

Isaac E. Young Middle School

Reopening Plan

Section 1: Re-Opening

Social Distancing

The district administration has collaborated with an architect to identify maximum occupancy rates for students and staff while maintaining 6 feet spacing between desks. Furniture which is not essential to the current model of teaching and learning will be removed from classrooms when storage is available, to maximize instructional space and social distancing. Each building will have written protocols that communicate the social distancing requirements within the building and will have signage that informs directionality on staircases and in hallways, and signage to indicate 6 feet social distance. Movement within classrooms and throughout the building will be limited and students will be monitored in all common area locations to ensure that they are practicing social distancing and safety expectations. 12 feet in all directions will be maintained for activities requiring voice projection, such as singing, playing a wind instrument, or aerobic activity (ex: participation in physical education classes).

At IEYMS, the two center hallway staircases will have two designated paths of travel, up and down only. This staircase travels through the first, second, and third floors. All current classrooms are large enough for social distancing. All instructional programs and services will take place in assigned classrooms and spaces.

- Classrooms and instructional spaces are reconfigured for reduced capacity and to adhere to social distancing guidelines as per the districts space planning map.
- Excess furniture including multiple teacher desks, multiple file cabinets, large storage units, and high touch point items have been removed from classrooms.
- Classes, meetings, and counseling sessions will be scheduled to reflect the student occupancy of room capacity according to the district space planning map.
- Social distancing maximum occupancy signs will be posted in visible locations in each classroom, office space, and common area such as the auditorium and gymnasium.
- Throughout the day, middle school students will be encouraged to adhere to social distancing guidelines.
- Signage and directional signs provided by the district will be strategically placed reminding students to social distance, wash hands, and to wear PPE.
- Activities requiring voice projection such as singing, playing a wind instrument or aerobic activity will be scheduled in large spaces that can accommodate these types of activities.
- Whenever possible, physical education will occur outdoors in designated areas including the basketball courts, the football field, and the baseball field. Large classrooms like the dance studio, the auditorium, and two gymnasiums will be used during inclement weather.
- Seating charts will be required in each classroom.
- When possible, additional staff will be placed in common areas to monitor and ensure social distancing and safety expectations
- When possible, students will be released for hallway transitions on a staggered schedule.

PPE and Face Coverings

There will be written protocols requiring all employees, adult visitors, and students to wear a cloth face covering or surgical mask whenever social distancing cannot be maintained. Face coverings are always to be worn by all individuals. Coverings may be removed during meals, and for short breaks during instruction when students are working independently, so long as appropriate social distancing is maintained. Masks may also be removed during outdoor activities such as physical education when appropriate distance can be maintained.

Face coverings should not be placed on children younger than 2 years old, students where such covering would impair their physical or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut), and surgical masks that cover both the mouth and nose.

Students and parents/guardians should take responsibility for maintaining their face coverings. Face coverings should be cleaned or replaced after use and must not be shared. Schools will provide and maintain adequate supplies of masks for all staff, visitors, and students in need of replacement. Additionally, the school will provide proper PPE for those staff who require a higher degree of protection such as nurses who may be working with students or staff who are COVID-19 positive, special education staff who work with students with intense physical needs, and custodial staff responsible for waste removal. Examples of these PPE may include eye protection or face shields, gloves, and disposable gowns.

Faculty may use alternate PPE (ex: face coverings that are transparent around the mouth) for instruction or interventions that require the visualization of the movement of the lips and/or mouth (ex: speech therapy) or with certain students (ex: hearing impaired) who benefit from being able to see more of their mouth. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance. Schools will provide assistance to students who may have difficulty adapting to wearing a face covering and all students, faculty, staff, contractors and vendors will be trained on how to adequately put on, take off, clean (as applicable), and discard PPE.

The facilities department will maintain an inventory of masks to maintain an adequate supply for students and staff on an as needed basis. In the event stockpiles are running low, it will be communicated to the Superintendent.

Parents or Guardians of students unable to wear a mask must contact the IEYMS school nurse and the school principal. Staff unable to wear a mask must contact the CSDNR Medical Director's office, the office of Human Resources, the school nurse, and the school principal.

Face mask availability

- Extra masks will be available at building entrances, in the health office, main office, security desk and classrooms, to be given upon request of students, staff, and visitors.

- IEYMS custodians will have a supply of masks and maintain inventory and distribution lists. IEYMS Custodians will distribute two week supplies on the 1st and 3rd Monday of each month to each classroom/staff member.
- Enhanced PPE will be provided to all special education staff who require it.

Communication and notification for any variation of in person student or staff attendance

- Communications will be mailed, emailed, and posted on the school website regarding mandatory use of PPE.
- Signs will be posted on all entry doors at Isaac E. Young Middle School at each security desk, at each point of entry, and in the main office, stating that masks are required to be worn when entering the building. Signs to be used are those provided by the school district.
- Information regarding the mandatory use of cloth face covering or the use of a surgical mask will be posted on the IEYMS website. Families, students, and staff will receive regular communications (backpack letters, emails, school messenger communications and website postings) regarding the importance and mandatory use of face masks (for as long as PPE is necessary).
- Social norms and health etiquette will be reinforced through videos, explicit instruction, visual posters, and daily reminders.

Building Entry Protocols Students, Staff and Visitors

- Each student and staff member will be required to come to school with their own face mask.
- Students and staff should report to the assigned health check area.
- Prior to building entry, each student will be visually checked by staff to ensure students are wearing the appropriate PPE.
- If a student or staff member does not have a face mask, one will be provided.

Wearing PPE/Face Masks

- Until further notice, students, staff, and all visitors are required to wear face coverings while on school property, inside the school, while in the classroom, during transition times, and when social distancing cannot be maintained.
- When participating in outdoor activities such as recess and physical education, students can take a break from wearing the face mask as long as social distancing can be maintained.
- When students are seated in the classroom, are working independently and quietly, and are appropriately socially distant students may remove their masks.
- Face masks can be removed while eating and social distancing is maintained.
- Face masks must be school appropriate and must be worn in accordance with the CDC guidelines.

Safe Classroom Practices

Teachers will minimize the use of shared items in the classroom, including learning tools, pencils and other items shared in a group setting. If any group activities are required to meet the learning needs of students, masks must be worn, and social distancing must be practiced.

This includes all classroom settings (special area, related services). Teachers will increase the use of digital instruction to limit the spread of germs in classroom areas, where possible. Over time, students will have personal devices for home and school use to prevent the sharing of electronic resources.

- School supplies such as pens, paper, notebooks, and pencils will not be shared. If a teacher gives a child a pencil or pen, it will be theirs to keep.
- Learning tools such as books and other hard copy materials will be assigned to the student for the duration of the course.
- When feasible, online textbooks and resources will be used to the greatest extent possible allowing students to learn at high levels.
- A system for providing each student with a personal device will be implemented.
- Masks will be worn throughout the day. Students will be given scheduled mask breaks including during outside recess and outside activities where social distancing can be maintained as well as in classes when students are working independently, are quiet, and are appropriately distanced. Additional details on masks provided above.
- Library books and literary texts may be given to students for use during a unit of study. Upon return, books will be isolated in the library in a return bin for 72 hours. Books will be thoroughly cleaned prior to entering circulation again.

Capacity

District administration, in collaboration with an architect, reviewed building plans and determined capacity for social distancing in the classroom. Each classroom space will be evaluated, and necessary physical accommodations based on the number of students that will be assigned to any classroom or school space will also be evaluated.

IEYMS will assign students to A group or B group for Hybrid instruction. The A group will attend school on Mondays and Tuesdays. The B group will attend school on Thursdays and Fridays. On A/B days, approximately half of the student body will be present. This alternative schedule will allow for socially distanced in-person instruction, while the remaining students learn from home. Each school custodian will remove/replace furniture to create classroom environments that comply with social distancing requirements.

Restart Operations

The Isaac E. Young Middle School never closed completely, and facilities staff returned at full capacity on June 1st. All buildings have been checked and maintained and will be fully prepared for reopening in September.

Hygiene, Cleaning, and Disinfection

The district currently has written protocols for the daily, weekly, and monthly cleaning of school facilities and those activities have been improved and completed more frequently in relation to COVID. The District will conduct daily cleaning and disinfecting of all utilized spaces with an EPA List N approved product. High frequency touchpoints will be addressed throughout the day. The District will be supplying alcohol and BZK based hand sanitizer.

All school facilities will be cleaned and disinfected prior to the opening of schools. Custodial staff are completing a typical summer deep clean, as well as cleaning and disinfecting due to COVID related concerns. HVAC systems are operational and are also being improved. Improved filtering capacity is being installed. Facilities will be ready to open in September.

COVID-19 Safety Coordinator and COVID-19 Resource Person

District COVID-19 Safety Coordinator

Ryan Reed, Assistant Superintendent for Human Resources, is designated as the District COVID-19 Safety Coordinator whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.

District COVID-19 Resource Person

Brook Belchan, Medical Director, is designated as the District COVID-19 Resource Person who will be the main contact upon the identification of positive COVID-19 cases and to be responsible for subsequent communication and action related to DOH guidelines.

Teaching and Learning

Our goal is to provide high-quality instruction and learning experiences for all students, whether in person or virtually. New York State Department of Education tasked each District to develop a comprehensive reopening plan that accounts for three models. The three learning models shown below are: In Person, Hybrid and Remote Learning. Guiding resources along with New Roc & Rolling Plan Subcommittee recommendations, collaboration with local health officials, and stakeholder feedback all contributed to our planning for the three scenarios

Models of Instruction

All instruction will continue to be aligned to the New York State Learning Standards. The 2020-2021 school year will encompass any of the following scenarios and models of instruction:

IN PERSON (Scenario 1)	All students physically return to school in September following health and safety guidelines. This determination is made due to successful virus containment and minimal or low levels of COVID-19 transmission.
DISTANCE LEARNING (Scenario 2)	Students are not physically present and learn through synchronous and asynchronous learning experiences using a remote platform. This determination is made due to high levels of virus spread and widespread transmission of COVID-19.
HYBRID (Scenario 3)	Students engage in a combination of in-person and remote learning. This determination is made due to moderate virus spread and higher levels of COVID-19 transmission.

Distance Learning

Education that takes place entirely online with the use of technology. The District is moving toward a one-to-one Chromebook program according to a roll-out plan for virtual learning. Virtual learning occurs outside the school environment.

Hybrid Learning

Refers to the place learning happens; CSDNR will offer opportunities that combine both in-person (in-school) and online (virtual) learning.

Synchronous Learning

Refers to virtual learning with teaching and learning occurring live, through a conference or virtual meeting platform. CSDNR will increase the amount of synchronous learning in either distance or hybrid learning models.

Asynchronous Learning

Refers to students accessing learning at different times, and work through it at their own pace. Asynchronous learning can also occur alongside synchronous learning and guided by the classroom teacher.

Focus of Instruction

The school principal, assistant principals and department chairs of Isaac E. Young Middle School will oversee the implementation of the District Teaching and Learning Plan. Teachers and staff will be provided with ongoing professional development related to synchronous and asynchronous learning platforms. Our goal is to provide high-quality instruction and learning experiences for all students, whether in person or virtually.

All instructional models will include the presentation of new material and content, the development and reinforcement of skills, and the use of formative and interim assessment to measure progress and address learning gaps aligned to the New York State Learning Standards. Data collection and analysis will continue to occur to ensure all students are demonstrating academic growth. District supported materials and curriculum will be followed and used with fidelity.

Distance Learning (often referred to as Remote Learning and Virtual Learning)

Education that takes place entirely online with the use of technology. All students PK-12 will have the option to have a dedicated Chromebook for virtual learning.

Distance Learning Schedule

Grade 6

Period	Start Time	End Time
Period 1	8:20	9:14
Period 2	9:17	10:05
Period 3	10:08	10:56
Period 4	11:00	12:10
Period 5	12:13	1:01
Period 6	1:04	1:47

Period 7	1:50	2:25
Period 8	2:25	3:00

Grades 7 and 8

Period	Start Time	End Time
Period 1	8:30	9:18
Period 2	9:21	10:09
Period 3	10:12	11:00
Period 4	11:03	11:51
Period 5	11:54	12:42
Period 6	12:45	1:33
Period 7	1:36	2:24
Period 8	2:27	3:16

Overview of the District Learning Reentry Plan

CSDNR's Distance Learning Reentry Plan (DLRP) provides meaningful and regular interactions between teachers and students from Pre-K to Grade 12. This section supports families and students' understanding of important aspects of the DLRP—the technologies and expectations.

CSDNR is committed to implementing units of study, content, and assessments that encompass its current PK-12 curriculum; however, if circumstances require us to implement a DLRP this will require making smart, tactical adjustments to curriculum in order to ensure that high standards and expectations for learning are not compromised.

CSDNR believes DLRP is a robust and effective model of instruction and we are committed to delivering an experience that features both synchronous and asynchronous learning environments. Learning opportunities will depend on grade level, subject matter, lesson plan materials, and other factors.

If circumstances require implementation of the DLRP, teachers will continue to guide, support, and challenge students to take on new responsibilities and to become excited about new learning. To ensure their success, they will also need to partner with parents and guardians for support in engaging students in experiences that stretch their understanding and expand their new learning.

To do this, the DLRP will provide parents and guardians with direction on how best to guide student learning with appropriate involvement. Families will have options and sources for flexibility that will give them choice and ownership as the DLRP experience develops.

Technology to Support Distance Learning

The following chart provides a partial list of available technology and communication tools within DLRP. Google and Zoom will serve as the main platforms for remote video conferencing.

TECHNOLOGY	AUDIENCE	PURPOSE
EMAIL	Students, faculty, staff, family members; grades 6-12	Email will be used for all major communications and announcements. Contact with teachers, advisors and administrators should be made through email.
GOOGLE CLASSROOM	Students, faculty, staff, family members	The primary purpose of Google Classroom is to streamline the process of instruction and sharing files between teachers and students. Students access through CSDNR login credentials.
GOOGLE G SUITE: DOCS, SLIDES, FORMS, SHEETS	Students, faculty, staff, family members; all grades	Google G Suite is the platform for learning documents, spreadsheets, and presentations.
ZOOM	Students, faculty, staff, family members; all grades	Video conferencing, online meeting, chat, and mobile collaboration platform. Families create free accounts to access
SEESAW	Students, faculty, staff, family members; Grades Pre-K-2	SeeSaw is a learning and communication platform that is compatible with Google G Suite.
NEARPOD	Students, faculty, staff, family members; all grades	Lesson delivery system for PreK-12 students that comes with vetted materials and integrates with google. Nearpod provides formative assessments to engage students for both live instruction and student paced.
NEWSELA	Students, faculty, staff, family members; all grades	Provides students in grades 3-12 with leveled articles and comprehension questions. Teachers can get data and provide feedback to students.
IXL Math	Students, faculty, staff, family members; all grades	Provides math skills practice, diagnostic assessments and analytics on student progress and growth.
SCREENCASTIFY	Students, faculty, staff, family members; all grades	Allows Pre-K-12 teachers to record their screen using voice overs.
KAMI	Students, faculty, staff, family members; all grades	Virtual Whiteboard for Pre-K-12
RAZKIDS	Students, faculty, staff, family members; all grades	Provides leveled texts for students and has comprehension practice

Students Unable to Attend Live Instruction

If we run a hybrid model and a cohort of students are unable to physically attend live instruction, they will participate in additional distance learning opportunities.

School Schedules

Students at IEYMS will follow their assigned school schedule.

Special Education

Isaac E. Young Middle School staff will comply with all pertinent Special Education regulations. We currently offer ABA 8:1:2 classes, 12:1:1 self-contained class, integrated co-teach 6-8, and related services.

Detailed regulatory requirements can be found at: [Special Education Re-Opening Plan 2020-21](#)

Multi Language Learners, Bilingual, and World Languages

The District ensures families are provided with interpretation and translation services in their native language. For lower incidence languages, the District will contract with a translation service company.

The following NYSED parent communication and documents will be posted on the District's website in the various languages provided by the Office of Bilingual Education and World

Languages:

- English Language Learners (ELL)/MLL Identification and Placement Process
- Parent's Bill of Rights
- Parent Guide to the New York State Identification Test for English Language Learners
- Home Language Questionnaire
- Parent Orientation Video
- Road to College for ELLs/MLLs

Screening of new entrants will occur within 30 days as outlined by SED guidelines. The Home Language Questionnaire will be provided to parents/guardians in digital form to complete and submit electronically. Qualified teams of English as a New Language (ENL) and Bilingual teams will be available to determine if a language other than English is spoken at home. Designated teams will conduct the identification and placement of ELLs/MLLs within the time prescribed by the OBEWL. Parents will be consulted throughout the identification and placement process in the preferred language of communication. An individual interview with students (and possibly, their parents/guardians where helpful) is then to be conducted remotely, in English and in the student's home language, by qualified personnel from the school/district. The interview will include a review of the student's abilities or work samples including:

- Reading and writing in English
- Reading and writing in the student's home language (Grades 6-8)

The sample items will be collected during the interview and can include writing samples or exercises completed at the time of the interview (parents/guardians can submit the work samples through email, through pictures of the students' work, and/or by using Google Classroom or Seesaw).

The District will maintain all documents, including the Home Language Questionnaire (HLQ), the individual interview, information collected that may assist in identifying Students with Interrupted/Inconsistent Formal Education (SIFE), and any other records generated as part of the remote identification process.

Once CSDNR re-opens, we will re-conduct the ELL Identification process in person, including a full parent orientation as mandated by Part 154. This partial process will inform the CSDNR who is required to be screened with the NYSITELL once we reopen. Parents/guardians of incoming ELLs/MLLs will have access to the NYSED video "Parent Orientation Video: ELL Programs in New York State" through the CSDNR's website.

English Language Learners/MLLs services will be provided in both in-person and hybrid models to comply with the Units of Study prescribed by NYSED's Part 154 regulations. All ELLs /MLLs will be provided the required instructional Unit of Study in their ENL or Bilingual program. ENL and Bilingual teachers will provide appropriate language and content support and ENL instruction to all students with potential language acquisition needs, even if they have not yet been formally identified as ELLs. The CSDNR will provide targeted and scaffolded instruction and any additional ELL services such as ENL instruction and Bilingual Education to students, including students with disabilities who enter with an Individual Education Program (IEP), for whom completion of the ELL identification process has been delayed due to school closure.

Special Accommodations for In-Person Instruction

Social/Emotional Well-Being

The District will provide social and emotional support for both staff and students. We recognize that the pandemic has caused a tremendous amount of stress, trauma, and grief which has impacted the CSDNR community. Therefore, we will implement programs and provide services that will directly support our students, staff, and families. Through a trauma informed lens and a Multitiered System of Support framework, student services include but are not limited to, the implementation of a Social Emotional Learning (SEL) curriculum, a comprehensive guidance program, counseling supports, community and classroom restorative circles, tele-counseling and support groups, and widely available family resources.

Isaac E. Young Middle School has a well-developed, trauma informed, and culturally responsive multi-tiered system of support. We will continue to provide a wide range of support and services that nurtures the development of social, emotional, mental, and behavioral health in middle school students. We recognize that many students will return to school with varying degrees of emotion and possibly trauma. We also understand that other students might return to school with eagerness and excitement. Therefore, it is important that we incorporate a variety of research-based techniques and best practices into our MTSS paradigm that stretches across all domains of school and supports all students.

School Counselors, social workers, and psychologists will support the academic, behavioral, and social emotional development of all students. Students who receive mandated counseling and those who may require additional layers of support will receive those services virtually or in small groups if in a hybrid model. In a few select cases, a student may be invited to the school when those services cannot be reasonably provided virtually. School counselors will deliver comprehensive guidance services through various online formats. School counselors will schedule virtual individual and group meetings with students to develop and monitor individual Academic Success Plans. School counselors, social workers, and psychologists will be available from 8:20-3:30 to support students and families. Information regarding how to access support services will be made available on the website as well as will be communicated through email and mailings.

• Tier 1: Universal for all students

- Implementation of a student orientation inclusive of a well-being survey administered to all students. Modifications, alternative techniques, and language translations will be used to ensure that all students are able to participate in the well-being survey.
- Implementation of the Rethink SEL curriculum on a regular schedule throughout the school year. Resiliency, student agency, habits of success, and responsible decision making will be additional focal points.
- Implementation of the 6-8 components of the Comprehensive School Guidance Plan. Counselors will make available a monthly activities calendar for students and families.
- Department chairs will work with teachers to combine explicit SEL instruction with an embedded curricular approach. Teachers will integrate social emotional learning into the content and classroom practices. Examples of SEL integration include journaling, responding to the actions of characters in a text from an SEL lens by analyzing the characters thoughts, feelings, emotions, decisions, techniques such as perspective thinking that helps students to understand others emotions and thoughts, using art as a means of developing self-awareness, incorporating mindfulness breaks into classroom time, and classroom community building circles.
- Students will participate in a variety of classroom-based presentations and workshops facilitated by the school counselors and support personnel.
- Teachers will participate in weekly team meetings to examine academic, behavioral, and other performance data. Data will be used to craft classroom-based intervention plans. Classroom intervention plans should also be crafted for underperforming accelerated students.

Tier 2

- The counselor, in collaboration with teachers, social workers, and psychologists, will facilitate a weekly Child Study Team meeting.
- Data points such as acting out behaviors, academic performance, attendance, engagement, and emotional de-regulation will be used to craft Tier 2 intervention plans of support. Behavioral data points may vary based on the type of school model.
- Group counseling and explicit instruction around areas of concern as identified by school counselors and the school based clinical team will be provided for students in need.
- Restorative practices will be integrated into Tier 2 services.
- Counseling services may be offered in the AM, afterschool, during lunch, pull-out, and in cases of emergency, immediate intervention. Tele-counseling, google classroom, Zoom, and other modalities will be used as vehicles to deliver counseling and provide explicit instruction in SEL.

Tier 3

- The principal will lead regular Pupil Problem Solving Team meeting to discuss the academic, social, emotional, and behavioral functioning of students. Tier 3 intervention plans will be crafted, and existing plans will be reviewed.
- Targeted clinical intervention and support will be provided for the most at-risk and vulnerable students as identified by demonstrated behaviors, self-reporting, and assessment tools.

- Short-term counseling may be recommended for students encountering mental, emotional, social, behavioral, or familial barriers to school functioning.
- Community counseling referrals will be readily available for families online, through email notification, mail notification, and parent information centers strategically placed within the school.

Professional Development

- Staff will participate in professional development and coaching which supports the development of healthy students and supports a thriving and healthy learning environment.
- PD will occur in small groups and virtually during common planning times, department meetings, grade level time, and alternative bell schedule days that allow for extended blocks of time for PD.
- Supports for staff include but are not limited to an Employee Assistance Program, clearer staff communication, and professional development. Professional development will focus on how teaching staff talk with and support students during and after the ongoing COVID-19 public health emergency and developing coping and resilience skills for students, faculty, and staff. To mitigate the impact of implicit bias that serves as a barrier to achieving equity in education, professional development will also include developing the SEL competencies of staff in Culturally Responsive Education.

The district maintains an active database of students, staff, and families impacted by COVID-related loss and or trauma. The district will continue to update and monitor the database to ensure the delivery of services and supports to those in need.

Community Mental Health Resources

Alssaro Counseling Services
 Family Services of Westchester
 Four Winds Hospital
 Guidance Center of Westchester
 Westchester County Office of Special Services
 Westchester Jewish Community Services
 Student Assistant Program
 NEW RO CONNECTS-Multi-Agency Team in CSDNR

Links to Resources

- Building Trauma-Sensitive Schools:
<https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools>
- Strategies for Equitable Family Engagement:
<https://selcenter.wested.org/resource/strategies-for-trauma-informeddistance-learning/>
- Educator Resilience and Trauma-Informed Self-Care:
<https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>

- Self-Care Strategies for Educators During the Coronavirus:
<https://selcenter.wested.org/resource/self-care-strategies-foreducators-during-the-coronavirus-crisis/>
- Strategies for Trauma:
<https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/>

CSDNR SUPPORT HOTLINE

Dr. Anthony Bongo

Email: abongo@nredlearn.org

Phone: 914-336-7800

Technology and Connectivity

On-going Learning and Support for Technology

Teaching and learning will place an emphasis on various technology supports/resources that will be used by students in the models of instruction described (e.g., Google Classroom, Gmail, Google Meet). Teachers and Instructional Technology Facilitators will embed lessons to ensure students are maximizing these resources to fully engage in virtual and hybrid learning.

Teachers will use a variety of interactive tools to engage students in the learning process during virtual and hybrid sessions. Instructional Technology Facilitators will provide embedded support, coaching, and professional learning for teachers. They will also provide support for students and parents to facilitate ease of use of technology applications to ensure engagement in learning.

The district will gather knowledge of the level of access to devices and high-speed internet by conducting surveys, delivered electronically and through mailings, to students and teachers.

The District has committed to a 1 to 1 Chromebook program for students. Internet access will be provided to students and teachers who currently do not have sufficient access. We are reviewing options including Wi-Fi devices, outdoor access points and support through local internet service providers.

Chromebook Distribution

1. Chromebooks will be distributed September 8-September 11, 2020.
2. Students who require a Chromebook have been given an appointment at which time they can report to the IEYMS football field entrance to pick up a device.
3. Prior to receiving a Chromebook, parents/guardians must sign the Device Loaner form.
4. Parents were mailed the Device Loaner form.
5. The form is also available online for electronic submission.
6. New enrollees will receive Chromebooks

Labs

Per Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200 minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. The IEYMS science teachers in consultation with administration and the department chair, will develop labs that meet the requirements while minimizing the sharing of lab materials to prevent potential exposure. Classes with a lab requirement include Living Environment.

Grading

IEYMS teachers will maintain their grading books during the Virtual model. Teachers will continue to provide a standards-based framework and continue to provide direct feedback regarding students' mastery of course content.

Assessment

The District Assessment Calendar includes the testing periods for all our state and local assessments. Formative assessments and/or end of unit tests will be used to inform instruction. Interim assessments through such tools as STAR, IXL Diagnostics, and Fountas and Pinnel will be used to measure growth and to adjust learning targets for students. Testing accommodations will be implemented as required by federal and state regulation for students who have 504 Accommodation Plans or Individualized Education Plans.

Field Trips and Large Gatherings

To stay committed to the health and safety of our students and staff, field trips and large group gatherings such as concerts and assemblies will not be permitted until further notice.

Virtual activities and events may be offered in lieu of in person field trips, assemblies, and special performances. These events are frequently posted on museum and performing arts websites. Teachers who are interested will check events on the website for virtual opportunities. Examples might include

- The Smithsonian Open Access Launch
- American Museum of Natural History
- Museum of Modern Art (MoMa)
- El Museo del Barrio

Extracurriculars

Extracurricular activities will be limited and all health and safety protocols that are in place during the school day will be maintained during after school activities. To the extent possible in a hybrid model, extracurricular activities that can safely occur outside and adhere to social distancing may be considered.

Possible outdoor offerings might include:

- Outdoor yoga/meditation
- Outdoor dance club
- Planting and gardening club
- Outdoor art club focusing on incorporating nature and the community into artistic drawing, painting, and sculpting
- Science Alive: Experiments in bubble making, creating windchimes, astronomy, and kite making/flying
- Crafting and knitting
- Strength and conditioning using natural body weight
- Book club
- Music lessons
- Photography club
- Drama club
- Chess

Interscholastic Athletics

As a result of the COVID19 pandemic, districts have delayed the Fall Sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- Cancel NYS Fall Regional and State Championship events
- Waive seven-day practice rule to enable greater opportunities for local participation
- Maintain current practice requirements
- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season workouts. If the Fall Sports season is interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented. This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative:

Season I (Winter Sports)

Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks

*Note: tentative dates Sports: basketball (girls & boys), bowling (girls & boys), gymnastics, ice hockey (girls & boys), indoor track & field (girls & boys), skiing (girls & boys), swimming (boys), *wrestling, *competitive cheer. * Because of the high-risk nature of wrestling and competitive cheer, sports may have to be moved to Season II or Season III.

Season II (Fall Sports)

Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks

*Note: tentative dates Sports: football, cross country (girls & boys), field hockey, soccer (girls & boys), swimming (girls), volleyball (girls & boys), Unified bowling. Note: Weather will have an

impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

Season III (Spring Sports)

Dates: Apr. 5-June 12 (Week 40-49) 10 Weeks

*Note: tentative dates Sports: baseball, softball, golf (girls & boys), lacrosse (girls & boys), tennis (girls & boys), outdoor track & field (girls & boys), Unified basketball.

Before and Aftercare

The District will not offer childcare but recommends the following resource:

- The Childcare Council of Westchester: <https://www.childcarewestchester.org/>

Community partnerships that provide before and aftercare in school district buildings must comply with the guidelines of our district plan, including but not limited to social distancing guidelines, PPE, and capacity guidelines. Maximum number of students in any given program will be determined by school facilities site/location. In addition to the required building permit application, community partners will complete and submit their operational plan that will be consistent with state and school district COVID-19 related safety guidelines and protocols. Plans must be submitted to the facilities department and copies will be provided to the Assistant Superintendent of Business, Director of Facilities, and school building principals. The Director of Facilities will review and approve each application in consultation with each school building principal.

Arrival and Dismissal Procedures

Arrival Procedures/Morning Drop-Off: Isaac E. Young Middle School is a walking school community that operates on a staggered arrival schedule to safely manage the numbers of middle school students walking in the community during arrival and dismissal. We will continue this practice with the additional considerations of adhering to social distancing as best as possible, temperature screenings, and monitoring for proper use of PPE.

Hybrid or in-person school

Students should arrive at school at their scheduled entry time wearing their face mask.

- Grade 6: 8:10 Bridge Entrance
- Grade 7: 8:25 Bridge Entrance
- Grade 8: 8:30 Centre Avenue
- Students arriving for breakfast will enter through the cafeteria doors, pick up grab and sit in socially distant designated areas.
- Students are required to use their assigned entrance unless redirected by security.
- At the point of entry, students will walk through the Temperature Scanning Machine which will be monitored by school security personnel.
- If the student does not pass the admission screening, they will be escorted to the isolation room and assessed by the nurse. If they are found to be inadmissible, a parent/guardian will be contacted to pick up the student from the isolation room.

- Students who are driven to school by a parent or guardian should remain in the car until it is time to enter the building.
- Parents and guardians will not be allowed to enter the gates or the building whether walking or driving.
- Parents and visitors will not be allowed to enter the building during morning arrival or drop off.

Inclement Weather Arrival/Morning Drop-Off

- Students should arrive at school during their assigned arrival time. Students will enter the building at their assigned time and report to class.

Staggered Dismissal

- Grade 6: 3:00 through the Bridge doors. Rooms 212-228 will be dismissed through Centre Avenue.
- Grade 7: 3:10: through the Bridge doors and cafeteria doors.
- Grade 8: 3:15 through Centre Avenue, the Bridge, 212, and gym doors.

Bus Arrivals

- Students will enter the building and report to class as soon as the bus arrives and after the required health check. If the bus arrives prior to the start of class, students will be allowed to enter the building and appropriately social distance in the auditorium. Students in 8:1:2 programs will be assisted with deboarding the bus and will be escorted to their classroom.

Early Dismissal

- To the extent possible, parents will call the registrar's office in advance to notify the school of an early dismissal.
- To the extent possible, parents will call the registrar's office once they arrive on school grounds.
- Upon arrival at school grounds, the parent/guardian will report to the Bridge entrance where they will ring the doorbell.
- ID will be presented to security through the window/camera.
- Security and the registrar will verify guardianship through the student management system and the security ID scanner.
- To avoid pen and paper sign out sheets, the security guard and registrar will document the student's name, the dismissal time, date, reason, and the name of the person picking up the student.
- The student will be released to the guardian after verification.
- Face to face interactions and visitor access into the building will be limited.
- Parents/guardians will receive advanced notification of early dismissal protocols. Information will be posted on the website.

Transportation

First Student provides transportation services for some of our students.

First Student COVID-19 related safety protocols can be found at: [Cleaning & Disinfecting](#)

Boarding the Bus for Students who Ride Yellow Buses: Public and Private Schools

- Students will be required to wear masks before boarding unless they are medically unable to do so
- Students will have assigned seating to prevent boarding issues and assist in contact tracing
- Fill rear seats first upon loading, unloading front seats first coming to school.
- Minimize mixing of students from different households at bus stops to adhere to proper distancing while boarding when possible, this will increase the time to load the bus
- One student per seat, unless they are siblings, left-right positions (50% capacity)
- Buses with 65 capacity should be able to fit approx. 25 students
- Bus runs will be checked daily (contact tracing) and annotate students that have not ridden for at least 2-3 days

Home to School Routes for Yellow Buses: Public and Private Schools

- Double or triple trips may be an option in the morning and afternoon if staff is available at the schools
- Students may be picked up and dropped off approx. 1 hour earlier or later than usual
- Pick up stops furthest away from school first and closet last
- Stops may be condensed or there may be hub stops to shorten the route when possible

Special Education Students who ride Yellow Buses: Public and Private Schools

- Using large buses with limited capacity for students who may not be able to maintain social distancing and the use of face masks due to Co-2 concerns/breathing issues/behavioral issues
- Monitor will assist in social distancing guidelines when possible
- Wheelchairs will be placed 6 feet apart to ensure social distancing
- Monitors who have direct physical contact with students must wear gloves

Driver/Monitor for Yellow Buses: Public and Private Schools

- Have the same driver/monitor/same bus to minimize mixing when possible
- Drivers conduct pre and post inspections to clean high use areas of the bus
- Monitor will enforce the guidelines of social distancing on the bus to the students when possible
- Driver/Monitor will open windows/top hatch weather permitting to assist in bus ventilation with outdoor air while maintaining health and safety protocols
- Drivers/Monitors/attendants cannot carry personal bottles of hand sanitizer when on school buses

Safety on the School Bus for Yellow Buses: Public and Private Schools

- Masks are to be worn for the duration of the trip
- Parents should ensure student(s) are well according to school entry guidelines before boarding the bus
- Parents should begin to teach students about the importance of social distancing and proper hygiene (washing of hands)
- School buses will not be equipped with hand sanitizer due to its combustible composition

Food Services (Child Nutrition)

Isaac E. Young Middle School will adhere to the district protocols and guidance around food preparation, allergy notification, compliance with the Child Nutrition Program, and stations and common areas.

- The cafeteria manager will supervise the management of food delivered to IEYMS.
- The nurse will provide allergy information to classroom staff, counselors, grade level administration, and corresponding office clerical offices.
- Social distancing signage will be visible and placed throughout the cafeteria.
- The cafeteria will be reconfigured for appropriate social distancing and the maximum number of students allowed to achieve social distancing.
- Tables that do not allow for social distancing will be replaced with single person desks and single seat chairs.
- Hand sanitizer stations will be available in the cafeteria.
- Mealtimes will be staggered to minimize the number of people dining inside at one time and keep people 6 feet apart. Each student will be assigned to a lunch time and group.
- Students will participate in recess with their assigned lunch group.
- We will maintain a consistent set of participants that are dining at the same time each day whenever possible.
- Surfaces and high touch areas will be cleaned between groups.
- Students will be encouraged to eat outside whenever possible.

Food Prep and Distribution

All food preparation will be done at New Rochelle High School in the central kitchen. Food will be sent to all the other schools.

Compliance with Child Nutrition Program

All food prepared will be compliant with all Health Hunger Free Kids Act (HHFKA), USDA & state regulations.

Menu and Meals

There will be a limited menu for breakfast and lunch. Breakfast will consist of 2 cold options. Lunch will consist of 1 hot option and 2 cold options. Meals will be pre-wrapped, and all items individually wrapped. Meals will be offered in strategic locations for those students participating in virtual learning.

Stations and Common Areas

Students must stand 6 feet apart online, and wear masks. Stations for food distribution will be 6 feet apart. Cafeterias will be used when students can be socially distanced otherwise students will eat in classrooms. Tables that do not allow proper social distancing will be removed from cafeterias and classrooms. Signs and floor markings will be posted throughout the server and cafeteria.

Hand Hygiene

- Hand-sanitizer stations will be located throughout the cafeteria or provided to classrooms for use during lunch period. Students in middle school classrooms with working sinks should wash hands with soap and water rather than using hand sanitizers before and after eating
- Schools will train students on how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene
- Students will be frequently reminded of the practice for proper hand hygiene
- Prepackaged meals will have labels affixed to them promoting hand hygiene and discouraging the sharing of food and beverages
- Classroom and cafeteria staff will remind students before and after lunch period to follow safety guidelines including proper hand hygiene

Sanitization

- If students eat in common areas, tables will be disinfected prior to being reused.
- Facilities staff will assist with the disinfection
- All food prep and kitchen areas have been treated with an FDA approved food grade safe antimicrobial coating

Communication with Families

The district will use the following communication methods to ensure families are informed about changes to the food service program and other relevant information: Web site, announcements, emails, and robocalls.

The district will ensure communications are translated into the languages spoken by families in the district. The Food Service office staff will serve as the primary contact for families seeking additional assistance with applications or questions about benefits. Contact information is available on the District's website and will be included in all written materials provided by Food Services.

Attendance and Chronic Absenteeism

Attendance monitoring is the responsibility of all school staff. We utilize a tiered MTSS approach to monitoring and supporting students who demonstrate chronic absenteeism from school. Students will receive a variety of interventions and support based upon school attendance. Teachers will take daily attendance. Teachers will utilize the eSchools Student Management system to mark students present (P) or absent (A) during both in school and asynchronous learning.

It is expected that children attend class every day. We understand during this time, attendance may be compromised for some students due to illness and family emergencies. We ask that you contact the Attendance Office at 914-576-4362 as soon as you become aware of your child's absence from virtual school. If your child will miss a class or part of the day (early dismissal) due to a medical appointment or excusable reason, we ask that you contact the school. You may also email us at ieymsattendance@nredlearn.org. Please upload any documentation that you may have regarding your child's absence from school. We recommend that you also notify the teacher. IEYMS staff will continue to utilize the attendance team, following the MTSS to

communicate the importance of attendance, support families, and establish individual intervention plans.

Attendance and Attendance Reporting

All schools will take daily attendance whether school opens in September in-person, hybrid, or remotely. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of building level parent letters/newsletter, robocalls, emails, text messaging, and social media. Teachers will record daily attendance in eSchools, our student management system, based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and to identify any needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits-all approach to addressing chronic absenteeism, we are committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and that attendance may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

CSDNR addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance, tardiness, and student engagement in one central, secure location with a tool that helps you quickly see how these data points impact student behavior.

2. Early Identification and Intervention

- Each school regularly monitors attendance data and communicates with parents about issues as they arise
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism
- Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.

3. Create a more positive school culture and a focus on engaging students and families in the process

School Calendar

[Link to District Calendar](#)

The school calendar typically includes one staff-only day before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus this in-service day on providing support to staff in the areas of social-emotional health and technology integration. Additionally, Wednesday, September 9, 2020, Thursday, September 10, 2020 and Friday, September 11, 2020 will be utilized for virtual student orientation. This time will allow individual students to meet with their new teacher and begin to establish the relationship necessary for a successful school year. This will allow our fully virtual schedule to launch on Monday, September 14, 2020.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice. Acknowledging that the typical content in each grade level or course may need to be adjusted, the content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in a future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES web site:

<https://specialservices.swboces.org/>

School Safety Drills

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. School leaders will need to plan for these drills to be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

During school fire drills, students must leave the building and once outside must maintain social distance. Teachers, staff, and security must enforce this. Schools are required to conduct 8 drills

(4 fire and 4 lockdown) by January 1st, 2021, and 4 more after January 1st. With a hybrid schedule, each cohort (A or B) will be required to complete the requirement.

Lockdown drill - Since we cannot do a lockdown drill effectively because of social distance, all lockdown drills will be a teachable moment where the students will stay in their locked class and their teacher will orally advise them what is expected from the students, if it was an actual lockdown drill.

Visitors

No outside visitors/volunteers will be allowed on school grounds, except if related to the safety and well-being of students.

- Parents/guardians will report to the security desk and not venture in other areas of the building unless they are required to do so for the safety or well-being of their child.
- Essential visitors will be required to wear face coverings, follow social distancing protocols, and will have restricted access to the school building.
- Schools will hold all parent-teacher conferences and other meetings via phone or as virtual conferences.

Communications

The District's Public Information Office communicates with parents, students, and community members on several channels:

- District-wide emails
- Targeted emails
- Weekly e-newsletters
- District web site
- Robocalls
- Facebook
- Twitter
- LinkedIn
- Backpack flyers

For emails, we use three platforms: Constant Contact, School Messenger, and Google (nredlearn.org).

These platforms make for a thorough and flexible communications system that reaches all stakeholders in the community – parents, students, teachers, administrators, staff, and other community members.

Depending on the platform, messages can be sent to the entire District or targeted to specific groups – filtered by school and/or grade, targeted to District employees, or to community members.

We have set up a section on the District's website, www.nred.org for information relevant to our reopening plan to communicate important information regarding our protocols and state guidelines. The section will be expanded as more information becomes available and will serve as the main information hub.

We will use multiple platforms to broadcast important developments – email, website, and social media. Robocalls are used more sparingly but are useful in ensuring that people receive crucial messages.

Facilities

- The District will comply with the scheduled 2020 visual inspection
- The District will conduct the required lead testing this fall which must be conducted under “normal operating conditions” when students are in school
- All existing and new alcohol hand sanitizer stations will be in accordance with the Fire Code 2020 section 5705.5
- The district will ensure that the number of toilet facilities follows the minimum standards of the BCNYS. We will not be closing lavatory facilities
- All district facilities will provide at least one drinking fountain per 100 occupants
- The district will maintain all existing natural and mechanical ventilation and will provide a written plan on maintenance of those systems
- All plastic separators used by the district will comply with BCNYS Section 2606

Ventilation

The buildings and grounds staff will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors unless they pose a safety or health risk to students using the facility. Open windows to improve ventilation. Do not open windows if there is a health or safety risk (e.g., allergies, or potential fall hazard)

APPR

District administrators will: (1) review our current systems for developing and implementing student performance measures in light of our plans for teaching and learning under the reopening plan, (2) review the assessment(s) chosen as evidence of student growth in the district’s approved APPR plan to ensure alignment with the instructional plans within the reopening plan, and (3) review the process for setting growth targets and measuring student growth to ensure alignment with instructional priorities. If necessary, District administration will collaborate with Union Representatives regarding the observation component of the APPR Plan.

Health and Safety

Using verbal, digital, and written communication, the District will encourage all students, employees, and visitors to adhere to CDC and DOH guidance regarding the use of PPE, social distancing, and other necessary information relevant to the safe reopening of Schools.

The following signage will be posted in buildings in English and Spanish:

- Stay home if they feel sick: Do not enter if you are sick
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.

- Safely store and, when necessary, discard PPE.
- How to properly wear a mask (cover mouth and nose)
- Adhere to social distancing instructions. Please wear a cloth face covering and socially distance yourself
- Follow hand hygiene, and cleaning and disinfection guidelines. Stop the spread of germs
- Follow respiratory hygiene and cough etiquette. Appropriate for elementary school

The health office will provide each school with instructional material on hand hygiene and respiratory etiquette (i.e., videos and signage) to share on web sites, in classrooms, and with parents via school messenger before school starts. All staff will be required to view all the instructional material prior to September 8th, and the material will be reviewed in all classrooms with students in attendance at the beginning of the school year, and periodically thereafter.

All students and families will receive educational material on proper hand hygiene. Students, at a minimum, should perform hand hygiene with soap and water or alcohol based hand sanitizer according to the following: (1) entry into building, (2) entry into classroom, (3) before/after eating, (4) after using the restroom, (5) after coughing/sneezing/using a tissue, (6) before/after physical education, and (7) after touching shared objects and surfaces. Soap and water are preferred, especially when hands are visibly soiled. Signage related to hand hygiene will be posted throughout the school building, and hygiene stations will be placed throughout all school buildings.

Each building will have written protocols regarding social distancing requirements within the building. Movement within classrooms and throughout buildings will be limited, and students will be monitored in all common areas to ensure that they are adhering to social distancing practices. Buildings will have signage that informs the directionality on staircases and in hallways, and signage to indicate 6 feet social distance. 12 feet in all directions will be maintained for activities requiring voice projection, such as singing, playing a wind instrument, or aerobic activity (ex: participation in physical education classes). Collaborative activities and shared resources will be limited. Where social distancing cannot be maintained, physical barriers may be installed.

The district has purchased an adequate supply of masks for students and staff for the 2020-2021 school year. The district has purchased N-95 masks, face shields, and gloves and will acquire gowns for the specific staff that require this specialized PPE: such as nurses, certain staff who work with some classified students, and facilities staff who handle waste removal.

- All students, staff and visitors are required to wear cloth face covering to school/work and during the entire school day (proper mask wearing to be reviewed). Mask breaks will be scheduled
- Cloth face covering has been added to the back to school list
- If a student is unable to wear a mask, he/she must remain 6 feet or more from other students, and the parent/guardian must inform the child's teacher and school nurse

- To encourage school attendance and equal access for all, the district will supply students with disposable masks if needed. Masks will be available on buses, in classrooms, at school entrances, and in nurses' offices
- Administration will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case a replacement is needed. Employees can wear their own face covering if it is acceptable, appropriate, and effective
- Visitors who do not have their own personal mask, and that the district deems should be in the building, will be provided with a mask
- Cloth face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be safely stored or discarded
- Anyone unable to wear a mask, must opt out formally, with medical documentation. If alternate requirements for PPE is required, individuals must submit a request for review

Vulnerable Populations

The parent or guardian of a student that is believed to be at high risk for severe medical complications if they contract COVID-19, will inform the school administrator or nurse, via a district provided form, and provide appropriate medical documentation. The district will review each case individually to determine if accommodations are warranted and can be provided. Forms will be available for parents to complete and submit.

Any employee who is at high risk for severe medical complications if they contract COVID-19 is advised to submit appropriate medical documentation to the office of Human Resources. Each case will be reviewed individually to determine if any accommodations are warranted and can be provided, or if the employee is eligible for a leave of absence. Forms will be available for staff to complete.

Section 2: Monitoring will be updated as new guidance is received from NYSED or DOH.

Screening

At IEYMS, a kiosk will be available for use for students and staff who are unable to complete the symptom checklist at home. School Leaders will work with district administration to identify an appropriate location for each kiosk. Employees shall notify the Principal, Assistant Principal, and school nurse immediately of any affirmative answers.

Parents and guardians will be instructed to screen their children every day for signs of COVID-19 illness, prior to sending them to school. Instruction will be provided through a variety

of communication methods to include information posted on the website, emails, questionnaire, video links, and paper communication in their native language. Parents and guardians are required to make daily temperature checks and complete a weekly symptom checklist for each child. Any student who has COVID-19 related symptoms or a temperature >100.0F will be required to remain at home.

Staff will be required to complete a health questionnaire and take their own temperature daily before reporting to work. The health questionnaire responses will be reviewed by appointed staff each day, and the review will be documented. The staff member will immediately inform their supervisor of any positive responses on the health questionnaire. The supervisor will inform the school nurse who will assess the employee.

Any employee who is experiencing any COVID-19 related symptoms including fever (>100.0F) is required to stay at home and is advised to seek immediate medical attention.

All school or district visitors, vendors, guests, and contractors will be required to complete a district provided health screening questionnaire and to take their temperature. In addition, they will be acclimated to all COVID-19 related safety practices such as social distancing, alertness to signage, PPE, and hand washing protocols. All school or district visitors, vendors, guests, and contractors will be required to show identification and provide contact information that can be used, if needed, for future COVID-19 related communication and contact tracing. A log of all visitors, vendors, guests, and contractors will be maintained and will include information regarding the specific areas they visited within the school district/buildings.

The District will provide on-site kiosks that will enable students, staff, visitors, vendors, guests, and contractors to take their temperatures and complete symptom checklists.

Testing Protocols/Testing Responsibilities/Contact Tracing

If a student, employee, or visitor test positive for COVID-19, the individual must immediately notify the building principal, supervisor, or nurse, who in turn, will contact the Medical Director and the Assistant Superintendent for Human Resources. They will work together to notify the Westchester County Department of Health and cooperate with contact tracing efforts, including notification of potential contacts, such as students, staff and workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations. The return to work or school will be determined based on local, state, and federal health regulations. Students will be cleared by their school nurse in consultation with the Medical Director. Staff will be cleared through the nurse assigned to the Staff Tracking Team, in consultation with the District Medical Director and the Human Resources Office.

Building leaders will maintain accurate attendance records of students and staff members, ensure student schedules are up to date, keep a log of any visitors which includes the dates, time, and locations in the school they visited. District leaders will assist local health departments in tracing all people who had contact with the individual on school grounds in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

Early Warning Signs

The Medical Director and the Assistant Superintendent for Human Resources will collaborate with the county Department of Health to monitor the degree of COVID-19 spread in the region and local community. They will maintain records of COVID-19 positive cases within the district and in each school to inform of COVID-19 spikes. They will participate in ongoing county and regional webinars and training opportunities to remain fully informed and updated on regulations and guidelines relevant to the identification, monitoring and containment of COVID-19.

The Medical Director and the Assistant Superintendent will provide regular updates to the Superintendent and Cabinet, who in turn, will inform building level leaders, staff, and the community.

Section 3: Containment

This section will be updated as new guidance is received from NYSED or DOH.

School Health Offices

Any student or staff member who has any COVID-19 symptoms or who provided a positive response to the health questionnaire will be referred to the school nurse and may be sent home if appropriate. The school nurse will inform the principal and assistant principal of student and staff members who are sent home for Covid related symptoms. The nurse's office will be used for students to obtain medications and nursing treatments. Isaac E. Young Middle School will designate an isolation room or space for ill students and will designate a faculty or staff member that will supervise the isolation room.

Isolation Room

Where applicable, separate, independent rooms with a door near the exterior will be utilized for quarantining individuals who present with symptoms representative of COVID-19. Where excess space is not available. Nurse stations will be equipped with dividing curtains allowing for both a physical divide and at minimum 6ft of separation. The locker room has been identified as the isolation room.

All school nurses work under the direction of and in consultation with the district Medical Director. District/school plan will designate two rooms or areas in each school for school health service personnel. One room/area will be for healthy students to obtain medications and nursing treatments. The second room will be for isolating persons who are experiencing COVID-19 symptoms. Nursing staff will have N-95 masks, gloves, face shields and gowns available for use when working with students or staff who exhibit COVID-19 symptoms. Students in the isolated area will be supervised by an adult who utilizes appropriate PPE prior to being picked up or otherwise sent home. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least 6 feet.

Parents or guardians will be immediately notified if their child is experiencing any COVID-19 symptoms and will be required to pick up their child and advised to seek medical attention. Staff exhibiting symptoms will be immediately released from work and advised to seek medical attention.

The Medical Director and the Assistant Superintendent for Human Resources will collaborate to review the case of each student or staff who are excluded from school or work based on COVID-19 symptoms or exposure to determine when they may return to work or school. This determination will be based on the most current NYS DOH guidance.

Hygiene, Cleaning, and Disinfection

The district will follow CDC guidelines on “Cleaning and Disinfecting Your Facility,” if someone is suspected or confirmed to have COVID-19:

- Close off areas used by the person who is suspected or confirmed to have COVID-19
- Responsible Parties do not necessarily need to close operations, if they can close off the affected areas (e.g., classroom, restroom, hallway), but they should consult with local health departments in development of their protocols
- Open outside doors and windows to increase air circulation in the area
- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait if possible
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas
- Once the area has been appropriately cleaned and disinfected, it can be reopened for use
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection
- Refer to DOH’s Interim Guidance for Public and Private Employees Returning to Work Following COVID 19 Infection or Exposure for information on “close and proximate” contacts
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue

Contact Tracing

In addition to the contact tracing protocols listed above, the district will support the local DOH in contact tracing efforts by using the protocols, training, and tools provided through the New York State Contact Tracing Program.

Communication

The Public Information Office will post information about safety measures and protocols on the District website and will include information about them in emails, and in e-newsletters. Individual schools will communicate protocols and safety measures to their students, teachers, parents/guardians, etc. using School Messenger, nred.org, email and other methods.

Section 4: Closure

Closure Triggers

The District will collaborate with state and local health departments to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. District administration will consider closing schools if absentee rates impact the ability of the school to operate safely or if the community experiences significant spikes in COVID-19 positive cases.

Communication

School closures will be communicated through a districtwide email correspondence, robocalls, and will be posted on the district web site.