instruction. On March 23, teachers resumed teaching to their students following a fully remote approach to instruction. Students who requested it were supplied with devices and access to the internet was facilitated. Online curricula were developed in short order that met student needs for both synchronous and asynchronous instruction. Throughout the remainder of the third and final trimester of the school year, a consultant provided ongoing professional development and support to teachers, culminating with further intensive PD in June.

In conformity with NYFACS Board of Trustees directives, the academic year and instruction began on Thursday 10 September fully remote. As per Board directives, we plan to subsequently phase in students in distinct stages, provided the epidemiological situation in New York City remains stable or improves. Stage 1, which we are currently contemplating, will involve returning to hybrid instruction pre-K through 2nd grade students. Stage 2 will subsequently return to hybrid instruction grades 3 through 5. Stage 3 will return to hybrid instruction grades 6 through 8. Stage 4 will return to full in-person instruction for all students and teachers, but presupposes widespread vaccination and is therefore most likely not foreseeable this academic year. Previous to each transition, a thorough assessment will be conducted in consultation with all stakeholders and in light of the local and state-wide evolution of the COVID-19 pandemic.

As of the completion of this report, instruction continues fully remote. In response to parent requests during two virtual town hall meetings on July 24 and August 5 for increased synchronous, face-to-face remote instruction from teachers, we developed fully remote schedules whereby students frequently interact via video-conferencing with their teachers (for samples of remote schedules, see pp. 15-19). Classes were divided into two instructional groups to maximize the quality and frequency of student-teacher interaction. NYFACS purchased new Chromebooks designed for Google Classroom and its

software suite for all students. To further facilitate online instruction, NYFACS purchased electronic copies of textbooks and workbooks whenever feasible. PowerSchool is being set up to facilitate remote attendance and instruction.

We also addressed parents’ request for increased off-screen time, especially in the lower grades. Necessary hard-copy textbooks and workbooks were distributed to parents to take home before the beginning of the academic year. To maximize off-screen time, teachers assign as much classwork as appropriate to be completed on paper, whether in notebooks or workbooks. Student work is then captured and uploaded to teachers in digital form using Google Classroom or other digital platforms.

During remote learning, daily attendance is taken via Zoom/Google Meet, Google Classroom, or Google Forms. Teachers are asked to take note of attendance of students for each of their live sessions (between 4 and 6 sessions daily). Students who do not regularly attend all live sessions are contacted by teachers. If needed, administrators contact families to flag low attendance rates. Students are marked present for the school day if they attend at least one live session or interact with Google Classroom or other assignments for that day. Academic assessments will include three rounds of iReady diagnostic tests (September 2020, February 2021, and April 2021).

October is upon us. As planned, we are re-assessing our mode of instruction in light of stakeholders’ input as well as the epidemiological evolution of COVID-19 in the New York City Metropolitan Area. Our intent is to transition to Stage 1 involving a hybrid model of instruction blending in-person and remote instruction for pre-K through grade 2. However, the timing of a return to in-person instruction will depend on the feedback received from families, UFT stances, and Board of Trustees directives. Naturally, currently as throughout the duration of the COVID-19 crisis, families with children in any age group that wish to continue instruction in the fully remote model will retain that option. They will also be able to opt-out of hybrid instruction at any time. Opt-in will be at inception, then on a trimestrial basis.

To the best of our knowledge, our comprehensive re-opening plan is in full compliance with New York State Department of Health (NYSDOH) and Department of Health (NYSDOH) recommendations available to us as of October 2, 2020.



## **Review of Health and Safety Procedures and Protocols**

### **SECTION 1. Reopening of School Facilities for In-Person Instruction**

#### **Capacity**

The NYFACS Elementary School (Pre-K through 4th grade) is located in our main building at 211 West 120th Street in West Harlem. Our Middle School classes (5th-8th grade) are held around the corner, in the Police Academy League (PAL) building at 441 Manhattan Avenue.

NYFACS applied NYSDOH standards for the COVID-19 emergency to calculate capacity per classroom in both our main building and the PAL building. Such standards require a social distance of at minimum 6 feet between each seated student, in all directions. Based on such findings, it was determined through measurements that on average our classrooms can accommodate 6 students at a time plus a teacher. In a handful of classrooms, capacity can be increased to 7 or 8 students.

Our main building housing the Elementary School (henceforth “Main Building”) has 12 classrooms on four floors that are large enough to safely accommodate 5 to 6 socially-distanced students and have windows that can be opened to supplement mechanized ventilation (on the first floor rooms 101, 103, 104; on the second floor, rooms 201, 203, 204; on the third floor, rooms 301, 303, 304; on the fourth floor, rooms 401, 403, 404). Smaller pull-out classrooms such as rooms 102, 202, 302, 402 can only be used to accommodate a maximum of 2 students plus a teacher. Pull-out classrooms 201A, 301A and 401A can only be used for one-on-one instruction, socially-distanced (for floor plans of the main building, see pp.23-24).

Our Middle School classes are located in the PAL building (henceforth “PAL building”). We lease 5 classrooms there, on the third floor and the basement. On the third floor, Room 304 can accommodate a maximum of eight socially-distanced students plus a teacher, Room 301 seven students plus a teacher, and Room 300 seven students plus a teacher. In the basement, the two classrooms can accommodate a maximum of eight students in one, and six students in the other.

Based on NYSDOH-compliant measurements we have a total capacity to instruct in person approximately 102 socially-distanced students on one given day, a figure conservatively calculated on the basis of 17 classrooms x 6 students occupancy. Stated in other terms, our two school buildings can only accommodate at one single time less than one third of the total student population. However, resorting to NYCDOE’s recommended hybrid programming model 5A, involving two in-person cohorts and one remote (Groups A, B, D) increases our total capacity for hybrid instruction to about 205 students or about 60% of total student population numbers for the as yet hypothetical Stage 3 of our re-entry plan. By the same token, Stage 3 of our re-entry plan would require at minimum 40% of the total student population to opt for fully remote learning.

As indicated above (p.1), however, we plan to phase in hybrid instruction in 3 distinct stages. Stage 1, which we are currently proposing to initiate, will only involve pre-K (currently 12 students enrolled), Kindergarten (40 students), 1st grade (43) and 2nd grade (44), for a total of 143 students. All of the latter can be accommodated in our main building if one resorts to the NYCDOE-recommended hybrid programming model 5A and its two alternating cohorts (the Main Building can accommodate simultaneously a maximum of about 70 socially-distanced students). If, following the planned parent survey which is one part of our transition assessment, some pre-K to 2nd grade parents opt to continue the

fully remote learning model, we will also be able to accommodate supplementary students that may subsequently enroll, for example in our under-enrolled pre-K class. We may also increase capacity for pre-K to 2nd grade hybrid instruction by using our leased classrooms in the PAL building, regardless of how many families opt for fully remote instruction.

The health and safety procedures protocols outlined below apply specifically to Stage 1 of our re-entry plan, but are also more generally relevant to Stages 2 and 3. As already stated, previous to transitioning to a new stage, a full assessment of our stakeholders will take place, with the exception of a public health emergency or incident that would trigger immediate closure, as outlined below in section 4, p.16). If and when we move to Stage 2 or 3, we may find that the number of families requesting hybrid instruction may exceed our capacity, in which case we will have to consider holding a lottery to identify those students who will return to hybrid instruction.

### **Social Distancing**

We will implement and strictly enforce NYCDOE recommendations regarding social distancing. As the Main Building does not dispose of a large, ventilated lobby, staggered dismissal will have to occur outside the side entrance of the main building or the PAL building in conformity with socially-distanced markers placed on the sidewalk.

In the Main Building, during Stage 1, in order to ensure social-distancing, drop-off and dismissal of pre-K to 2nd grade students will be staggered. Masked students and masked parents will gather in designated, socially-distanced delimited areas in the playground area and on the sidewalks adjacent to the building. A minimum of 6-feet will separate each child and parent emplacement, and classes will be grouped and separated from another by a 12-foot interval. As parents will not be admitted to the building, masked students will enter the building either alone or accompanied by staff one at a time after the verification of a completed daily online health check-up done at home previous to leaving for school (see p. 13).

No parent will not be admitted into the school building barring an exceptional circumstance.

Children whose daily health check-up using the designated App has not been completed will not be admitted into the building.

A PPE-equipped NYFACS staff member will check the temperature for each child using a touchless thermometer.

Children exhibiting a temperature higher than 100 degrees will not be admitted into the building.

After the health check-up, younger children will be accompanied to their class (pre-K and Kindergarten). 1st and 2nd grade students will proceed on their own; staff will monitor each stairwell landing.

Entrances and stairwells will be designated for specific grades, and will be unidirectional (except for essential NYFACS staff in protective gear) at specific times of the school day. At drop-off, entrances and stairwells will only be used to access classrooms. At dismissal, entrances and stairwells will only be used to evacuate classrooms. In the Main Building, the western entrance (Exit 2 on floor plans, see p.23) and stairwell will be reserved for 1st and 2nd grade students. The eastern entrance (Exit 1) and stairwell will be reserved for Pre-K and Kindergarten students.

Dismissal procedures will follow the following approach. At dismissal, if the parent/guardian is present, each student in turn will leave her/his classroom according to a pre-established routine that ensures social-distancing, taking all of her/his class materials. Younger students will be accompanied, and a monitor on each floor and stairwell will ensure a smooth operation.

A similar process of drop-off and dismissal will be followed at the PAL building should it prove NYFACS use it in Stage 1. Entrances and stairwells will be used unidirectionally (except for essential NYFACS staff in protective gear) at specific times of the school day.

Students will be required to wear proper fall/winter attire and to bring umbrellas to school should weather conditions require it, as they will not be permitted to shelter inside the school premises during the drop-off process and after dismissal.

Parents will be required to strictly adhere to the drop-off and dismissal protocols and will sign a commitment to do so in the NYFACS Parents Health Pledge they will be asked to sign previously to a return to in-person instruction.

Social Distancing protocols and measures will be in place in the Main Building, including:

Floor- and wall-affixed visual anchors and aids will predetermine desk emplacements and traffic flow in all classrooms and common areas to ensure appropriate spacing and social-distancing.

Tape markings and where necessary plastic mats (if the flooring is carpeted) will be affixed to the floors of all classrooms to ensure that all desks, including the teacher's desk, are socially-distanced.

Student desks will face in the same direction to minimize respiratory contact.

Floor markings will be affixed in corridors and stairways and where necessary in classrooms to illustrate mandated traffic flow.

Ubiquitous signage will be affixed on walls to remind staff, students and visitors to social distance, regularly wash hands or use sanitizer, and wear their masks and PPE.

Unidirectional traffic flow will be mandated, marked and enforced with signage in corridors.

In order to forestall potential COVID-19 community spread, each class and its group of students will be assigned usage of a specific bathroom only.

Bathroom breaks will be planned in such a manner as to maximize social distancing and hygiene. As the bathrooms are small, only one student at a time will be allowed in the bathroom. In the unlikely event of a bathroom queue forming, floor markings will help ensure social distancing.

With the exception of individual bathroom breaks and staggered recess breaks (no mixing of students from different classes or sections during bathroom breaks or recess), students will remain during the duration of the school day in their designated classroom.

Teachers will transfer to their designated classrooms.

Grab-and-Go breakfast and lunch will be delivered to and consumed in the designated classroom.

Students requiring specialized instruction will not mix with students requiring the same specialized instruction from another class or class section.

Polycarbonate plastic barriers will be in place to protect staff and faculty.

There will be no use of lockers.

Student backpacks will be temporarily stored by the student under her/his desk.

There will be no sharing of school materials.

Any distribution of one-use school materials (such as a paper worksheet) will be socially-distanced and executed with the use of protective gear.

All school materials will be brought from home and will return home.

All field trips, assemblies, and other large gatherings are cancelled.

### **PPE and Face Coverings**

Parents will commit to the NYFACS Parents Health Pledge to ensure that their children wear their cloth or disposable masks and maintain social distance on their way to school when using public transportation or walking the streets.

Students and staff will wear cloth or disposable masks at all times while inside the school building.

Parents, students and staff will always wear cloth or disposable masks during drop-off and dismissal outside of school buildings.

Acceptable face coverings/masks include but are not limited to cloth-based coverings (e.g. homemade, sewn, or quick-cut masks), and disposable surgical masks that cover both the mouth and the nose.

Unacceptable face coverings and masks include bandanas and neck gaiters; face coverings with an exhalation valve or vent are also not permitted as they allow unfiltered exhaled air to escape to others. Nor are face coverings that completely cover or hide an individual's face, such as ski masks. Finally, unless otherwise approved by school administration, clear face shields cannot be worn unless accompanied by an acceptable face covering.

Allowable breaks from wearing masks indoors include meals. Students must be allowed to remove their face coverings when eating or drinking.

NYFACS may allow students to remove their face coverings for a brief period of time, at the discretion of the teacher. Such breaks, which should last no more than five minutes and should not be frequent, can only occur when students are outdoors AND remain at least six feet apart.

For safety reasons, face coverings should never be worn by pre-K students during nap/rest time.

Parents seeking a face covering exemption for medical reasons must submit documentation from a doctor or other healthcare provider specifically documenting the medical condition and why the student's condition makes the student unable to wear or tolerate a face covering.

Exemption from having to wear face covering will be made for students with special needs or students who are medically fragile and not able to maintain social distancing, hand or respiratory hygiene or wear a cloth mask. The school nurse will work with parents/guardians to identify alternatives.

As with any behavior changes in early childhood, children and families will be supported in a positive and developmentally appropriate way to change their behavior regarding face coverings in their program environment. Teachers in 2-K and Pre-K classes will incorporate a wide variety of strategies to introduce children and families to this expectation, which may be accomplished over time. NYFACS will approach this issue with empathy towards the family and child taking into consideration their cultural and linguistic needs. It is important that the face covering requirement not lead to conflict between or among children and teaching staff. Children in early childhood programs will not be isolated, suspended or expelled for not wearing a face covering.

Teachers working with special needs students requiring visual contact with a teacher's face will be afforded alternatives to cloth masks, such as transparent face masks which coupled with polycarbonate desk shields will approximate the same protection level as a cloth mask.

Parent or student disagreement with the face covering requirement is not an acceptable basis for relaxation of the face covering requirement. Students who do not comply with the face covering requirement for reasons not based on a documented medical, social-emotional, or developmental impairment, and notwithstanding the school's provision of a face covering and support towards compliance, will be required to participate in remote-only instruction.

The school will stock and provide to school staff such as the school nurse, security guards, or others exerting higher risk tasks all necessary Personal Protective Equipment (PPE) including disposable nitrile gloves, disposable gowns, eye protection, face shields and N-95 Ventilating Masks.

The school will stock and provide to staff and students as needed disposable face masks to supplement the cloth masks students and staff will be required to report to school with.

### **Operational Activity**

A COVID-19 Response Coordinator responsible for coordination of all COVID-19 related issues will be appointed at NYFACS and will report directly to the Principal.

As per the NYFACS Board of Trustees directive of August 6, the school year and instruction began on Thursday 10 September fully remote and online (see schedules pp.15-19 below). Implementation of remote learning has to date proven successful. We will continue to assess its efficacy even as we contemplate transition to Stage 1 of our phased reopening plan.

In September, the Governor of NYS and Mayor of NYC signalled that schools may reopen. The average COVID-19 incidence rate over 7 days remains [at the present moment](#) under the 3% critical threshold in the city. While we will continue to closely monitor evolving epidemiological data and follow state and city public health directives, circumstances appear favorable to Stage 1 of our reopening plan at this time. During the month of October, we will consult with our stakeholders in view of launching Stage 1



of our hybrid model of instruction blending in-person and remote instruction for pre-K to 2nd grade students whose family desire it (DOE recommended programming plan 5A). The precise timing of any return to in-person instruction will draw on family and staff feedback, on UFT recommendations, and will follow Board of Trustees directives.

After the return to in-person hybrid instruction, visitors will be strongly discouraged and limited to essential workers required for technical and building maintenance. All visitors will be required to maintain social distancing and wear acceptable face masks as well as follow other requirements abided by school staff and students.

### **Restart Operations**

In preparation for Stage 1 of our reopening plan, NYFACS hired in August additional maintenance and cleaning staff to ensure the safety and hygiene of our main building. The PAL building has its own full-time maintenance and cleaning staff member who has been charged with sanitizing classrooms and shared spaces, and has been doing so over the summer to ensure the safety of children using the facility for summer activities.

The heating, ventilation, and air conditioning (HVAC) ductwork in the main building has been inspected and air purification filters are in process of being replaced by American HVAC Services, Inc. Inspection and refurbishment services include the supply of all necessary equipment to clean all 10 coils on the 5 HVAC units, all necessary air filters and V-belts in each unit, all necessary lubricants for shaft bearings and motors. Control and pressure controls will be verified, as will be supply and exhaust air ducts. Condensate drain pans will be cleaned and tested for clearance, and a final system-wide unit verification test will be completed once two new MERV 14 filters per HVAC unit are installed after October 23. According to peer-reviewed literature, MERV 13 and above filters are effective in mitigating long-range airborne viral transmission of COVID-19, especially when coupled with other prophylactic measures. Please see American HVAC Services' technical report on pp.25-26 below. Peer-reviewed literature on air quality risk reduction strategies can be accessed [by clicking here](#).

Our next step in preparing for Stage 1 of our reopening plan will be to consult with our stakeholders. A survey will be conducted among pre-K to 2nd grade parents to identify how many families intend to continue with remote learning and how many would like their children to return to in-person schooling following the hybrid model 5A (in-person instruction for two alternating cohorts). The survey will be accompanied by a clear explanation and schedule of the DOE-recommended programming model 5A (see p.21 ), a summary of school health and safety protocols, as well as a copy of the NYFACS Parent's Health Pledge, which details that children returning to school for in-person instruction will be required to take a COVID-19 test within 10 days of their first admittance to school and that parents will be required to take their child's temperature each morning and to complete a daily questionnaire using an online app previous to their child's departure for school. In addition, parents will agree to having their child randomly tested subsequently. The same COVID-19 testing requirements will apply obligatorily to all staff that is permitted to access the building.

In conjunction with our consultation with families, we will survey faculty to identify any pre-K to 2nd grade staff member who may not be able to return to in-person instruction on account of a pre-existing condition or ascertained risk factor.

Once the outcomes of both family and staff surveys have been gathered, students who will be attending in-person instruction will be attributed to one of two cohorts (Group A or Group B), faculty



staffing will be determined and a more detailed scheduling of classes will be developed and distributed to parents and staff.

Instructional programming for pre-K through grade 2 will continue to follow the DOE-conforming parameters and learning objectives established for our remote learning programs in September. What will change are the modalities of instruction delivery. Teaching staff will now deliver instruction in person to two cohorts, Group A and Group B, who will attend school in person on alternate days, and follow live classes remotely when they are not in school in person. Group D (there is no Group C in this model) will consist of those students whose parents choose to continue fully remote learning. They will continue to attend live classes, but the latter will now be delivered by teaching staff from the classroom, not home. In short, the same teachers or teaching team will instruct synchronously Group A, B and D, but only Group A or Group B will be present in the classroom at any one time (see p.21).

Our technology team, assisted by MetComm company, will set up specified classrooms for simultaneous in-person and remote teaching. A camera or laptop with its camera will be directed at the instructing teacher to provide direct interaction between the teacher and her or his remote students. Classroom smart boards will be used to beam the images of students participating from home or alternatively will be employed for other instructional purposes.

### **Hygiene, Cleaning and Disinfection**

NYFACS custodial protocols will meet or exceed NYCDOH, NYCDOE and CDC recommended standards, and will include:

EPA approved disinfectants designed specifically for COVID-19.

Common areas (halls, corridors, lobby) will be cleaned by maintenance twice during school hours and again when students and teachers have left the building.

The maintenance staff will clean and disinfect thoroughly all classrooms after hours.

Offices and single or dual occupancy classrooms will be cleaned by the occupant, upon arrival and prior to leaving, and then again by the maintenance team at the end of the day.

The Health Office and the Isolation Room (and backup Isolation Room) will both be cleaned by the nurse and the appointed staff member at least twice a day, or between seeing any patient—additionally, the maintenance team will clean these spaces twice a day.

Classes will be assigned one specific bathroom only, to control social-distancing and plan for eventual contact tracing.

Bathrooms will be cleaned three times a day by the maintenance team, twice during the day and once after students and teachers have left for the day.

Weekly audits will be held to review cleaning and sanitization standards, and cleaning protocols updated regularly to meet changing work practices and procedures.

We will maintain a two-month supply of PPE and all required cleaning supplies to forestall any shortages.

Maintenance staff will implement a deep cleaning of the school every Saturday or Sunday.

Touchless hand sanitizer sessions will be placed near the entrance of each classroom as well as at regular intervals in corridors.

Paper towels will be available in regularly-replenished dispensers in bathrooms to allow hygienic operation of sinks, urinals and toilets not configured as touchless.

NYFACS will train staff and students in healthy hygiene practices. These include hand sanitizing and hand washing, which will be required upon entering the building. Such practices will be required at regular intervals throughout the school day.

A care package will be given to each family previous to the return to in-person instruction. Such a care package will include masks, guidelines and the NYFACS Parents Health Pledge to be signed by parents.

### **Extra-Curricular Activities**

Only fully remote extra-curricular activities will be planned. For example, a Debate Club for Middle School led by two trained students (one a former NYFACS student) at Bronx Science High School of Science has been announced and, provided there is sufficient interest, conducted remotely via Zoom.

### **Before and After Care**

NYFACS will work with the NY Edge Afterschool program to identify the modalities of after-school care. Funding has been secured.

### **Vulnerable Populations**

As was described above, previous to our Stage 1 return to hybrid in-person instruction, a survey will be conducted among faculty to identify pre-K to 2nd grade teaching staff with pre-existing conditions or ascertained risk factors which might preclude them from participating in in-person instruction. Families will continue to exert the right to continue with fully remote learning or to opt into it later in the trimester, should they initially decide to send their pre-K to 2nd grade child to school for hybrid instruction and then change their mind.

The process of identifying and requesting support for students in need of specialized care is the same as it was before the onset of the pandemic. Our specialized team meets remotely to review the progress and needs of students. All Personalized Plans and IEPs for students with specific learning disorders are reviewed during remote meetings in order to identify required accommodations and the adaptation of COVID-19 prevention measures.

Our ENL students are provided with services during remote learning with the use of technology in various ways. Students are seen and instructed via Google Meet, Zoom, and the WhatsApp smartphone app. Parents receive ongoing communication from teachers through email, Class Dojo, and private messages in Google Classroom.

Students have been grouped by levels based on the NYSITELL assessment that is given when they join the school along with the annual NYSESLAT. They are also grouped in grade appropriate cohorts. They are given assignments to reinforce skills addressed in live video lessons. Students we are concerned about are discussed at weekly grade level meetings on zoom.

We currently are educating a total population of 68 ENL students in grades K-8. Two teachers are servicing our ENL students. One teacher is working with ENL in grades K-3 and the second teacher with grades 4-8. The ENL teachers are also working in coordination with the ELA teachers to promote language and literacy fluency.

For more details on our adaptation of special education programs and services to the remote learning environment, please see pp.21-23.

### **Transportation**

We will follow and enforce guidelines set by the DOE, once we are given access to them.

### **Food Services**

NYFACS utilizes DOE's School Food Services. Meals will be already pre-packaged in "Grab-and-Go" pouches for facilitated distribution to students. As teachers will be handling food and addressing food-related concerns, they will receive training and information. For example, teachers will be provided with a list of students who have food allergies along with descriptions of their allergies.

The NYFACS cafeteria will not operate to avoid crowding.

Meals, whether breakfast or lunch, will be available to students directly in their classes.

Breakfast packets will be placed by staff wearing gloves on student tables prior to arrival.

Lunch will be delivered to each classroom in a box. The teacher or school aide will distribute each lunch packet to each student using protective equipment.

### **Mental Health, Behavioral, and, Emotional Support Services & Programs**

We are planning virtual activities to enhance morale and esprit de corps such as remote Spirit Weeks. Art will continue to be a focus of our curriculum.

### **Communication**

Regular consultations with parents and families via Town Hall Zoom meetings are and will be in effect. We will send out parent surveys periodically to evaluate technology needs.

ATS and PowerSchool databases with contact information for parents are being updated and double-checked for complete accuracy, especially with respect to cell phone numbers and email addresses. Parents have been urged and will be encouraged to complete contact information forms which have been

sent out twice already.

A web page on the school website is under development dedicated to COVID-19 related-questions as well as COVID-19 related school communications and forms

Our Communications Plan will prioritize how we communicate with parents based on the level of urgency: blasts using School Messenger for urgent matters, emails solely for less urgent matters, use of USPS for less urgent but nevertheless important matters.

Each NYFACS student now has a dedicated NYFACS domain email that s/he will be required to use for all school-related purposes, including accessing Google Classroom.

We have taken measures to protect the privacy of student data. All Google Suite documents, forms and sheets have been programmed to default to restricted access.

We will be taking measures to protect the school and students from cyberattacks, cyberbullying and ransomware. A two-step identify verification process will be added to student and staff email accounts.

## **SECTION 2. Monitoring**

### **Screening**

Prior to returning to school, families will receive a care package from NYFACS accompanied by the NYFACS Parents Health Pledge, which they will be required to sign, and which notably will commit parents to have their children tested for COVID-19 previous to the return to in-person instruction.

The care package will accompany the NYFACS Parents Health Pledge with instructions on how to identify COVID-19 symptoms and include as well a list of NYC resources, including a compilation of NYC facilities where COVID-19 tests are administered at no cost.

Parents who wish to return their children to hybrid, in-person instruction will be required to have their children tested for COVID-19 within ten days of the date of the return to the building, and to provide printed proof of a negative result from a certified laboratory. Parents will also commit to accepting randomized COVID-19 testing of their children. NYFACS will provide parents with a list of clinics and healthcare facilities in all boroughs where they may have their children tested at no cost to them.

Parents will pledge that they and their family have followed all NYS recommendations, including self-quarantines upon return to NYC from foreign countries or states other than New York State.

Parents will pledge that their children will practice social-distancing and always wear their cloth masks on the way to school if taking public transportation, a school bus, or walking the streets.

Parents will pledge to take their child's temperature every morning preferably BEFORE sending their child to school, and to retain their child at home should their temperature and other symptoms match those of COVID-19.

Parents will have to certify the above on a daily basis, ideally before their child's departure for

school, using an App available on smartphones.

The app used for daily health screening will be NYC DOE Health Screening App. See [healthscreening.schools.nyc](https://healthscreening.schools.nyc). The wording of the DOE daily health screening for staff and students is as follows:

Have you/your child experienced any symptoms of COVID-19, including a fever of 100.0 F or greater, a new cough, new loss of taste or smell or shortness of breath, within the past 10 days?

Have you/your child gotten a positive result from a COVID-19 test that tested saliva or used a nose or throat swab?

Have you/your child, to the best of your knowledge, in the past 14 days been in close contact (within 6 feet for at least 10 minutes) with anyone who tested positive for COVID-19 or who has or had symptoms of COVID-19?

Have you/your child 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?

A response of “yes” to any of the questions above will bar the staff member or student from school premises.

If students are not able to pre-screen using the online tool, NYFACS will provide families with several copies of the health screening questionnaire so families can complete the questionnaire at home.

No student will be admitted into the building whose parents have not completed the online daily health screening using the designated app.

Upon arrival at the main building, after verifying that the student has a filled-out Health Screening Questionnaire, either on a phone or in paper form, a PPE-protected member of the NYFACS staff will take the temperature of each student using a touchless thermometer. No student will be admitted to the building if their temperature is higher than 100.0 F or if sporting potential COVID-19 symptoms.

All NYFACS staff will be subject to the same preventive measures described above previous to reporting to work at the main or PAL buildings upon the resumption of in-person instruction, including any necessary self-quarantine.

All NYFACS staff admitted to the Main Building will be required to take a COVID-19 test within a ten-day period before the date of the return to the building, and to provide printed proof of a negative result. All NYFACS staff admitted to the Main Building will also be required to undertake random COVID-19 testing in conformity with the same protocols established for children attending school in person.

All staff will need to self-certify their health using the same app described above on a daily basis. No staff who has not self-certified will be admitted to the building.

The temperature of all staff or essential visitors will be taken previous to entry into the NYFACS

main building or PAL building. No-one with a temperature higher than 100 degrees or otherwise displaying potential COVID-19 symptoms will be admitted into the school buildings.

### **Testing Protocols**

As indicated above, all staff and students will be required to provide printed proof of a negative COVID-19 test administered within 10 days of the start date of Stage 1 hybrid in-person teaching.

During Stage 1, the NYFACS nurse and one NYFACS staff member will be available, trained and designated to be point persons in charge of the care of potential COVID-19-symptomatic students or staff members.

An Isolation Room and backup room will be designated as an area where students or staff with potential COVID-19 symptoms may be temporarily quarantined.

Should evidence indicate that a student or staff member has symptoms of COVID-19 *or* COVID-19-like symptoms while in school buildings, the nurse will be alerted and the person accompanied by a designated trained staff member sporting PPE to the Isolation Room.

The parents of the affected child will be contacted to come pick up their child, and instructed to call their health care provider or local clinic.

Symptomatic students and staff will follow [CDC Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the NYC Department of Health.

### **Testing Responsibility**

The school nurse will be responsible for the referring and implementation of testing.

### **Early Warning Signs**

NYFACS will monitor attendance and absences as well as consult regularly with teachers during staff meetings to detect patterns that might indicate community-spread of COVID-19 within the sc school population

NYFACS will monitor NYCDOH and other official sources for published infection rates in the NYC Metropolitan Area.

The current threshold for schools to remain open is as follows. The percentage of positive tests in NYC must be less than 3% using a 7-day rolling average. Schools, including NYFACS, will close if the percentage of positive tests in NYC are equal or more than 3% using a 7-day rolling average.

### **SECTION 3. Containment – includes protocols and procedures for how to respond to positive or presumed positive COVID-19 cases.**

#### **School Health Offices**

NYFACS has a dedicated nurse appointed by the NYC Department of Health and Mental Hygiene. Should a student or staff member exhibit symptoms of COVID-19, she will be contacted as will be the NYC Department of Health and Mental Hygiene if further guidance is needed.

The student will be accompanied by the nurse or a designated trained staff member sporting full PPE to the Isolation Room until a family member arrives.

#### **Isolation**

If a student exhibits symptoms of COVID-19, including one or more of the following, s/he will be accompanied by designated staff to the Isolation Room. Symptoms include:

Fever of 100.0 degrees F or higher or chills,

New cough,

New loss of taste or smell,

New shortness of breath

An Isolation Room will be prepared for the purposes of temporarily quarantining students with potential COVID-19 symptoms. In addition, a Back-Up Isolation Room will be designated, which can be used for other purposes until needed. Multiple students are permitted in the isolation rooms as long as they maintain physical distancing requirements of six feet and are wearing face coverings.

The school nurse and two trained NYFACS staff (one for backup in case of absences) with full PPE protection will be designated to accompany the student to the Isolation Room and remain with her/him, socially-distanced of course, until a parent/guardian arrives to take the child home.

Previous to being released to parents/guardians, the ill student must be assessed by the school nurse in the Isolation Room. Should the school nurse not be available at that moment, the student must wait in the Isolation Room until assessment is complete. The student cannot be released to the guardian until the health assessment is completed.

#### **Collection**

The COVID-19 Response Coordinator will be charged with reaching out to the parent/guardian of the student in temporary quarantine. Before releasing the ill student, NYFACS will inform the parent/guardian that their child must be examined by a health care provider or clinic to verify their symptoms and if recommended by a doctor take a COVID-19 test.

After the ill student has been picked up and the Isolation Room is empty, the Isolation Room must be closed momentarily for a rapid deep cleaning with disinfectant, so the room may be opened again



quickly. A deep cleaning of the Isolation Room must then be performed at the end of the day again.

### **Infected or Potentially Infected Individuals**

If at home, symptomatic students and staff will follow [CDC Stay Home When You Are Sick](#) guidance unless otherwise directed by a healthcare provider or the NYC Department of Health.

If a school-based staff member shows symptoms of COVID-19 at school, the ill staff member will immediately notify the principal that they are not feeling well and are experiencing COVID-like symptoms.

The principal will alert the COVID-19 Response Coordinator for awareness and potential support, including temporary coverage of a class, and nurse, if necessary.

NYFACS will advise the staff member to go home and get tested as soon as possible.

The area/classroom where the staff member was showing symptoms must be cleaned as soon as possible. A deep cleaning of the area/classroom must also be performed at the end of the day.

The principal or COVID-19 Response Coordinator will ensure that the incident involving the ill staff member is:

Reported to the Situation Room by calling 212-393-2780,

Reported to the Emergency Information Center (EIC) by calling 718-935-3210,

And documented in OORS.

The Situation Room will provide the principal with a letter to be disseminated to the school community regarding a staff member having exhibited COVID-like symptoms during the school day.

The principal and/or designee will follow up with the ill staff member and share any test results or updates with The Situation Room, EIC, and in the OORS report.

Any individual (student or staff member) 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

The individual has been fever free for 24 hours without the use of medication and overall symptoms are improving

**OR**

Received a negative COVID-19 test AND

The individual has been fever free for 24 hours without the use of medication and overall symptoms are improving

**OR**

Never got a COVID-19 test AND

At least 10 days have passed since symptoms started AND

The individual has been fever free for 24 hours without the use of medication and overall symptoms are improving

### **Students or Staff Exposed to COVID-19**

If DOHMH or T2 determine the individual is considered a close contact of a positive case, the individual can only return to school when the following is met:

The individual has completed a 14-day quarantine regardless of COVID-19 test results since their last exposure to that case

Anyone who knows that they have had close contact with someone with COVID-19 should also stay home for 14 days after the most recent exposure

Should a verified or probable COVID-19 case emerge within the student body or staff, NYFACS will evaluate whether close contact or exposure may have occurred and may, in consultation with the COVID Response Situation Room of the NYCDOE, T2 and Department of Buildings determine what the next steps are.

“COVID-19 case” is defined by a person (student or staff member) with an infection caused by the virus that causes COVID-19 as evidenced by a diagnostic test.

“Close contact” is defined as a person (student or staff member) who has been within six feet for more than 10 minutes of an ascertained or probable COVID-19 case.

“Infectious period” is the period of contagiousness when COVID-19 can be transmitted to another person. For people with symptoms, the infectious period is generally two days before symptom onset until ten days after illness onset. For people with no symptoms (asymptomatic), the period is estimated at two days through ten days.

“Exposure” is defined as close contact less than six feet for more than ten minutes with a probable or confirmed case of COVID-19 during the cases’s infectious period, regardless of the use of a face covering or barrier.

The Situation Room will serve as the principal’s primary contact anytime a COVID-19 related incident arises in NYFACS involving students or staff, including but not limited to:

A notice of a positive COVID-19 test result for a staff member or student,

A student or staff member reporting COVID-19 symptoms or sent home with COVID-19 symptoms, including:

Fever of 100.0 F or higher or chills,  
New cough,  
New loss of taste or smell,  
New shortness of breath.

### **Hygiene, Cleaning and Disinfection**

In addition to the regularly scheduled intensive measured of cleaning and disinfection outlined above, in cases of verified or suspected illness NYFACS will:

Close off areas used by a sick person and not use these areas until after cleaning and disinfection has occurred

Open outside doors and windows to increase air circulation in the area

Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, we will wait as long as possible

### **Contact Tracing**

NYFACS will contact the NYCDOH, the Situation Room and the [Test and Trace Corps](#) if a positive case is documented within the NYFACS community

NYFACS will cooperate with the NYCDOH if contacted about a student or staff member who has tested positive for COVID-19

If a positive case is detected and that person has potentially exposed other individuals, the main building will be shut down during 24 hours while the Test and Trace Corps investigates.

To facilitate post-diagnostic tracing, NYFACS will preventively:

Keep accurate attendance records of students and staff members

Strictly separate classes of students, including during recess

Assign a bathroom to a specific class and rigorously schedule bathroom breaks

Maintain a log of any visitors which includes date, time and where in the school they visited

If NYFACS is informed or determines that a COVID-19-infected student or adult was in the main building, then every adult and the family of every student who has been in contact with that person will be informed. The entire school community that was not in contact with that person will also be informed that there was a COVID-19 in the main building. Any personally identifying information or health information will be kept strictly confidential or will not be recorded, in compliance with HIPAA requirements. Staff will engage in enhanced cleaning of the main building.

## Communication

We will inform our community of any confirmed or suspected COVID-19 cases while maintaining FERPA mandated confidentiality. Public health authorities will be informed where mandated.

### SECTION 4. Closure

#### Closure triggers

NYFACS will monitor absenteeism and illness to look for early warning signs. NYFACS will consult with the Situation Room to determine triggers for shutting down a class, a building, or the entire school. Consultation with the Situation Room will determine which conditions would trigger closure (for example, number of positive COVID-1 cases in the main building).

Closure triggers will also include but not be limited to:

Case counts in the city and metropolitan area

Transportation restrictions by the DOE and/or MTA

Feedback from staff and/or parents

More specifically, if there is **ONE** confirmed case at NYFACS:

If identified by the Situation Room and/or the Test and Trace Corps, the Situation Room will let the principal know of the confirmed case. The principal will activate the COVID-19 protocols.

If identified by NYFACS, the principal will notify the Situation Room, superintendent, and any affected teacher(s).

The principal and Situation Room liaison will confirm classroom closures, communications, and timing.

The principal will call the confirmed case into the EIC.

The principal will receive letters from the Situation Room and will communicate to all NYFACS families and students at school about the confirmed case (without revealing the identify of the case):

Families of students who are considered close contacts of the confirmed 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 and therefore there is no need to quarantine.

Only affected classrooms will close during investigation and remain closed for 14 days.

The Situation Room liaison will follow up with the principal should additional action be needed.

If there are **TWO** confirmed cases at NYFACS and they occur within seven days in the same classroom, a classroom quarantine is triggered but the school remains open, and families are notified.

If there are **TWO** confirmed cases within seven days in different classrooms, both classrooms are quarantined and the entire building is closed for a minimum of 24 hours while T2 and DOHMH investigate and families are notified.

If **TWO** cases within seven days are confirmed during the school day, the principal must isolate the affected classrooms until dismissal, but students cannot be sent home early. The school is closed the following day.

If **TWO** cases within seven days are confirmed by DOHMH during evening hours, the Situation Room and principal notify families and staff that the school will be closed the following day. If two cases within seven days are likewise confirmed, NYFACS will remain closed that day.

### **Operational Activity**

Should widespread virus transmission emerge within the school community, or whether alternatively or in conjunction in the wider NYC community, NYFACS may resort to altering its operations, possibly leading to partial or full closure of either of its buildings, and return to a fully remote mode of instruction.

### **Communication**

Communications in case of a closure will follow the same modalities established in our Communication Plan.

Á

F9ACH9'@J9'?!&9@'UbX'AUH'HYUW Yfg' CJ9FJ-9K'

Ùæá	Ò) áÁ	T [ ] áæÁ	V ^• áæÁ	Y ^á) ^• áæÁ	V@!• áæÁ	Ø ãæÁ						
ì KÉÁ œ Á	ì KÍ Á œ Á	PUT ÖÜUT Á										
ÚÈÖÁ ì KÍ Á œ Á	Á ì KÍ Á œ Á	SOÁ Ö: [ ] ÁÁ ÖSÖÁ	SÓÁ Ö: [ ] ÁÁ T æ@Á	SÓÁ Ö: [ ] ÁÁ ÖSÖÁ	SOÁ Ö: [ ] ÁÁ T æ@Á	SOÁ Ö: [ ] ÁÁ ÖSÖÁ	SÓÁ Ö: [ ] ÁÁ T æ@Á	SÓÁ Ö: [ ] ÁÁ ÖSÖÁ	SOÁ Ö: [ ] ÁÁ T æ@Á	SOÁ Ö: [ ] ÁÁ ÖSÖÁ	SÓÁ Ö: [ ] ÁÁ T æ@Á	SÓÁ Ö: [ ] ÁÁ T æ@Á
ÚÈFÓÁ ì KÍ Á œ Á	ì KÍ Á œ Á	Á	SOÁ Ö: [ ] ÁÁ ÖSÖÁ	SÓÁ Ö: [ ] ÁÁ T æ@Á	SÓÁ Ö: [ ] ÁÁ ÖSÖÁ	SOÁ Ö: [ ] ÁÁ T æ@Á	Á	Á	Á	Á	Á	Á
ÚÈÖÁ JKÉÁ œ Á	Á JKÉÁ œ Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á
ÚÈÖÁ JKGÁ œ Á	JK GÁ œ Á	FOÁ Ö: [ ] ÁÁ ÖSÖÁ	FÓÁ Ö: [ ] ÁÁ T æ@Á	FÓÁ Ö: [ ] ÁÁ ÖSÖÁ	FOÁ Ö: [ ] ÁÁ T æ@Á	FOÁ Ö: [ ] ÁÁ ÖSÖÁ	FÓÁ Ö: [ ] ÁÁ T æ@Á	FÓÁ Ö: [ ] ÁÁ ÖSÖÁ	FOÁ Ö: [ ] ÁÁ T æ@Á	FOÁ Ö: [ ] ÁÁ ÖSÖÁ	FÓÁ Ö: [ ] ÁÁ T æ@Á	FÓÁ Ö: [ ] ÁÁ T æ@Á
ÚÈÖÁ JKÍ Á œ Á	Á FekÉ Á œ Á	FOÁ Ö: [ ] ÁÁ ÖSÖÁ	FÓÁ Ö: [ ] ÁÁ T æ@Á	FÓÁ Ö: [ ] ÁÁ ÖSÖÁ	FOÁ Ö: [ ] ÁÁ T æ@Á	FOÁ Ö: [ ] ÁÁ ÖSÖÁ	FÓÁ Ö: [ ] ÁÁ T æ@Á	FÓÁ Ö: [ ] ÁÁ ÖSÖÁ	FOÁ Ö: [ ] ÁÁ T æ@Á	FOÁ Ö: [ ] ÁÁ ÖSÖÁ	FÓÁ Ö: [ ] ÁÁ T æ@Á	FÓÁ Ö: [ ] ÁÁ T æ@Á
ÚÈÁÓÁ FekÉ Á œ Á	FekÉ Á œ Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á
ÚÈ ÖÁ FekÉÁ œ Á	Á FekÉ Á œ Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á
ÚÈÁ ÓÁ Fek GÁ œ Á	FFKÉÁ œ Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	Á	Á	FÓÁ Ö: [ ] ÁÁ ÖSÖÁ	FOÁ Ö: [ ] ÁÁ T æ@Á	Á	Á	FÓÁ Ö: [ ] ÁÁ ÖSÖÁ	FOÁ Ö: [ ] ÁÁ T æ@Á	FOÁ Ö: [ ] ÁÁ T æ@Á
ÚÈÁ ÖÁ FFKÍ Á œ Á	Á FFKÍ Á œ Á	Á	Á	Á	Á	Á	Á	Á	Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ T æ@Á
ÚÈÁ ÓÁ FFKÍ Á œ Á	FFKÍ Á œ Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á
FGKÉÁ ÚT Á	FKÉÁ ÚT Á	ŠWPÖPÁ) áÁ ÖYÖÜÖWÖÁÖÜÖCSÁ	SEÁÖSÖET ÖV/PÁ FGKÉÁFGKÉÁ ÚT Á	ŠWPÖPÁ) áÁ ÖYÖÜÖWÖÁÖÜÖCSÁ								
ÚÈ ÖÁ FKÉÁ ÚT Á	Á FKÉÁ ÚT Á	SOÁ Ö: [ ] ÁÁ ÖSÖÁ	SÓÁ Ö: [ ] ÁÁ T æ@Á	SÓÁ Ö: [ ] ÁÁ ÖSÖÁ	SOÁ Ö: [ ] ÁÁ T æ@Á	SOÁ Ö: [ ] ÁÁ ÖSÖÁ	SÓÁ Ö: [ ] ÁÁ T æ@Á	SÓÁ Ö: [ ] ÁÁ ÖSÖÁ	SOÁ Ö: [ ] ÁÁ T æ@Á	SÓÁ Ö: [ ] ÁÁ ÖSÖÁ	SÓÁ Ö: [ ] ÁÁ T æ@Á	SÓÁ Ö: [ ] ÁÁ T æ@Á
ÚÈÁ ÓÁ FKHÁ ÚT Á	FK HÁ ÚT Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á
ÚÈÁ ÖÁ FKÍ Á ÚT Á	Á GkÉ Á ÚT Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ T æ@Á
ÚÈÁ ÓÁ GkÉ Á ÚT Á	GkÉ Á ÚT Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ ÖSÖÁ	GÓÁ Ö: [ ] ÁÁ T æ@Á	GÓÁ Ö: [ ] ÁÁ T æ@Á

Á

F9ACH9`@J9`GW Yxi`Y; fUXY" 6`!G5AD@`CJ9FJ-9K`						
Úæá	Ò) áÁ	T[] áæÁ	V`^•áæÁ	Y^à)^•áæÁ	V@!•áæÁ	Øæá
ìKÉÁ	ìKÍÁ	PUT ÖÜUT Á				
ÚÉÁ ìKÍÁ	Á ìKÍÁ	Ö:[] Á Ø^) &@	Ö:[] Á Ø^) &@	Ö:[] Á Ø^) &@	Ö:[] Á Ø^) &@	Ö:[] Á Ø^) &@
ÚÉÁ ìKÍÁ	ìKÍÁ	Ö:[] Á Ø^) &@	Ö:[] Á Ø^) &@	Ö:[] Á Ø^) &@	Ö:[] Á Ø^) &@	Ö:[] Á Ø^) &@
ÚÉÁ JKÉÁ	Á JKÉÁ	Á	Á	Á	Á	Á
ÚÉÁ JKÁ	JKÁ	Á	Á	Á	Á	Á
ÚÉÁ JKÍÁ	Á FéíÁ CÉÁ	Ö:[] Á ÖSÁ	Ö:[] Á ÖSÁ	Ö:[] Á ÖSÁ	Ö:[] Á ÖSÁ	Ö:[] Á ÖSÁ
ÚÉÁ FéíÁ	FéíÁ CÉÁ	Ö:[] Á ÖSÁ	Ö:[] Á ÖSÁ	Ö:[] Á ÖSÁ	Ö:[] Á ÖSÁ	Ö:[] Á ÖSÁ
ÚÉÁ FéíÁ	Á FéíÁ CÉÁ	Á	Á	Á	Á	Ö:[] Á ÖÁ Ú&^) &^Á
ÚÉÁ FéíÁ	FFKÁ CÉÁ	Ö:[] Á ÖÁ Ú&^) &^Á	Á	Á	Á	Á
ÚÉÁ FFKÍÁ	Á FFKÍÁ CÉÁ	Ö:[] Á Ø^) &@ÚÁ	Ö:[] Á Ø^) &@ÚÁ	Ö:[] Á Ø^) &@ÚÁ	Ö:[] Á Ø^) &@ÚÁ	Ö:[] Á Ø^) &@ÚÁ
ÚÉÁ FFKÍÁ	FFKÍÁ CÉÁ	Ö:[] Á Ø^) &@ÚÁ	Ö:[] Á Ø^) &@ÚÁ	Ö:[] Á Ø^) &@ÚÁ	Ö:[] Á Ø^) &@ÚÁ	Ö:[] Á Ø^) &@ÚÁ
FGÉÁ	FKÉÁ	ŠV-ÔPá aÁYÖÜÖWÖÁÜÖSÁ				
ÚÉÁ FKÉÁ	Á FKÉÁ	Ö:[] Á Tæ@	Ö:[] Á Tæ@	Ö:[] Á Tæ@	Ö:[] Á Tæ@	Ö:[] Á Tæ@
ÚÉÁ FKÁ	FKÁ	Ö:[] Á Tæ@	Ö:[] Á Tæ@	Ö:[] Á Tæ@	Ö:[] Á Tæ@	Ö:[] Á Tæ@
ÚÉÁ FKÍÁ	Á GÉÁ	Á	Ö:[] Á ÖÁ Ú&^) &^Á	Á	Ö:[] Á ÖÁ Ú&^) &^Á	Á
ÚÉÁ GÉÁ	GGÉÁ	Á	Ö:[] Á ÖÁ Ú&^) &^Á	Á	Ö:[] Á ÖÁ Ú&^) &^Á	Á



Á

F9ACH9'@J9'GW YXI 'Y; fUXY(5'!'G5 AD@'CJ9FJ-9K'						
Úæá	Ò) áÁ	T [ ] áæÁ	V' ^• áæÁ	Y ^á) ^• áæÁ	V@!• áæÁ	Ø ãæÁ
ì keéÁ	ì ké Á	PUT ÖÜUUT Á				
ÚÈÓÁ ì ké Á	Á ì ké Á	Ö: [ ] ÁÁ ÓSOZÁ	Ö: [ ] ÁÁ ÓSOZÁ	Ö: [ ] ÁÁ ÓSOZÁ	Ö: [ ] ÁÁ ÓSOZÁ	Ö: [ ] ÁÁ ÓSOZÁ
ÚÈÓÁ ì ké Á	ì ké Á	Ö: [ ] ÁÁ ÓSOZÁ	Ö: [ ] ÁÁ ÓSOZÁ	Ö: [ ] ÁÁ ÓSOZÁ	Ö: [ ] ÁÁ ÓSOZÁ	Ö: [ ] ÁÁ ÓSOZÁ
ÚÈÓÁ JKÉÁ	Á JKÉÁ	Á	Á	Á	Á	Á
ÚÈÓÁ JKGÁ	JK GÁ	Ö: [ ] ÁÁ Ú&á) &Á	Á	Ö: [ ] ÁÁ Ú&á) &Á	Á	Ö: [ ] ÁÁ Ú&á) &Á
ÚÈÓÁ JKÍ Á	Á Féí Á Ó Á	Ö: [ ] ÁÁ Ú&á) &Á	Á	Ö: [ ] ÁÁ Ú&á) &Á	Á	Ö: [ ] ÁÁ Ú&á) &Á
ÚÈÓÁ Féí Á	Féí Á Ó Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á
ÚÈÓÁ Féí Á	Á Féí Á Ó Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á
ÚÈÓÁ Féí Á	FFÍGÁ Ó Á	Á	Á	Á	Á	Á
ÚÈÓÁ FFÍ Á	Á FFÍ Á Ó Á	Ö: [ ] ÁÁ T æÁ	Ö: [ ] ÁÁ T æÁ	Ö: [ ] ÁÁ T æÁ	Ö: [ ] ÁÁ T æÁ	Ö: [ ] ÁÁ T æÁ
ÚÈÓÁ FFÍ Á	FFÍ Á Ó Á	Ö: [ ] ÁÁ T æÁ	Ö: [ ] ÁÁ T æÁ	Ö: [ ] ÁÁ T æÁ	Ö: [ ] ÁÁ T æÁ	Ö: [ ] ÁÁ T æÁ
FGÉÁ	FKÉÁ	ŠVp ÔP Á á Æ Ö Y Ö U Ö W Ö X Ö Ü Ö Ö S Á				
ÚÈÓÁ FKÉÁ	Á FKÉÁ	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á
ÚÈÓÁ FKHÁ	FK HÁ	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á	Ö: [ ] ÁÁ Ø^ ) &Á
ÚÈÓÁ FKÍ Á	Á GÉ Á	Á	Á	Á	Á	Á
ÚÈÓÁ GÉ Á	GÉ Á	Á	Á	Á	Á	Á

Á

F9ACH9 ' @J9 'GW YXi 'Y; fUXY) 5 'IG5 AD@ 'CJ9FJ-9K '						
ÚæóÁ	Ò) áÁ	T { } áæ Á	V ^• áæ Á	Y ^á) ^• áæ Á	V @!• áæ Á	Ø ãæ Á
ì KÉÁØÉ Á	ì KÍ ÁØÉ Á	PUT ÖÜUUT Á				
ÚÉOÁ ì KÍ ÁØÉ Á	Á ì KÍ ÁØÉ Á	Ö: [ ~ ] ÁÁ Ú&á) &^ Á	Á	Ö: [ ~ ] ÁÁ Ú&á) &^ Á	Á	Ö: [ ~ ] ÁÁ Ú&á) &^ Á
ÚÉOÁ ì KÍ ÁØÉ Á	ì KÍ ÁØÉ Á	Á	Ö: [ ~ ] ÁÁ Ú&á) &^ Á	Á	Á	Á
ÚÉOÁ JKÉÁØÉ Á	Á JKÉÁØÉ Á	Ö: [ ~ ] ÁÁ ÖSOZÁ	Ö: [ ~ ] ÁÁ ÖSOZÁ	Ö: [ ~ ] ÁÁ ÖSOZÁ	Ö: [ ~ ] ÁÁ ÖSOZÁ	Ö: [ ~ ] ÁÁ ÖSOZÁ
ÚÉOÁ JKGÁØÉ Á	JK GÁØÉ Á	Ö: [ ~ ] ÁÁ ÖSOZÁ	Ö: [ ~ ] ÁÁ ÖSOZÁ	Ö: [ ~ ] ÁÁ ÖSOZÁ	Ö: [ ~ ] ÁÁ ÖSOZÁ	Ö: [ ~ ] ÁÁ ÖSOZÁ
ÚÉOÁ JKÍ ÁØÉ Á	Á FÉÉ Á ØÉ Á	Á	Á	Á	Á	Á
ÚÉOÁ FÉÉ ÁØÉ Á	FÉÉ Á ØÉ Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á
ÚÉ OÁ FÉKÉÁØÉ Á	Á FÉK ÉÁ ØÉ Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á	Ö: [ ~ ] ÁÁ Ø^ ) &@Á
ÚÉ OÁ FÉK GÁØÉ Á	FFKÉÁ ØÉ Á	Á	Á	Á	Á	Á
ÚÉ OÁ FFKÍ ÁØÉ Á	Á FFKÍ Á ØÉ Á	Ö: [ ~ ] ÁÁ T æ@Á	Ö: [ ~ ] ÁÁ T æ@Á	Ö: [ ~ ] ÁÁ T æ@Á	Ö: [ ~ ] ÁÁ T æ@Á	Ö: [ ~ ] ÁÁ T æ@Á
ÚÉ OÁ FFKÍ ÁØÉ Á	FFKÍ Á ØÉ Á	Ö: [ ~ ] ÁÁ T æ@Á	Ö: [ ~ ] ÁÁ T æ@Á	Ö: [ ~ ] ÁÁ T æ@Á	Ö: [ ~ ] ÁÁ T æ@Á	Ö: [ ~ ] ÁÁ T æ@Á
FGÉÁÚT Á	FKÉÁÚT Á	ŠWP ÔP Áá aÖYÖÜÖQIÖÁÖÜÖCSÁ				
ÚÉ OÁ FKÉÁÚT Á	Á FKÉÁÚT Á	Ö: [ ~ ] ÁÁ Ú&á) &^ Á	Á	Ö: [ ~ ] ÁÁ Ú&á) &^ Á	Á	Á
ÚÉ OÁ FKHÁÚT Á	FK HÁÚT Á	Á	Á	Á	Á	Á
ÚÉ OÁ FKÍ ÁÚT Á	Á GÉÍ ÁÚT Á	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ
ÚÉ OÁ GÉÍ ÁÚT Á	GGÍ ÁÚT Á	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ	Ö: [ ~ ] ÁÁ Ø^ ) &@ÜÁ

Á

F9ACH9 @J9'A-B8 @'G7 <CC@GW YXi`YÁ					
Á	Úæá	Ò; áÁ	í çÁÓVÁ	í çÁÓVÁ	í çÁÓVÁ
ZÁ;[ Á Ú^!q áÁ	ì KÉÁ ÇÉ Á	ì KÍ ÁÇÉ Á	<CA9FCCA'!5HH9B85B79'		
ÚÈÇÁ	ì KÍ Á ÇÉ Á	ì KÍ ÁÇÉ Á	Ú[ &æÁÚç áá•ÁÖ;[~] ÁÆÁÚq { }•Á	ÒŠÇÖ;[~] ÁÆÁÚ[ æ&ÇÁÇÉ q á^Á	Ø^)&@Ö;[~] ÁÆÁÖ~ q^Á
ÚÈÓÁ	ì KÍ Á ÇÉ Á	ì KÍ ÁÇÉ Á	Ú[ &æÁÚç áá•ÁÖ;[~] ÁÇÁÚq { }•Á	ÒŠÇÖ;[~] ÁÇÁÚ[ æ&ÇÁ	ØŠÖ;[~] ÁÇÁÖ~ q^Á
ÚÈÇÁ	JKÉÁ ÇÉ Á	JKÇÁÇÉ Á	Ú&^&^Á^ ç !q * ÁÆÁ^•Á	T æ@Ö;[~] ÁÆÁÚq æ q ç ~ ÇÆÁ ÇÉ q á^Á	Ú[ &æÁÚç áá•ÁÖ;[~] ÁÆÁ Úq { }•Á
ÚÈÓÁ	JKÇÁ ÇÉ Á	JK ÇÁÇÉ Á	ÚÖ! ÁÇÁ^ ^) á^ ç	T æ@Ö;[~] ÁÇÁÚq æ q ç ~ Á	Ú[ &æÁÚç áá•ÁÖ;[~] ÁÇÁ Úq { }•Á
ÚÈÇÁ	JKÍ Á ÇÉ Á	FÉÍ Á ÇÉ Á	Ú&^&^Á^ Ö;[~] ÁÆÁ^•Á	ÒŠÇÁ^ ç !q * ÇÁ^ ^) á^ ç Ú[ æ&ÇÁ	Ö;[~] ÁÆÁ æ@ÆÁÚq æ q ç ~ ÇÆÁ ÇÉ q á^Á
ÚÈÓÁ	FÉÍ Á ÇÉ Á	FÉÍ Á ÇÉ Á	Ú&^&^Á^ Ö;[~] ÁÇÁ^•Á	Ú[ &æÁÚç áá•ÁÖ;[~] ÁÆÁÚq { }•Á	T æ@V^ ç !q * ÁÆÁ^ æ q ç ~ Á UÚÁ Çáçá[! ÁÖ~ q^Á
ÚÈ ÇÁ	FÉKÉÁ ÇÉ Á	FÉKÉÁ ÇÉ Á	ÒŠÇÖ;[~] ÁÆÁÚ[ æ&ÇÁÇÉ q á^Á	Ú[ &æÁÚç áá•ÁÖ;[~] ÁÇÁ Úq { }•Á	Ú&^&^Á^ Ö;[~] ÁÆÁ^•Á
ÚÈ ÓÁ	FÉK ÇÁ ÇÉ Á	FFKÇÁ ÇÉ Á	ÒŠÇÖ;[~] ÁÇÁÚ[ æ&ÇÁ	T æ@V^ ç !q * ÁÆÁ^ æ q ç ~ Á	Ú&^&^Á^ Ö;[~] ÁÇÁ^•Á
ÚÈ ÇÁ	FFKÍ Á ÇÉ Á	FFKÍ Á ÇÉ Á	ÇÉÇÁÚÖÇÁ^ ^) á^ ç !Á^ ç !q * Á	ÇÉÇÁÚÖÇÁ^ ^) á^ ç !Á^ ç !q * Á	ÇÉÇÁÚÖÇÁ^ ^) á^ ç !Á V^ ç !q * Á
ÚÈ ÓÁ	FFKÍ Á ÇÉ Á	FFKÍ Á ÇÉ Á	ÇÉÇÁÚÖÇÁ^ ^) á^ ç !Á^ ç !q * Á	ÇÉÇÁÚÖÇÁ^ ^) á^ ç !Á^ ç !q * Á	ÇÉÇÁÚÖÇÁ^ ^) á^ ç !Á V^ ç !q * Á
ŠWpÔ PÁ	FGKÉÁ ÚT Á	FKÉÁÚT Á	@ B7 < '5B8'9L9F7-Ç9'6F95?'		
ÚÈ ÇÁ	FKÉÁ ÚT Á	FKÉÁÚT Á	Ø^)&@Ö;[~] ÁÆÁÖ~ q^Á	Ú&^&^Á^ Ö;[~] ÁÆÁ^•Á	Ö;[~] ÁÇÁ æ@ÆÁÚq æ q ç ~ Á
ÚÈ ÓÁ	FKÇÁ ÚT Á	FK ÇÁÚT Á	ØŠÖ;[~] ÁÇÁÖ~ q^Á	Ú&^&^Á^ Ö;[~] ÁÇÁ^•Á	ÒŠÇÖ;[~] ÁÇÁÚ[ æ&ÇÁÇÉ ÇÉ q á^Á
ÚÈ ÇÁ	FKÍ Á ÚT Á	ÇÉ ÁÚT Á	T æ@Ö;[~] ÁÆÁÚq æ q ç ~ ÇÆÁ ÇÉ q á^Á	Ø^)&@Ö;[~] ÁÆÁÖ~ q^Á	ÒŠÇÖ;[~] ÁÇÁÚ[ æ&ÇÁ
ÚÈ ÓÁ	ÇÉ Á ÚT Á	ÇÉ ÁÚT Á	T æ@Ö;[~] ÁÇÁÚq æ q ç ~ Á	ØŠÖ;[~] ÁÇÁÖ~ q^Á	ÒŠÇÁ^ ç !q * ÁÆÁÚ[ æ&ÇÁ

NYCDOE RECOMMENDED

**Hybrid Learning Model 5A: 2-3 days per week (rotating Monday, 2 in-person cohorts)**

**Summary:**

Two in-person cohorts (Groups A & B), one remote (Group D). There is no Group C.

Group A or Group B receives a third day of in-person instruction every other week.

Group A, Group B: in-person learning on two consistent days per week plus alternative Mondays;  
Remote learning for non-in person days by the same teachers, whose classroom lessons will be cast live

Group D: remote every day; consists of students who opt out of in-person instruction; attend same streamed live classes as Groups A & B

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Group D (All-Remote)				
One	Group A	Group A	Group A	Group B	Group B
Two	Group B	Group A	Group A	Group B	Group B

**Charter School Name:** New York French American Charter School

**Directions:** Describe the school's core instructional model for general education. Describe any intervention models the school uses for academics and/or behavior, including any supplemental instruction that is provided (i.e., enrichment programs, school-wide programs, learning labs). Describe the school's instructional model for serving English language learners. Attach a sample school schedule and calendar.

	WHAT IS IT? (Program Type, What does it target?)	WHEN/HOW IS IT PROVIDED? HOW DOES IT WORK?	WHO BENEFITS FROM IT? (Please include grades served.)	WHO PROVIDES IT?
<b>GENERAL EDUCATION MODEL</b>	Bilingual French Program <b>All programs are remote until further notice.</b>	preK: French instruction 3 live sessions per day, 2 whole group, 1 small group (4 students each)	preK:	French-speaking teachers
	Each K-8 class of students is split into two instructional cohorts. Students remain with each cohort for every type of class. Each cohort has a 20 minute live sessions daily with teachers, via either Zoom or Google Meet. Asynchronous assignments and support are communicated through google classroom.	K-2: French instruction for SS, Science and French Language Arts; 2 periods of English: English Language Arts and Math instruction. Asynchronous instruction for Art and PE. <i>Four French instruction live sessions per day, three ELA live sessions per week, three Math live sessions per week</i>	K-2:	French-speaking teachers and General Education teachers
		3-5: French instruction for Social Studies, and French Language Arts; English instruction for English Language Arts, Math, and Science. Asynchronous instruction for Art and PE. <i>2 French instruction, 1 math, 1 ELA live sessions per day; 3 live science sessions per week</i>	3-5	French-speaking teachers and General Education teachers

STUDENTS WITH DISABILITIES IN CHARTER SCHOOLS

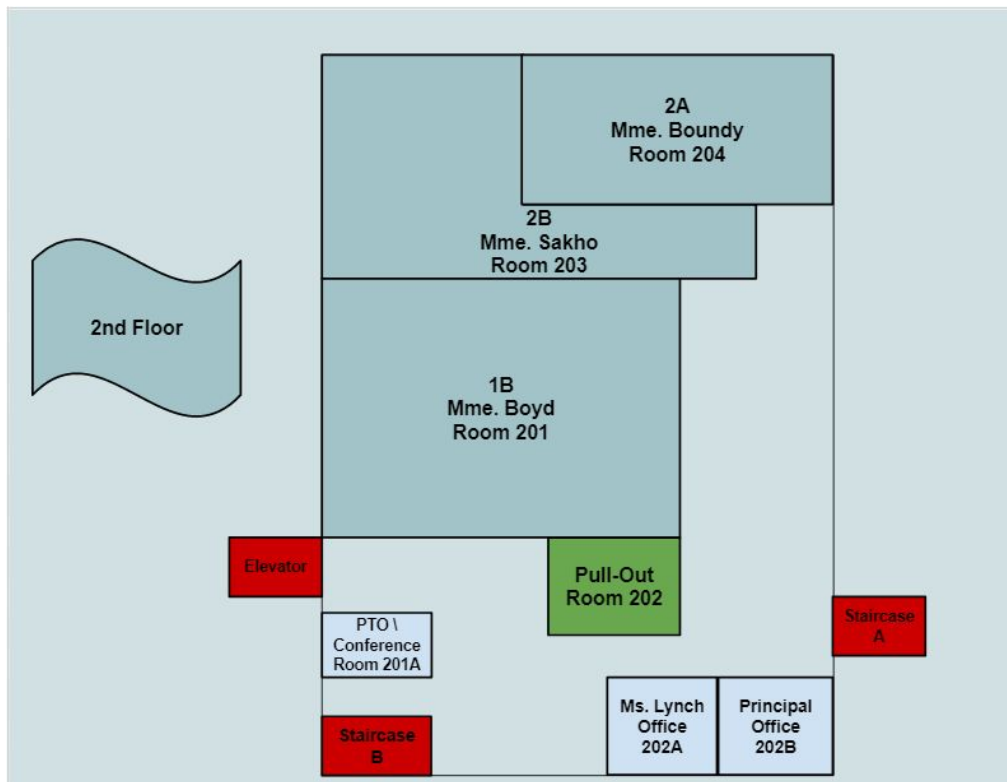
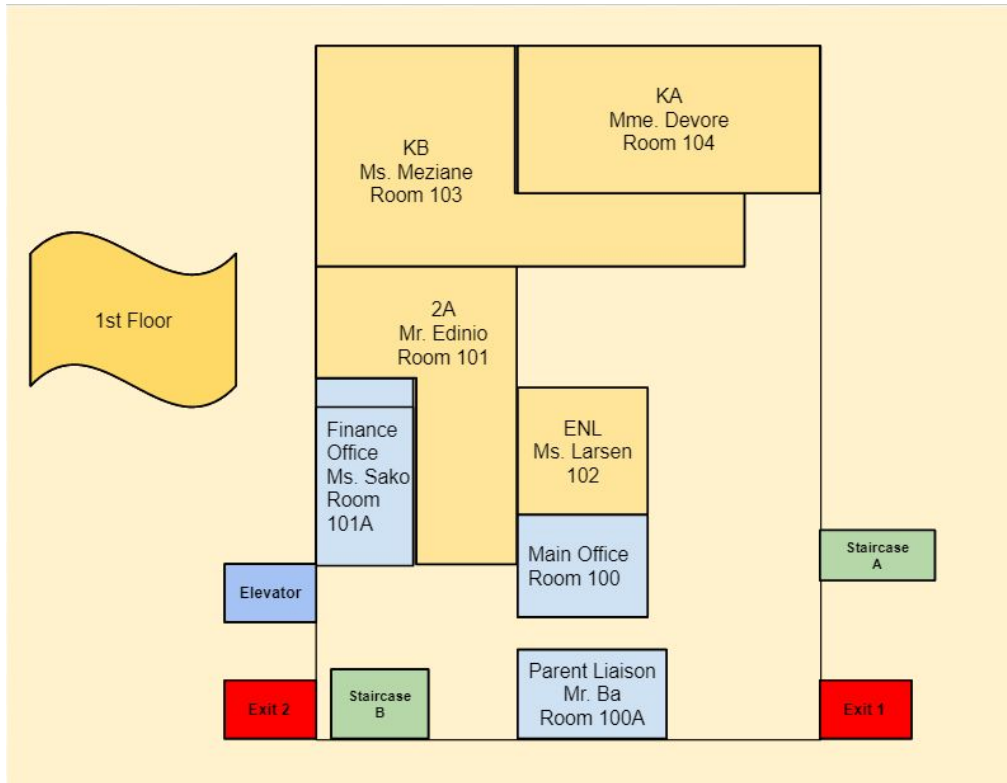
		6-8: French instruction for French Language Arts; English instruction for ELA, math, SS and science. 1 live session each per day for French, ELA, Math, SS, and Science.	6-8	French-speaking teachers and General Education teachers
<b>ACADEMIC INTERVENTION MODEL</b>	French Language Learners: Small group instruction in order to help students become more fluent	During French live instruction with supplementary asynchronous instruction via googleclassroom.	Students who are identified as FLE (1-8)	French speaking teachers and Teaching Assistants
	Tutoring/office hours support	Students are invited to join teachers in live sessions or asynchronously to improve their skills and knowledge in each subject.	6-8	Middle school general education teachers for all subjects
<b>BEHAVIORAL INTERVENTION MODEL</b>				
<b>ELL INSTRUCTIONAL MODEL</b>	ENL instructor co-teaches ELA with Gen ED instructors and/or pulls students out in small groups.	Most students who are ELLs are in the class labeled B (unless they have IEPs, in which case they are in the ICT A class). Students in B classes are co-taught ELA with gen ed instructors. Some who are in A classes and some who require it (based on NYSESLAT results) are also pulled in small groups for additional 20 minute live sessions each day.	K-8; students based on results from the NYSESLAT	ENL instructor

SPECIAL EDUCATION MODEL (PROGRAMS AND SERVICES)	WHAT IS IT? (Program Type? What does it target?)	WHEN/HOW IS IT PROVIDED? HOW DOES IT WORK?	WHO BENEFITS FROM IT? (Please include grades served.)	WHO PROVIDES IT?
[Program/Service 1] /	ICT: inclusion, modifications, IEP goals	For English Language Arts and Math live and asynchronous instruction, both teachers co-teach with a variety of models, using breakout rooms to apply models that aren't team teaching and one teach, one observe. Both teachers provide asynchronous support in google classroom.	All sped students in K-8; half of all students in K-8.	General Education and Special Education teacher
[Program/Service 2] /	SETSS: IEP goals, towards an inclusive model	Students meet their ICT special education teachers in a live google meet for 20 minutes in a small group with other grade-level peers, according to the requirements on their IEPs.	Sped students according to IEPs (1-4)	Special education teacher
/	OT	if parents consent, services are provided remotely according to IEPs and DOE guidelines.	Sped students according to IEPs (K-8)	Related services provider
/	Counseling	if parents consent, services are provided remotely according to IEPs and DOE guidelines.	Sped students according to IEPs (K-8)	Related services provider
/	SLT	if parents consent, services are provided remotely according to IEPs and DOE guidelines.	Sped students according to IEPs (K-8)	Related services provider

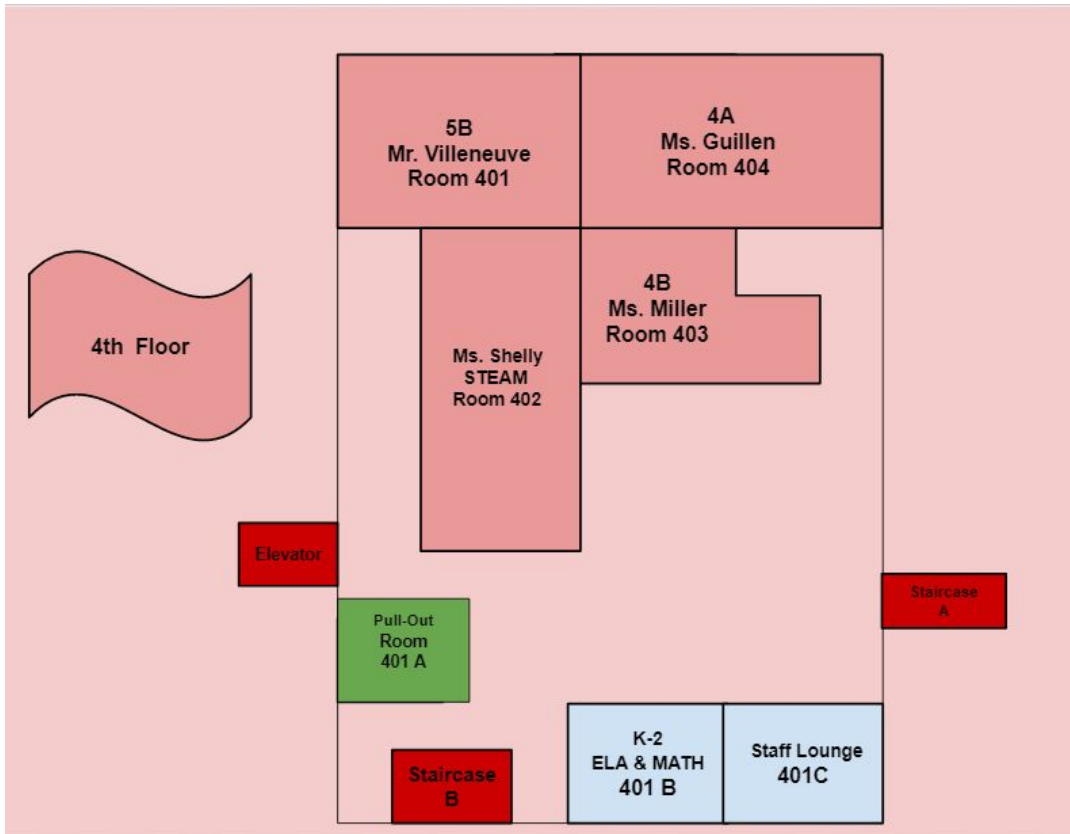
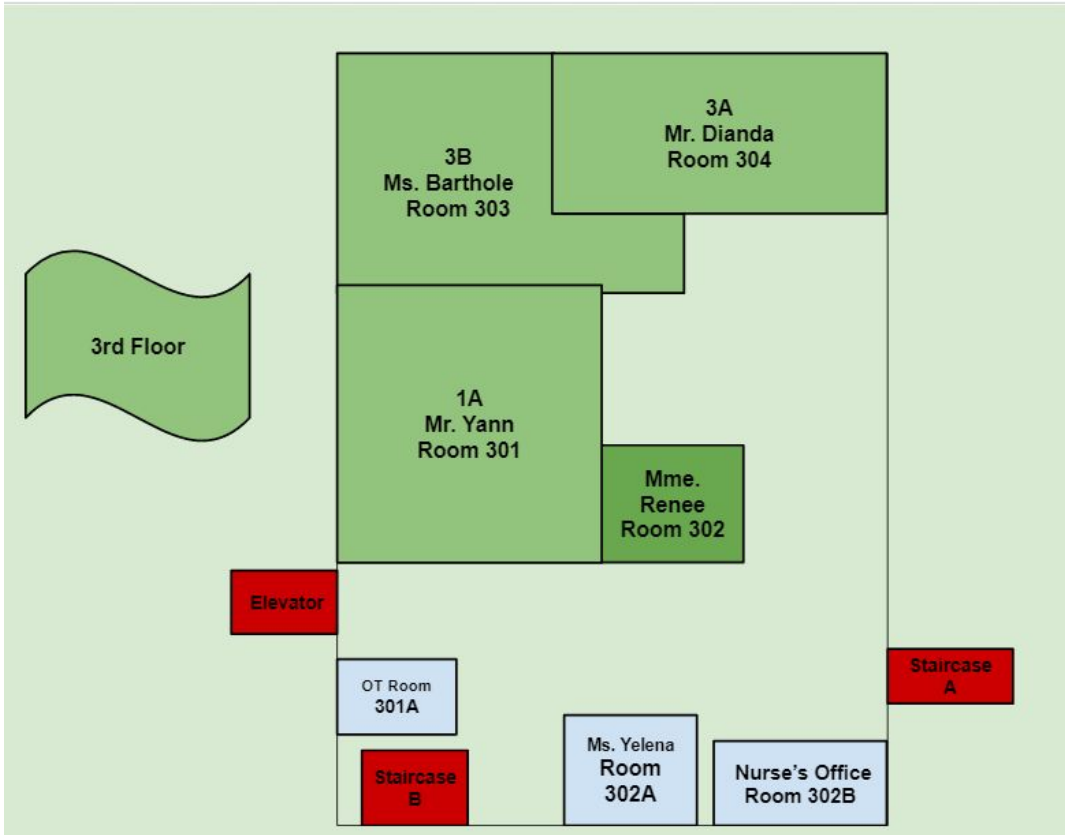
STUDENTS WITH DISABILITIES IN CHARTER SCHOOLS

/	Paraprofessional behavior support	if parents consent, services are provided remotely according to IEPs and DOE guidelines.	Sped students according to IEPs (K-8)	Paraprofessional under the guidance of a special education teacher
/				

**Floor Plans of the NYFACS Elementary School (Pre-K through 4th grade) located at 211 West 120th Street in West Harlem, Manhattan.**







**AMERICAN HVAC SERVICES, Inc**  
**P.O. BOX 1679**  
**NEW YORK, N.Y. 10026**

**AIR CONDITIONING-HEATING-REFRIGERATION-VENTILATION**

**TEL 212 662 1600 FAX 646 219 5454**  
**Email : [amts1600@gmail.com](mailto:amts1600@gmail.com)**

September 30 2020

**TO: Charter School**  
**321 West 120th Street**  
**New York, N.Y. 10026**

**REF : AC preventive maintenance Service**  
**Pandemic Air purification system**  
**Detailed technical motives**

This proposal is to supply all the necessary labor and material for your Air conditioning Preventive maintenance service and special air purification filtering as follows :

- 1/ Supply all necessary equipment to clean all 10 coils on 5 units.
- 2/ Supply all necessary air filters and V-belts on each of the 5 units.
- 3/ Supply all necessary lubricants to grease all shaft bearings and motors.
- 4/ We will check and test all control elements and pressure controls.
- 5/ We will check all supply and exhaust air duct then report any findings
- 6/ All condensate drain pans will be clean and properly tested for clearance

After all work done, each unit will be tested according to factory specifications for performance and noise level.

7/ We will supply and install 2 new high efficiency air filters **MERV 14** on each unit according to the coil size.

8/ Upon your request we can provide electronic air cleaner based on Ultraviolet lamp system installed in each zone AC duct system within the floors.

**Detailed reports and comments**

By itemizing the above 8 steps, we have an opportunity to challenge what work is, how it should be approached and where it can be performed for a result of clean indoor air. The combination of several components as high efficiency filters, fresh air and electronic air cleaners may not reflect a good result as laid on dirty mechanical equipment.

Consequently we have decided to proceed to a complete sanitation of the AC system on each part which is in contact with the air circulation. Coil cleaning, drain pan cleaning, duct cleaning are vital for indoor air quality control.

However, increasing outdoor air provides dilution ventilation so can be a benefit. Better filtration (such as upgrading to MERV13-14 filters) can help reduce the concentration of virus particles in the indoor environment by reducing the number of small particles (aerosols) that can harbor viral material.

Added to what we have provided, Ultra- violet air purifiers installed within the duct system could make a big difference.

You will find herewith attached a brochure of different scientific reports selectively combined to give you a deeper view of these issues.

After all, we will set up a plan to revisit the site to make sure the system has properly operated and that filters must be replaced on time to limit the air pressure drop on each unit upgraded. The cost of a such operation will be estimated according to the time extension and frequency of inspection.

For any further information you can contact us any time and we will be more than happy to cooperate.

Thank you for this business opportunity and we assure you of our quality performance.

**American HVAC Services, Inc**

Dominique S. Dieng