

YONKERS
PUBLIC SCHOOLS

CREATING CONDITIONS FOR ALL STUDENTS' SUCCESS



2021-2022 OPENING PLAN

September 2021

Create Conditions for ALL Students' Success

The Yonkers Public Schools is committed to remain steadfast on designing a Restoration, Renewal and Hope Plan 2021-2022, 2022-2023, 2023-2024 and Beyond to Create Conditions for ALL Students' Success. The District plan addresses the collective needs of Yonkers Public Schools stakeholders, always with our students at the core of every decision. The foundation of the plan is the District's New York State approved 2020-2021 School Reopening Plan and the addendums implemented during that period that were developed using the recommendations and feedback received from parents/guardians, students, teachers, administrators and staff through numerous virtual meetings and surveys. The priorities continue to be the health, safety and well-being of everyone, robust teaching and learning enriched with Culturally Responsive curricula, and equity for all students.

Yonkers Public Schools' comprehensive **2021-2022 Opening Plan** for the safe return to full in-person instruction provides continuity of services aligned to American Rescue Plan (ARP) statute, guidance from the CDC, New York State Education Department and the New York State Department of Health. The plan will continue to evolve through collective feedback from all stakeholders.

Throughout the development of Yonkers Public Schools Restoration, Renewal and Hope 3-Year Plan public comment was solicited from parents/guardians, administrators, teachers and support staff, civil service staff, students and other stakeholders. Below are the meeting dates:

- Federal Funding Collaboration Meeting - Yonkers Council of Administrators, Yonkers Federation of Teachers, Yonkers Teamsters and Yonkers CSEA– April 19, 2021
- Yonkers Council of PTAs/PTSAs meeting English – April 29, 2021
- Yonkers Council of PTAs/PTSAs meeting Spanish - April 30, 2021
- Board of Education Stated Meeting – May 19, 2021
- Yonkers City Council Hearing - May 25, 2021

Stakeholder feedback and recommendations continuously will be sought through 2024.

Foundation Aid Plan

Yonkers Public Schools Foundation Aid increases for 2021-2022, 2022-2023, and 2023-2024 school years will be allocated to student performance and need, including but not limited to:

- i. Increasing graduation rates and eliminating the achievement gap;
- ii. Reducing class sizes;
- iii. Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
- iv. Addressing student social-emotional health; and
- v. Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness.

American Rescue Plan (ARP) Plan

Yonkers Public Schools funding from the Elementary and Secondary School Emergency Relief Fund (ESSER) allocated by the American Rescue Plan act of 2021 will be distributed to prioritize spending on non-recurring expenses in the areas of:

- safely returning students to in-person instruction;
- maximizing in-person instruction time;
- operating schools and meeting the needs of students;
- purchasing educational technology;
- addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness;
- implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- offering evidence-based summer, afterschool and other extended learning and enrichment programs; and
- supporting early childhood education.

This 2021-2022 Opening Plan is aligned to the New York State Education Department Health and Safety Guide for the 2021-2022 School Year August 2021, New York State Department of Health Interim Guidance for Classroom Instruction in P-12 Schools during the 2021-2022 Academic Year – September 2, 2021 and Commissioner's Determination on COVID-19 Testing Pursuant to 10 NYCRR 2.62 – September 2, 2021.

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Introduction

This plan serves as a roadmap for Yonkers City School District (YCSD) [throughout this document Yonkers Public Schools (YPS) or the District] for the 2021-2022 school year as our community continues to face impacts from the COVID-19 pandemic. This document outlines the district's process and guiding principles for planning for the 2021-2022 school year, potential scenarios for school Opening (In-Person Instruction, Online Remote Instruction and Digital Remote Learning), and protocols for ensuring that our schools are safe, effective, and equitable. The plan is developed based on the guidance from the CDC, New York State Education Department (NYSED) and the New York State Department of Health (NYSDOH) and it will be adapted in real time as the status of the pandemic changes.

The New York State Health and Education Departments released guidelines for schools to reopen for in-person as well as remote instruction. School districts must develop flexible plans to meet the needs of their students, parents/guardians and community. The plan must include safeguards to protect everyone's health and safety by using face coverings, social distancing, screening, monitoring health conditions, cleaning and disinfecting. In-classroom instruction is the priority for all students especially for students with disabilities and multilingual learners. To ensure continuity of instruction, districts must establish best practices that include in-person, digital remote learning for quarantined and approved medical conditionals as well as only online remote instruction.

The plan outlined here is for the reopening of schools in the Yonkers Public School for the 2020-2021 year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed by all of the District's 40 school sites.

Dr. Luis Rodriguez, Assistant Superintendent, and Dr. Ammir Rabadi, Chief School Physician, will serve as the District's COVID-19 Medical Coordinators. Dr. Rodriguez and Dr. Rabadi will work closely with our local and state health departments and will be responsible for monitoring health related concerns and trends in the schools and community. They will serve as central contacts for schools and stakeholders, families, staff and other school community members and will ensure the District is in compliance, is following the best practices per state and federal guidelines and will coordinate feedback from stakeholders. Their contact information will be available on the District's website and disseminate with relevant printed and digital publications distributed to stakeholders in multiple languages.

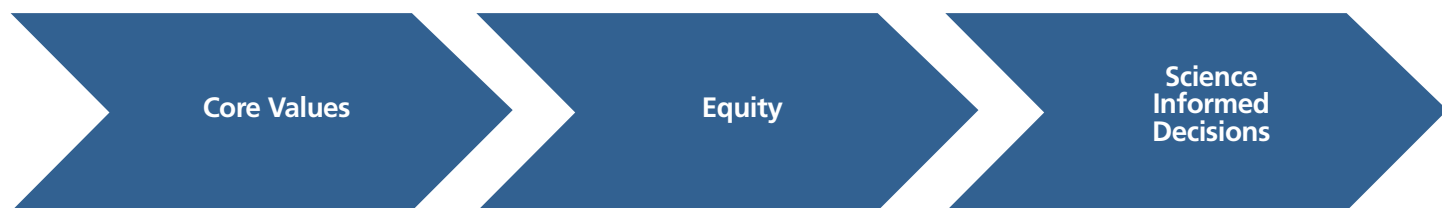
Guiding Principles

CORE VALUES GUIDING OUR PLANNING

Yonkers Public Schools (YPS) is committed to preparing all learners for the opportunities of today and tomorrow in a culture of inquiry and equity. All are encouraged to take initiative for their own development, think critically, actively listen, participate fully and acquire decision making leadership skills.

OUR GOALS

Our common goal is to prepare for a healthy and safe return to full in-person for students, staff and families according to the guidance provided by Centers for Disease Control (CDC) and NYS Education and Health Departments. Relentless work has and continues to be done. Engaging our families and community will be critical to ensure that our plans are successful. Our plans will be flexible so that we quickly adjust to guidance updates provided by the CDC, and the NYS Education and Health Departments.



The plan for the 2021-2022 school year and beyond is full in-person learning while ensuring our health and safety protocols are being adhered to, based on the guidance provided by the health department and NYS Education Department. This has informed our preparation to significantly ensure quality high teaching and learning continues moving forward.

Yonkers commitment to equity and excellence drives the work that is grounded in collaboration with all stakeholders which is foundational to our success. The guiding principles include:

- Equity
 - Promote equity and access for students, staff and families
- All Children's Unique Needs
 - Focus on the most vulnerable population
 - Foster positive relationships and meaningful frequent interactions whereby students receive meaningful feedback on assignments and interactions with peers and adults
- Health, Safety and Well-being for All
 - Students, Staff, Parents/Guardians and Community Partners
 - Provide social-emotional supports for all students with special attention on our most vulnerable populations
- Differentiated Approach for Teaching and Learning
 - Focus on interdisciplinary teaching and multiple ways to show mastery (e.g., project-based assessment)
 - Provide instructional experiences that, when considered as a whole, are comparable in rigor, scope and magnitude to a traditionally delivered program of study
- Quality Standards-Based Culturally Responsive Instruction
- Parents/Guardians as Partners
- Timely Communications in Multiple Languages to All Stakeholder

The plan for 2021 through 2024 school years is not the hybrid learning we launched in July 2020. Through our 2020-2021 and 2021 summer experience with full in-person instruction and feedback from parents/guardians, students, teachers and administrators a wide variety of information and needs surfaced. This has informed our preparation to significantly improve teaching and learning moving forward. As we continue to plan, the District will work collaboratively with our educators to build on the successful remote and in-person strategies designed to address students' academic and social emotional needs and strengthen enrichment opportunities.

Should health and safety conditions change and new guidance is provided by NYSED and/or NYDOH, the District is prepared to implement our Online Remote Instruction model (including relevant sections of the 2020-2021 Addendums to Appendix 6: Teaching and Learning Daily Instruction August 20, 2020) that includes synchronous and asynchronous elements.

Guiding Our Decisions		
Core	Equity	Science-Informed Decisions
<p>Remain Flexible</p> <ul style="list-style-type: none"> • During unpredictable times remain flexible to keep our community safe and healthy • Adhere to State, Health and NYSED Guidance • To keep our students, staff, and families as healthy as feasibly possible <p>Recognize Changes Will Occur</p> <ul style="list-style-type: none"> • As circumstances and guidance change regarding health, safety, family/ community engagement, as well as teaching and learning everyone will be expected to adjust. 	<p>Equity is Central to All District Work</p> <ul style="list-style-type: none"> • Decisions are made in in the best interest of all students, staff and families. • Decisions reflect equal treatment and rights for everyone in the learning community. • Decisions are culturally responsive to our underrepresented populations. • Strategies are racially equitable. • Engage all stakeholders. • Develop an implementation plan guided by data and engagement. • Share measures of accountability and communicate to stakeholders. 	<p>Closely Monitor</p> <ul style="list-style-type: none"> • COVID-19 numbers in schools and the community. • District's capacity to safely care for students, staff and families. • Vendors capacity to accomplish deliverables. <p>Pivot based on science and Public Health Guidance</p>

Parent/Guardian/Family Engagement

The Yonkers Public Schools recognizes that effective and impactful school-family-community partnerships are critical to student learning and achievement. The Yonkers Public Schools' Family Engagement Initiative aims to inform, empower and advocate for families of students in our schools. Our goal is to inform and support families by providing them with key resources so that they are in the best position to fully support the academic and social-emotional needs of their children. We seek to understand the needs of our families through the Family Academy Program by identifying potential gaps and areas of strength while sharing best practices of how to best support our students and families.

Cultivating a positive, cohesive and collaborative partnership between the school community, the home and the community at large is one of the most important goals of the Yonkers Public Schools.

The benefits for our scholars from this collaboration are, but not limited to:

- Increased attendance and home-school connection
- More positive attitudes towards academic achievement and behavior,
- An increased sense of belonging and responsibility to self and others
- More students pursuing and completing post-secondary education.
- Achieve higher results on assessments
- Achieve better grades on report cards
- Increase graduation rates

In addition to our students, our families and community will also benefit in the following ways:

- an improved understanding of our scholars' development,
- an improved ability to provide support,
- an improved ability to assist our scholars with school and learning, and
- an improved relationship with all stakeholders.

Our core values are aligned with the New York State Education Department's CR-S Framework and its 4 Principles of Culturally Responsive Sustaining Education:

Creating a welcoming and affirming environment

- Equity
 - Promote equity and access for students, staff and families
- All Children's Unique Needs
 - Foster positive relationships and meaningful frequent interactions whereby students receive meaningful feedback on assignments and interactions with peers and adults
- Staff prepared to engage in partnerships with families that can:
 - Honor and recognize families' existing knowledge, skill, and forms of engagement
 - Create and sustain school and district cultures that welcome, invite and promote family engagement and development
 - Develop and connect all family engagement initiatives to student learning
 - Provide information in the preferred language of the parent/guardian

Fostering high expectations and rigorous instruction

- Differentiated Approach for Teaching and Learning
 - Focus on interdisciplinary teaching and multiple ways to show mastery (e.g., project-based assessment)
 - Provide instructional experiences that, when considered as a whole, are comparable in rigor, scope and magnitude to a traditionally delivered program of study

- Families, regardless of their race/ethnicity, educational background, gender, disability or socioeconomic status, are prepared to engage in partnerships with school and districts can engage in diverse roles such as:
 - Supporters of their children’s learning and development
 - Encouragers of an achievement identity, a positive self-image, and a “can do” spirit in their children
 - Monitors of their children’s time, behavior, boundaries and resources
 - Models of lifelong learning and enthusiasm for education
 - Advocates/Activists for improved learning opportunities for their children and at their schools
 - Decision-makers/choosers of educational options for their children, the school, and community
 - Collaborators with school staff and members of the community on issues of school improvement and reform

Identifying inclusive curriculum and assessment

- Ensuring that the curriculum and the resources being used for teaching and learning are diverse and reflect different perspectives

Engaging in ongoing professional learning and support.

- Quality Standards-Based Culturally Responsive Instruction
- Parents/Guardians as Partners
- Timely Communications in Multiple Languages to All Stakeholders

As a result of this enhanced capacity on the part of our district, schools and staff, we will cultivate and sustain an active, respectful, and effective partnership with our with families and community that are connected to learning and support our children’s learning and development and school improvement.

Examples of how our partnership will be fostered include but are not limited to the following:

- Open and two-way communication between families, the district and the community both verbally and in writing using a variety of strategies and methods.
- Increased opportunities for our families to engage in the classroom, our schools, and district activities.
- Families will be provided opportunities by district/school staff to enhance their knowledge and skills in order to support their children’s learning and development at home.
- Families and community organizations will be provided numerous opportunities to share in decision-making and to become leaders in the advisory and advocacy roles in the schools including school review and steps for school improvement

Communication

Yonkers Public Schools is committed to provide families with Language Access in order to mitigate language barriers that interrupted communication between families and schools. Family communication and engagement are critical in promoting healthy, physical, cognitive, social-emotional development and academic achievement of children and youth within PK-12 settings. Language barriers often impede communication between educators and their students’ families. By using the resources below, schools can maintain communication with students and families in person, via phone, email, letters and/or social media in the families’ preferred language.

Language Access Resources

- Talking Points - talkingpts.org
 - Mitigate language barriers
 - Interact with any family member regardless of language. You write your message in English, families message back in their own language
 - Free for teachers and can be used through web browser or mobile app; families use text messages or a mobile app
- Doc Translator - www.onlinedoctranslator.com
 - Instantly translate and preserve the layout of any document format into any language
 - Supports all major office document formats (e.g., Word, PowerPoint, PDF, Excel)
 - Upload your document and it is instantly translated while maintaining the exact format and styling of each section

- Microsoft Translator - www.microsoft.com/en-us/translator/education/
 - Real-time, translated captions
 - Translate a live conversation into one of over 60 languages directly from the mobile app or web browser on your mobile device or desktop
 - Start using the Translator apps to translate and caption live presentations and engage students who are non-native speakers, deaf or hard of hearing, dyslexic, or having trouble taking notes

The Yonkers Public Schools remains committed to communicating all elements of the opening plan of schools for September 2021 to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the District website at yonkerspublicschools.org in a dedicated website for the reopening work at www.yonkerspublicschools.org/September21Opening. The dedicated website will be updated throughout the school year. Every effort will be made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the G-Translate feature available on the District website.

As part of its planning for the opening of the new academic year, the District has developed a **Communications Plan** to disseminate all necessary information to District staff, students, parents/guardians, visitors and education partners and vendors. To support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic and return to the school setting communications will include:

- District's digital social media platforms cohesively with the dedicated 2021-2022 website
- District's educational access Cable channel – Channel 75
- District's Blackboard automated mass communications system for phone messages, emails and text messages
- Appropriate signage posted at all schools and District offices
- Training opportunities for all stakeholders via in-person when available and remote online options using Zoom, WebEx, etc.

The District is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communicating with our school community. The District will rely on Channel 75, District website, social media, school virtual meetings, school-based leadership team meetings, and Blackboard mass messages to communicate news, requirements and updates related to any CDC requirements. All information and resources shared will be based on State guidance and Board of Education policies.

In addition, the District will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. Methods will include digital translator access as well as a directory of local individuals fluent in languages representative of the community.

To ensure that all students and families are taught and re-taught new expectations related to all public health policies and protocols a cohesive use of District resources will be employed to communicate the information. This continuous training will be developed for each stakeholder group. Student training will be age/grade appropriate with frequent opportunities for students to review these policies and protocols. This targeted education will help ensure that all students and their families know what is expected of them as they successfully return to the school setting. Using the strategies in the Communications Plan trainings opportunities will be provided for:

- Hand hygiene
- Proper face covering procedures (how to wear and remove)
- Social distancing
- Respiratory hygiene
- Identifying symptoms

The District will create and deploy signage for schools and District offices to address public health protections surrounding COVID-19 as well as protocols and recommendations in the following areas:

- Proper use of personal protective equipment (PPE)
- Acceptable face coverings and requirements related to their wear
- Hand washing
- Adherence to social distancing instructions
- Symptoms/prevention of COVID-19

To ensure learning and working environments that protect student and staff health, safety and privacy, YPS will operate under federal and state standard procedures for addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic.

In the event that a student or staff member is sick or symptomatic, notification to exposed individuals will occur pursuant to the state's contact tracing protocols as implemented by the local health department. The District will not notify the wider community unless specifically directed to do so by local health officials.

The District is prepared for situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for COVID-19. This may include modify operations in one or more schools prior to closing to help mitigate a rise in cases. The District will consult its medical director when making such decisions.

OPENING SCENARIOS

Yonkers Public School is prepared for three possible scenarios for the 2021 through 2024 school years. Implementation of these plans are included within this document were developed with District stakeholders during the 2020-2021 school year.

Per NYSED guidance districts must have a comprehensive plan for a schedule that includes in-person instruction, remote instruction or a hybrid of both in-person and remote. All plans should be clearly communicated, with as much advanced notice as practicable, to students, families and staff.

Decision Tree

Guidance from the Governor's office, the NYSDOH, and NYSED describes the conditions that may warrant reducing in-person education or closing the school. Such conditions may include:

- The District is notified by NYSDOH and/or Westchester County Health Department if schools are required to close due to a rise in regional infection rates, and for how long they must remain closed.
- The Superintendent of Schools will consider closing school if absentee rates impact the ability of the school to operate safely
- The Superintendent of Schools may choose to modify operations prior to closing to help mitigate a rise in cases.
- If infection rates are rising, consider modifying school operations for medically vulnerable students and staff if they are participating in in-person activities
- The District will consult with the medical director and/or the local department of health when making such decisions
- The District will determine which operations will be decreased, or ceased and which operations will be conducted remotely;

School-Day Schedule and Learning Time

Collectively, instruction shall be designed to facilitate the student's attainment of the learning standards. In September 2021, Yonkers school will open with full in-person instruction, unless otherwise directed by NYSED, CDC or Westchester County and NYS Health Departments. Implementation of these plans are included within this document

The educational program utilizes all available methodologies and modalities to maximize learning. These learning experiences include, but are not limited to Microsoft Teams, Seesaw, Nearpod, IXL or Zoom. All schools will clearly communicate instructional schedules following the District's communication plan found in the Communication/Family and Community Engagement section of this plan.

Arrival and Departure Logistics

The existing arrival and departure times for each school remains the same. All schools will clearly communicate site specific details for arrival and dismissal procedures (entrances and exits), process for collecting staff and students' health screening attestation forms, and mobility patterns in alignment with current social distancing guidelines.

All individuals will be required to use face coverings that cover both the nose and mouth in school buildings and on District provided buses (except for those whose physical or mental health would be impaired by wearing face coverings). Face-covering is required for students and staff as determined by NYSED, NYSDOH and/or Board of Education policies and protocols.

Proof of COVID-19 vaccination or required testing for all YPS staff determined by the New York State Governor September 2021, and City of Yonkers and Board of Education mandates and protocols July 2021.

School-Day Social Distancing Procedures

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students; these individuals will be under strict monitoring by authorized YPS personnel. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings. Visitors must follow all safety protocols in this plan.

Key Terms:

- Face Covering – an object that covers both the nose and mouth that can be homemade, sewn, quick cut, a bandana, or surgical mask
- Social Distancing –a process used to create and maintain safe space between an individual and other individuals who are not from the same household; distance between individuals, where practicable, are based on current CDC and State guidance

Every effort will be made to maintain traffic in hallways and in staircases to flow in one direction. Use of lockers is prohibited.

Nutrition

Breakfast and lunch will be provided and students will eat in both the cafeteria and classroom to ensure following social distancing guidelines. Grab and Go stations may also be used to distribute meals. All procedures are outlined in this document.

Universal Health and Safety Measures

All individuals in school facilities must wear masks/face coverings. Staff and students' parents/guardians should do pre-screening procedures prior to arrival at school. On-site pre-screening will include daily temperature checks for staff and students, and random COVID-19 testing screening with parental consent for students and mandated testing screening for unvaccinated YPS staff. In consultation with YPS Chief School Physician, schools may require additional screening, as needed.

Technology Access

Access to laptops and tablets, as available through District funding and other sources, will be offered to students and families; prioritized by high needs students - Special Education, Multilingual language learners, Displaced Students - and family circumstance. This equipment will be distributed through the YPS Computer On-Loan program.

To expand access to Internet (Wi-Fi) to those families unable to afford the expense, the City of Yonkers and the District are working with service providers to find no cost and low-cost access for families as well as portable hot spots in economically disadvantaged communities in the City.

Opening Protocols

Appendix 1: Health and Safety

Appendix 1: Health and Safety

Yonkers Public Schools Health and Safety Guidelines follow the NYSED, NYSDOH and CDC "Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools during the COVID-19 Public Health Emergency ("Interim COVID-19 Guidance for Schools"). It addresses elementary (including pre-kindergarten), middle, and high schools, as well as their employees, contractors, students, and parents/legal guardians of students with precautions to help protect against the spread of COVID-19 for schools that are providing in-person instruction in the 2021-22 school year. The updates align this guidance with the most recent recommendations from the Centers for Disease Control and Prevention (CDC) on how to prioritize safe in-person learning in schools while adhering to layered mitigation strategies.

The Health and Safety Guidelines outline updates to our original guidance adopting current NYS DOH recommendations which include, but are not limited to:

- Maintaining the reopening status of school facilities for in-person instruction;
- Monitoring health conditions;
- Containing potential transmission of the Novel Coronavirus (COVID-19); and
- Closure of school facilities and in-person instruction, if necessitated by widespread virus transmission.

Core Health and Safety Principles and Definitions

Responsible Parties include:

- The District Superintendent;
- Chief School Physician (Medical Director) and Health Services staff;
- School Principals, and
 - Any other party designated by those listed above.
 - A designated party can be an individual or group of individuals responsible for the operations of the school or schools.

Face Masks: A mask, which is required to be worn by all individuals in all classroom and non-classroom settings, whether vaccinated or not vaccinated, including but not limited to hallways, school offices, restrooms, gyms, auditoriums, District transportation, etc. All students, staff and visitors must wear masks.

- Acceptable masks include but are not limited to cloth-based masks (e.g., homemade sewn, quick cut) and surgical masks that cover both the mouth and nose.
- Effective June 7, 2021, face masks are not required to be worn outdoors on school grounds, including during outdoor school sports.
- Yonkers Public Schools District (YPS) may subsequently choose at its discretion, to require face masks outdoors on school grounds, subject to the parameters of this guidance.
- No student, teacher, staff member, or visitor may be prevented from wearing an acceptable face mask voluntarily on school grounds.
- Students will be allowed to remove their mask during meals, during mask breaks and designated activities.
- Consideration of developmental appropriateness, feasibility, and ability to implement such policy in a safe, consistent manner will be addressed on a case-by-case basis.
- Students who are unable to medically tolerate a mask, including students where such mask would impair their physical health or mental health are not subject to the required use of a mask.
- Assistance will be offered to all students who may have difficulty in adapting to wearing a mask and the schools will develop a plan with the parent/guardian to attempt to implement mask use as tolerated.
- Training of students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard Personal Protective Equipment (PPE), including but not limited to, appropriate masks is available on a case-by-case basis and via instructional video with the Chief School Physician. This training should be extended to contractors and vendors, as needed in addition to supplying a vendor with PPE if needed.

Physical Distancing: Protocols and procedures for students, faculty, and staff to ensure appropriate physical distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities will be maintained.

- Updates to physical distancing parameters will be made according to NYS and CDC guidelines as needed.

Spaces: Assessments of additional and/or alternate indoor space(s) that may be repurposed for instruction or other required purposes in support of in-person instruction will be considered where appropriate for such potential usage.

In-Person Instruction: Unless medically contraindicated, all students are expected to return to in-person instruction as local community transmission of the COVID-19 virus, allows.

- Should intermittent future school closures be necessary, school plans will indicate if certain students will be prioritized to return to in-person instruction first or more frequently based on educational or other needs (i.e. students with disabilities, or those at greater risk for learning loss).

Cohorts: Students to the extent possible, may be part of a “cohort,” to limit potential exposure to the COVID-19 virus. Measures to prevent intermingling between cohorts, to the extent possible (e.g., separation by appropriate physical distancing, particularly if there are multiple cohorts in one area).

- Faculty, related service providers and other staff may service more than one cohort, so long as appropriate physical distancing is maintained.
- Cohorting, whenever possible, will be utilized to the extent possible, especially if a school is using less than three feet of physical distance in classrooms.

Screening: Mandatory health screenings, will continue which include:

- Temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus. Specifically, all individuals must have their temperature checked each day. If an individual presents a temperature of greater than 100.0°F, the individual will be denied entry into the facility or sent directly to a dedicated area prior to being picked up or otherwise sent home.
- Daily screening questionnaire for faculty and staff reporting to school; and daily requests for parents to answer the health questionnaire for students.
- Daily health questionnaire will continue to list signs and symptoms of COVID-19, when to keep their child home and instruction to contact their doctor and school.
- Record keeping of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), are prohibited, but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).
- The number of visitors permitted on school grounds or in school facilities will be limited to essential visits or deliveries, and, if visitors are allowed, health screening of such visitors will continue.

Transportation: Consistent with State-issued public transit guidance, individuals must wear acceptable masks at all times on school buses (e.g., entering, exiting, and seated). Refer to Appendix 4: Transportation for more detailed information.

Food Services: Meals provided on school grounds will be served so as to maintain appropriate physical distancing between students. Refer to Appendix 3: Nutrition for more detailed information.

- Students do not need to wear masks when seated and eating so long as they are appropriately physically distanced.
- Meals may be served in an alternative area (e.g. classrooms) or schedules staggered to ensure physical distancing and proper cleaning and disinfection between students.
- Students will perform hand hygiene before and after eating,
- Sharing of food and beverages will not be permitted.
- Cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area (e.g., cafeteria) will be maintained.

Ventilation and Filtration: Indoor air quality should be improved by increasing outdoor air delivery to buildings (ventilation) and removing particulates/viral particles from the air (air filtration) to the greatest extent safely possible. Ventilation and filtration together can reduce the risk of COVID-19 transmission. Refer to Appendix 2: Facilities for more detailed information.

Hygiene, Cleaning, and Disinfection: Continued adherence to and promotion of hygiene, cleaning, and disinfection guidance set forth by DOH and the CDC will continue.

Contact Tracing: Notification will continue to the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors.

- In the case of an individual testing positive, updated protocol and plans to support the local health departments in tracing all contacts of the individual, in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program, will continue.
- Confidentiality will be maintained as required by federal and state law and regulations.
- Full cooperation with all state and local health department contact tracing, isolation, and quarantine efforts, consistent with Executive Order 202.61, will continue.
- Reporting to the YPS Superintendent and NYS DOH will continue.

Return to School for COVID Positive Student/Staff:

- All protocols will be followed in conjunction with guidance provided by the local health department for any person diagnosed with COVID-19 to return to in-person instruction or work.

Plan:

- **Opening of in-person instruction:** Requires all protocols and procedures for restarting school operations be followed by students, faculty and staff returning to in-person instruction. Said protocols and procedures include the following:
- **Capacity:** Maintain appropriate physical distance, personal protective equipment (PPE) availability, local medical capacity, and availability of safe transportation based on updated guidance by the NYS DOH and CDC;
- **Operational Activity:** Ongoing determinations on how classes, shared spaces, and activities may be adapted in various phases of learning and operations. For example, identifying, if applicable, how additional and alternative – school and non-school – spaces can be used for, or in support of, in-person instruction.
- **Restart Operations:** Plans will remain to safely open facilities and grounds, such as cleaning and disinfection, and restarting building ventilation, water systems, and other key facility components, as applicable;
- **Hygiene, Cleaning, and Disinfection:** Protocols and procedures for school-wide cleaning will continue in classrooms, restrooms, cafeterias, libraries, school buses, and all other school facilities, as well as training, promotion and signage postings of hand and respiratory hygiene among all individuals in school facilities and on school grounds;
- **Extracurricular:** Extracurricular programs and which activities will be allowed, considering physical distancing, PPE usage, and cleaning, as well as risk of COVID-19 transmission will be ongoing with consideration of maintaining cohorts, if applicable.
 - Face masks are not required to be worn outdoors on school grounds at the school districts' discretion, and NYSDOH guidelines.
 - If school is closed for in-person education during the school year due to an increase in confirmed COVID-19 cases, school-sponsored sports must be suspended until in-person education is resumed;
- **Before and Aftercare:** Before and aftercare programs, considering physical distancing, PPE usage, and cleaning requirements, as well as risk of COVID-19 transmission will be maintained. Policies in place will continue to evaluate how to maintain cohorts, if applicable, or group members of the same household;
- **Vulnerable Populations:** Policies regarding vulnerable populations, will continue, including students, faculty and staff who are at increased risk for severe COVID-19 illness, to allow them to safely participate in educational activities and, where appropriate, accommodate their specific circumstances. To offer modifications to physical distancing or PPE that may be necessary for certain student or staff populations, and ensuring that any modifications minimize COVID-19 exposure risk for students, faculty, and staff, to the greatest extent possible; and

- **Mental Health, Behavioral, and Emotional Support Services and Programs:** Available resources and referrals to address mental health, behavioral, and emotional needs of students, faculty, and staff will be available on the school website and provided as needs are identified.

Monitoring:

Protocols and procedures will be maintained to track health conditions at schools.

- **Testing Protocols:** Continued process for the provision or referral of diagnostic testing for students, faculty, and staff for COVID-19, in consultation with local health department officials, when needed.
 - Continued testing of unvaccinated symptomatic individuals for students and staff of close contacts of COVID-19 suspected or confirmed individuals, and individuals with recent international travel as designated through the New York State Travel Advisory, before allowing such individuals to return in person to the school;
- **Testing In Schools:** Periodic testing of unvaccinated students and staff will continue as YPS is able.

Containment:

Includes continued follow up protocols and procedures to respond to positive or presumed-positive cases, as well as preventative practices.

- **School Health Services Offices:** Protocols for safely caring for students, faculty and staff members, if they develop symptoms of COVID-19 during the school day, will be followed in accordance with the Interim Guidance for School-Based Health Centers Regarding COVID-19 and the New York State Department of Health School-Based Health Center Dental Program Reopening Addendum.
- **Isolation:** Continued isolation of individuals who screen positive upon arrival, or asymptomatic individuals should they become symptomatic while at school, providing appropriate PPE for school Health Services Office staff caring for the symptomatic individual. Safe transportation, including pick-up arrangements, if applicable, for symptomatic students, faculty, and staff will be provided as appropriate.
- **Collection:** Protocols are maintained for parents/guardians to pick up their student with instructions that the student must be seen by a health care provider.
- **Infected Individuals:** Requirements that persons who have tested positive consult with YPS Health Services and complete isolation and have recovered and will not transmit COVID-19 when returning to in-person learning/work. Discharge from isolation and return to school will be coordinated with YPS Health Services and the local Department of Health.
- **Exposed Individuals:** Requirements that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning (exceptions for vaccinated individuals and those with prior COVID-19 infection detailed below). Discharge from quarantine and return to school will be coordinated with YPS Health Services and the local Department of Health.
- **Vaccination:** In New York State, PK-12 Teachers and staff have been eligible to receive the COVID-19 vaccine since January 11, 2021. Asymptomatic fully vaccinated individuals will not need to quarantine if exposed to COVID-19.
- **Previous COVID-19 infection:** Asymptomatic individuals who have recovered from laboratory confirmed COVID-19 infection during the previous 3 months do not need to quarantine if exposed to COVID-19.
- **Hygiene, Cleaning, and Disinfection:** Adherence to, and promotion of, hygiene and cleaning guidance set forth by DOH and CDC, including strategies for cleaning exposed areas and appropriate notification to occupants of such areas with continued instruction and signage postings.
- **Contact Tracing:** Continued and consistent consultation with the local Department of Health in contact tracing efforts using the protocols, training, and tools provided through the New York State Contact Tracing Program.
- **Closure:** Continued contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education, and/or closing schools, incorporating:
 - **Operational Activity:** Determination of which operations will be decreased, or ceased and which operations will be conducted remotely; include process to conduct orderly closures which may include phasing, milestones, and involvement of key personnel; and
 - **Communication:** Continue to communicate internally and externally throughout the closure process.

Physical Distancing:

- Appropriate physical distancing will continue to be maintained to the greatest extent possible according to all NYS DOH and CDC applicable guidelines between individuals while in school facilities and on school grounds.
- A reduction of physical distancing requirements to a minimum of three feet between students in classroom settings, subject to adherence to certain mitigation measures outlined herein.
- At some levels of community transmission, cohorting is recommended if a school is using less than three feet of physical distance in classrooms. The NYS DOH and YPS recognizes that certain scenarios may prevent physical distancing from occurring, such as providing essential classroom instruction, medical care, or student comfort/support. Interventions to minimize such contact to the greatest extent possible and continue to ensure appropriate prevention measures—such as cleaning, masking, hand hygiene, and respiratory etiquette—are maintained during these episodes.
- CDC developed levels of indicators and threshold for community transmission of COVID-19 as well as recommendations for physical distancing and cohorting. These recommendations are summarized below and should be adhered to when implementing physical distancing of less than three feet in classrooms.
 - In counties with low and moderate risk of transmission, elementary, middle, and high schools can maintain physical distancing of at least three feet between students in classrooms.
 - In counties with substantial risk of transmission, elementary, middle, and high schools can maintain physical distancing of at least three feet between students in classrooms and cohorting is recommended when possible.
 - In counties with high risk of transmission, elementary schools can maintain physical distancing of at least three feet between students in classrooms and cohorting is recommended when possible. However, in middle and high schools three feet between students in classrooms is recommended only when schools can use cohorting. When schools cannot maintain cohorting, middle and high schools must maintain physical distancing of at least three feet between students in classrooms.

Physical Barriers:

The CDC no longer recommends physical barriers for mitigation where physical distancing cannot be maintained. A preferred approach is enhanced ventilation and air filtration to dilute and remove any SARS-CoV-2 particles from the air as described below.

Exceptions Where A Minimum of Three Feet of Distance Must be Maintained

From the NYSDOH September 2, 2021 – Interim Guidance for Classroom Instruction in P-12 Schools during the 2021-2022 Academic Year.

Physical Distancing: Because of the importance of in-person learning, schools should implement physical distancing to the extent possible within their structures, consistent with the following, but should not exclude students from in-person learning in order to meet a minimum distance requirement.

- a) A distance of at least 3 feet is strongly recommended between all students.
- b) A distance of at least 6 feet is recommended between students and teachers/staff, and between teachers/staff who are not fully vaccinated.
- c) Universal masking is required according to the Commissioner's masking determination issued pursuant to 10 NYCRR 2.60 for indoor settings. Should there be a time when the determination for universal masking in schools is lifted, masking must occur when physical distance cannot be maintained.
- d) Maximize physical distance as much as possible when moving through the food service line and while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as the gymnasium or outdoor seating can help facilitate distancing.

Space Configurations

Refer to Appendix 2: Facilities for more detailed information.

Signage: will be posted throughout each school and will regularly share similar messages with the school community, consistent with DOH COVID-19 signage guidance regarding public health protections against COVID-19 and remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable mask.
- Properly store and, when necessary, discard PPE.
- Adhere to physical distancing instructions.
- Report symptoms of, or exposure to, COVID-19, and how they should do so.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Vaccinations:

- Announcements for opportunities for vaccination of all school personnel and students, as eligible, with their Local Health Department will be ongoing once information is received.
- Scheduled vaccinations for students and staff will be coordinated if made available through the local Department of Health.

Faculty and Staff Meetings

- YPS will consider video or teleconferencing for faculty and staff meetings and conferences, to reduce the density of congregations as much as possible.
- If videoconferencing is not possible, hold meetings in open, well-ventilated spaces and ensure that individuals maintain appropriate physical distance.

Ventilation and Filtration

- Indoor air quality can be improved by increasing outdoor air delivery to the building and removing particulates/viral particles from the air to the greatest extent possible. The air filtration systems YPS installed in its buildings, meet or exceed the guidance from the NYS DOH and CDC.

Refer to Appendix 2: Facilities for more detailed information.

Specialized Ventilation Considerations for Nurses Stations and Isolation Areas

- Designated short-term isolation of suspected infected persons.
- Nurses stations and isolation rooms pose higher potential for COVID-19 exposure and so should not mix the air with the remainder of the building.
- Examine options for maximizing outdoor air ventilation of these areas, including 100% fresh air, and increasing ventilation.
- These rooms should be under direct exhaust to the outside to minimize air mixing with other parts of the school.
- Portable air filtration units should be considered for these areas (see below).
- For more detailed information please refer to ASHRAE 170 and ASHRAE 2019 handbook (<https://www.ashrae.org/technical-resources/ashrae-handbook-content>).
- Increase ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols.

Common Areas:

- Physical distancing is encouraged by modifying amenities or areas that do not allow for adequate physical distancing protocols to be followed.
- Adequate physical distancing in small areas, such as restrooms and breakrooms, with chair adequate distancing marking and signage and systems (e.g., flagging when occupied) to restrict occupancy when physical distancing cannot be maintained in such areas.
- To the extent practical, consideration will be given to staggering schedules for faculty and staff to reduce density and promote physical distancing in enclosed areas (e.g., coffee breaks, meals, and shift starts/stops).

Movement and Commerce

Student Drop-Off and Pick-Up - Establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.

Deliveries - Establish designated areas for pickups and deliveries, limiting contact to the extent possible.

Faculty/Staff Entrances and Exits - To the extent feasible, limit on-site interactions (e.g., designating separate ingress or egress for faculty and staff, eliminating bidirectional flow of individuals to the extent practicable).

Shared Objects - Limit the sharing of objects, such as lockers, cubbies, laptops, notebooks, touchscreens, writing utensils, chalk and dry erase boards, musical instruments, tools, and toys, as well as the touching of shared surfaces, such as conference tables and desks; or require students, faculty, and staff to perform hand hygiene before and after contact.

Hygiene, Cleaning and Disinfection

Continued adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH will be maintained by the Buildings and Grounds Department.

- Reinforcing handwashing with soap and water for at least 20 seconds will be ongoing.
- Encourage teachers, staff, and students to cover coughs and sneezes with a tissue, dispose of used tissues immediately, and wash their hands with soap and water for at least 20 seconds.

Provision and maintenance of hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Chief School Physician, or his designee, will approve and permit the use of alcohol-based hand sanitizers in school facilities without individual's physician orders as alcohol-based hand sanitizers are considered over-the-counter drugs.
- Student use of alcohol-based hand sanitizers should always be supervised by adults to minimize accidental ingestion and promote safe usage; supervision is required for elementary school students.
- Parents/guardians can inform the school that they do not want their child to use alcohol-based hand sanitizers by sending a written notice to the school. Schools must provide accommodations for students who cannot use hand sanitizer, to allow for their use of handwashing stations.
- Make hand sanitizer available throughout common areas. It should be placed in convenient locations, such as at building, classroom, and cafeteria entrances and exits. Touch-free hand sanitizer dispensers installed where possible.
- Signage near hand sanitizer stations indicating that visibly soiled hands should be washed with soap and water; hand sanitizer is not effective on visibly soiled hands.
- Receptacles placed around the school for disposal of soiled items, including paper towels and PPE.
- Hand sanitizer and disinfecting wipes available, if no handwashing station, near shared amenities.
- Hand sanitizer should be placed in convenient locations, when able, classroom, and cafeteria entrances and exits. Touch-free hand sanitizer dispensers should be installed where possible.

Cleaning and Disinfection:

Cleaning and disinfection are the primary responsibility of the school's custodial staff. Supplies for faculty and staff for shared and frequently touched surfaces, if able:

- Consider providing disposable wipes to faculty and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before and/or after use, followed by hand hygiene.
- Reduce high-touch surfaces, where feasible.
- If installing touch-free amenities is not feasible, make hand sanitizer available near high-touch surfaces (e.g., trash receptacles, paper towel dispensers).
- Convert water drinking fountains into bottle refilling stations and encourage students, faculty, and staff to bring their own water bottles or use disposable cups.

Two scenarios that require cleaning and disinfecting multiple times per day:

- High risk areas including Health Services Offices, lunchrooms/dining rooms, athletic rooms, bathrooms, and high traffic areas, to the extent practical.
- High touch surfaces including lunch tables, desks and chairs, light switches, handrails, door handles/push plates, faucets, equipment handles and buttons, shared equipment and electronics, bus seats, and handrails, to the extent practical.

Cleaning and Disinfection Following Suspected or Confirmed COVID-19 Case

Cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces. 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.
- Closure of operations is not necessarily needed, if they can close off the affected areas (e.g., classroom, restroom, hallway), but consultation with YPS Health Services and the local Department of Health will be made for final determination.
- Open outside doors and windows to increase air circulation in the area, if this can be safely accommodated.
- Wait 24 hours before you clean and disinfect, unless waiting 24 hours is not feasible, in which case, wait as long as possible and consult with YPS Health Services.
- 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.
- Restrict access to any area where someone with confirmed or suspected COVID-19 was present until the area is cleaned and disinfected.
- 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.
- 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.

Communications Plan

- Consultation with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing or updating reopening plans. Plans for reopening will identify the groups of people involved and keep them engaged throughout the planning process.
- Ensure all students are taught how to follow COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper mask wearing, physical distancing, and respiratory hygiene.
- All students, faculty, staff, and visitors through verbal and written communication (e.g., signage) are required to adhere to CDC and DOH guidance regarding the use of PPE as appropriate, specifically acceptable masks.
- As Chief School Physician, Dr. Rabadi is designated COVID-19 Health Coordinator and the main contact upon the identification of positive COVID-19 cases. He and his senior staff are responsible for subsequent related communications, answering questions from students, faculty, staff, and parents or legal guardians of students, regarding the COVID-19 public health emergency, and plans implemented by YPS.
 - The Health Coordinator will also work closely with local health departments and other schools to monitor public health conditions and jointly develop monitoring strategies.

Screening and Testing

The implementation of mandatory health screenings, including temperature checks, of students, faculty, staff, and, where applicable, contractors, vendors, and visitors to identify any individuals who may have COVID-19 or who may have been exposed to the COVID-19 virus will continue.

On-site screening should be coordinated in a manner that prevents individuals from intermingling in close or proximate contact with each other prior to completion of the screening.

Screening for all students, faculty, staff, and, where practicable, visitors, contractors, and vendors, must be completed using a questionnaire that determines whether the individual has:

- knowingly been in close or proximate contact in the past 10 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- tested positive through a diagnostic test for COVID-19 in the past 10 days;

- has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 10 days; and/or
- has traveled internationally per the New York State Travel Advisory in the past 10 days.

Diagnostic and Screening Testing

- Any member of the school community who is experiencing COVID-19 symptoms, is a direct contact of a person identified as having COVID-19 or has been otherwise exposed to COVID-19 should immediately seek diagnostic testing.
- A list is available to families without regular access to healthcare to inform them of where in the community to find testing if needed. All schools are reminded that the requirement to submit daily to the NYS COVID-19 Report Card remains in effect.
- CDC recommends screening testing based on feasibility and community transmission levels. YPS Schools will follow CDC guidelines when implementing testing plans, as appropriate.

Positive Screen Protocols

Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, will be immediately sent home with instructions to contact their health care provider for assessment and testing. YPS Health Services will be consulted.

- Students who are sent home due to a positive screen (e.g., onset of COVID-19 symptoms) will be immediately separated from other students and supervised until their parent/legal guardian or emergency contact can retrieve them from school.
- This individual and/or parent/guardian will be provided with information on health care and testing resources, if applicable.
- Immediate notification to YPS Health Services, and the school administrators will be made with notification to the state and/or local health department about the case if diagnostic test results are positive for COVID-19.
- Asymptomatic individuals who are fully vaccinated or have recovered from laboratory confirmed COVID-19 in the previous 3 months who screen positive for COVID-19 exposure may remain at school.
- Anyone with symptoms must be immediately sent home with instructions to contact their health care provider for assessment and testing irrespective of vaccination status or previous COVID-19 infection.
- Individuals must immediately disclose if and when their responses to any of the aforementioned questions changes, such as if they begin to experience symptoms, including during or outside of school hours.
- In consultation with the local health department(s), YPS Health Services will advise the individual about the requirements for those who screened positive for COVID-19 symptoms when they can return to the in-person learning environment. This return to learning/work will follow all recommendations by the NYS DOH and their up-to-date protocols.
- YPS Health Services will be responsible for review of any questions related to a positive answer on the Health Screening Questionnaire.

School-Based Health Services Offices

- Testing systems in school facilities or self-testing systems when available, will be conducted in collaboration with local health departments or local health care providers, as appropriate.
- When caring for a student, faculty, or other staff member who develops COVID-19 symptoms during the school day, the School Nurse will follow all current YPS COVID-19 health protocols including:
 - Identification of a dedicated area to separate students, faculty, or staff with symptoms of COVID-19 from others, until they can go home or to a health care facility, depending on severity of illness;
 - Plans to ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is physically distanced;

- PPE requirements for school Health Services Office staff caring for sick individuals, which must include both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (i.e., goggles or face shield) should be added;
- When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, and a fit-tested N-95 respirator should be used, if available (or surgical face mask and face shield, if not available), as well as eye protection; and
- Required guidelines for cleaning and disinfection.

Asthma-related acute respiratory treatment care using up to date standard of care:

- Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures requiring a N-95 mask fitted to the healthcare worker;
- Consult with students' healthcare providers for alternate asthma medication delivery systems; and
- Consult with school maintenance and facilities department for environmental controls.

Tracing and Tracking

Metrics

Identification of warning signs that the level of COVID-19 transmission may be increasing in a school setting beyond an acceptable level, will be monitored by YPS Health Services in consultation with the NYS DOH, as defined by state and local health departments.

- If/when COVID-19 cases are discovered at school, considerations of closing areas or classes where individuals were infected, or more broadly the entire school by the Superintendent in consultation with the local Department of Health.
- Operations may also be modified prior to instituting school-wide closures to help mitigate a rise in cases.

Indicators of Community Transmission

CDC recommends that public health officials and school administrators consider the total new cases per 100,000 persons in the community within the preceding 7 days and the percentage of molecular tests that are positive within the preceding 7 days when making decisions about physical distancing. Levels of community transmission defined as total new cases per 100,000 persons in the past 7 days (low, 0-9; moderate, 10-49; substantial, 50-99; high, ≥ 100) and percentage of positive tests in the past 7 days (low, $< 5\%$; moderate, 5-7.9%; substantial, 8-9.9%; high, $\geq 10\%$).

- Localities can refer to the CDC's COVID-19 Integrated County View for county indicators. In addition, NYS publishes near real-time COVID-19 data on the NYSDOH COVID-19 Tracker.

Notification

Responsible Parties must notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result for an individual in school facilities or on school grounds, including students, faculty, staff, and visitors.

Quarantine, Isolation, and Return to School

- State and local health departments will implement monitoring and movement restrictions of COVID-19 infected or exposed persons, including isolation or quarantine.
- The YPS COVID-19 Coordinator with the Administration will ensure that reporting plans are in place for individuals who are alerted that they have come into close or proximate contact with a person with COVID-19, and have been alerted to such exposure via tracing, tracking or other mechanism.
- All DOH guidance regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19 will be followed.

COVID-19 Reporting in Schools (10 NYCRR 2.9)

YPS is required to report to the COVID-19 testing and positive test results each operational day. COVID-19 positive data reported includes students, teachers and staff enrolled in the school district on-site and off-site. This information is either shared by the parent/guardian of the student, notified by teachers and other staff, or communicated by the local health department.

Additional information, guidelines, and resources:

New York State Department of Health Novel Coronavirus (COVID-19) Website <https://coronavirus.health.ny.gov/>

New York State Education Department Coronavirus (COVID-19) Website <http://www.nysed.gov/coronavirus>

Centers for Disease Control and Prevention Coronavirus (COVID-19) Website <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Opening Protocols

Appendix 2: Facilities

Appendix 2: Facilities

Per NYSED guidance schools and school districts should promote social distancing while maintaining existing safety requirements designed to protect students and staff. To accomplish this, schools may expand their physical footprint or change the way they utilize space. Schools should also continue to meet or exceed ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

When staff and students return to school buildings, the physical spaces they will occupy will be configured and maintained to provide the maximum possible hindrance of the spread of coronavirus.

- YPS will continue to follow NYSED and DOH guidance and related safety measures to slow the spread of COVID-19. This can include the rearrangement and/or re-purposing of physical space in the schools and/or expanding building footprints and/or altering existing spaces through construction or changes in programming or operation. Any of these alternatives that may have implications for fire code compliance will be submitted for review by the NYSED Office of Facilities Planning (OFP)
- Questions that arise in balancing fire safety and building security with the guidelines designed to prevent the spread of COVID-19 will be shared with the NYSED team in consultation with other state agencies to ensure that all factors are fully considered, and the risks to building occupants are minimized across the full range of potential concerns.

The Current State of District Facilities

Current research indicates that the district's forty school buildings are now the oldest in the State and perhaps the Country. Yonkers has approximately 27,000 students housed in over 40 buildings with an overall square footage of 3.8 million square feet at an average over 81 years old. The oldest is 125 and nine others are past 100 years old.

The NYSED mandates that every five years each District in the state must conduct an in-depth independent third-party survey and inspection of their school building stock. This is compiled in a Building Condition Survey (BCS) report which is made available for public viewing. This was last done in Yonkers in 2015 and the field work for the 2020 BCS is currently underway, anticipated to be published this summer.

Between 2015 and 2021 the Facilities Department completed 100 capital projects for \$110 million, averaging roughly \$19 million in construction completed per year. The priorities include keeping the weather out, the heat and lights on, fire safety at an optimal and increased safety and security. Another 19 projects are in design or awaiting bid at an estimated value of \$48,000,000.

Over the summer and fall of 2020 roughly \$12 million in capital funds were expended to optimize and or restore to ventilations systems to design operating specifications. This includes but is not limited to HVAC controls, exhaust fans, air handling equipment and window operations.

In addition, 71 existing water drinking fountains have been replaced with automatic filtered bottle fillers. The balance of the remaining non-filtered fountains are being replaced over the summer and fall of 2021.

All of the District's water fountains will be new, filtered, automatic, hands free bottle fillers.

General Health and Safety Assurances

YPS will continue to follow all guidance related to health and safety to include meeting social distancing guidelines and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements are in flux at this time and will be addressed in more detail in other parts of the plan, most notably under Appendix 1: Health and Safety. The Facilities portion of this plan is to assure that YPS will meet all requirements associated with building space related changes.

Space Utilization

Required Square Footage

YPS will design space utilization to comply with the recommendations on social distancing to maintain the optimal distance from others per latest guidance. Classrooms will have their desks and/or tables rearranged and or marked in some fashion to indicate to students where to sit. Wherever practical, students will face the same direction. The number of students able to meet in a classroom and maintain distancing will be determined on a classroom by classroom assessment considering usable square footage, doorways, windows, room shape and spacing guidance. The principal will conduct such assessments with the facilities staff.

The building code itself does not mandate a minimum square footage per person on which districts or other applicable schools must base the number of students and staff in a building. Code standards for individual rooms varies on room function. If contemplating a change in class size use 20 square foot (SF) per person for a classroom, 15 SF per person for cafeterias, 50 SF vocational, tech and special education, 150 SF for offices, 5-15 SF for gymnasiums.

Facility Alterations and Acquisition

YPS may choose to make social distancing most effective by changing the way space in their existing buildings is used or by acquiring additional space such as recently vacated parochial schools. Alterations to the existing school buildings are not anticipated at this time, however, any such proposed changes will meet the requirements of the NYSED OFP in terms of the 2020 New York State Uniform Fire Prevention and Building Code and the State Energy Conservation Code.

NYSED Procedures

It is understood that projects submitted to NYSED for review and approval labeled “COVID-19 Reopening” will be expedited. Leased facilities, modular buildings, tents, additions, and alterations require a letter of intent (LOI) and typical project submission requirements; prescreening will be waived.

Changes to Space Utilization and/or Alterations

Alterations Mandatory Requirements – YPS will consider making impermanent alterations to the physical space including but not limited to the placement of temporary and/or portable partitions in gymnasiums and/or cafeterias so that they may be used for classroom space or other uses. These alterations do require a review and approval from the NYSED OFP.

YPS has several architectural firms under contract to assist with these designs and submission to the NYSED.

The installation of movable partitions (gym, cafeteria, library, classroom dividers) and queue barricades shall require an abbreviated submission consistent with the Form FP-AU Request for Approval of Use of a Facility. YPS has several architectural firms under contract to assist with these designs and submission to NYSED.

The use of cafeterias, libraries, auditoriums and gymnasiums for other uses will require a floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval. Lighting, ventilation, means of egress, and fire alarm coverage must be indicated.

Space Expansion

Space Expansion Mandatory Requirements – As stated above, YPS does not anticipate expanding their square footage in order to enable improved social distancing except that the potential of leasing closed parochial schools may be considered. Other work such as building additions, transportable classroom units and the use of tents are not being considered at this time. All such work requires a building permit from the NYSED OFP.

Offsite Lease Requirements: For offsite facilities, the District or other applicable schools must contact their project manager at OFP and submit a Temporary Quarters (TQ) Project submission.

When required, YPS will modify or reconfigure spaces and areas, and/or limit use of lockers, cubbies, entryways, hallways so that individuals can be socially distanced and are not sharing workstations, desks, tables, or other shared surfaces without cleaning between use. When required, YPS will put measures to reduce bi-directional foot traffic using tape or signs in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g., outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

If necessary, building permits for use by outside groups will be limited and/or will be closed to the public. Any use of a school facility or grounds by the public, when it is deemed appropriate will be subject to the same guidelines required during all other school operations.

Tents for Additional Space

Open sided tents may be considered for use in sheltering queues for the arrival and dismissal. This requires approval from the NYSED OFP meeting all Fire and Building codes. Tents are not expected to be used at this time although the District does have contacts with manufacturers for ready procurement should this change.

Fire/Building Code Review

Fire Code Compliance - There are minimal changes and no additions being proposed to facilities that will require review by the NYSED OFP. All spaces to be occupied by students and staff currently meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC). However, any plans for subject alterations will be submitted to the OFP for review and approval prior to construction.

The District may consider the use of field tents in certain locations as well as alternate school sites in the City of Yonkers that may be available for the District's use. All such uses will be duly submitted for review and permitting by the NYSED Office of Facilities Planning.

Continuing compliance includes:

- Doorways – The district will continue to make sure all that all fire (smoke) doors at stairs and corridor doors have functioning automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of these doors will remain unchanged. Fortunately, they need not be touched during normal use.
- Inspections – 2020 Building Condition Survey – The District has contracts for and is proceeding with the 2020 Building Condition Survey. This mandated project is essentially complete and has met SED deadlines. Publication is anticipated in the Summer of 2021.
- 2020 Lead in Water Testing 2020 – The District has contracts for and is completing the statutory NYSDOH regulation 67-4, Lead-In-Water Testing. The DOH requires lead-in-water testing to be conducted when the building is "normally occupied." Therefore, sampling was not done until the buildings had been occupied for a period of several weeks under "normally occupied operation." YPS will follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening. This will include but may not be limited to the supply of bottled water in each school as well as the replacement of existing bubbler fountains with bottle filling fountains.

District Protocols include:

- Means to Control Infection – These are arrangements that are being considered and/or implemented to reduce transmission of infection.
- Time Management – It is proposed that fixed cohorts of students will be formed and that their movements in the building will be limited to reduce student use of the corridors. This may include but not be limited to: having students assigned to and remain in one classroom location for much of the school day, teachers moving between classrooms, breakfast and lunch in classrooms, staggered times for requisite handwashing, bathroom breaks dismissal, and other times deemed appropriate by District and school administration.
- Leave Doors Open – The District will be leaving select doors in fixed open position to reduce the spread of the virus from touching door levers and knobs. This will be very limited since most doors, including classroom doors are part of the fire safety system and are to remain closed at all times. Propping doors open can only be done where it is not in violation of the NYS Fire Code or compromises building security.
- Plastic Separators – Clear plastic sheeting/panels meeting SED specifications for fire resistance have been installed in locations where social distance or mask requirements cannot be applied and in select places of heightened public interaction.
 - Such locations include but are not limited to: separation of individual lavatory sinks from each other, the front desk in the school offices, welcome and/or security desks, nurses' offices, food services and other locations as may be desirable in each school. Their use in classrooms is logistically problematic and is not being considered at this time, however such shields are available on-site for quick installation should things change.
 - All such plastics do conform to 2020 BCNYS (Fire) Section 2606.
- Alcohol-based Hand Rub Dispensers – YPS will augment its capacity to provide adequate hand washing facilities with the use of alcohol-based hand rub dispensers. Sanitizers will be available throughout the school but most notably in common areas, main entrances, near classroom and cafeteria entrances and exits. These will be "touch free" wherever possible, depending on availability.
 - Alcohol-based Hand-Rub Dispensers will be installed in rooms and corridors in limited quantities in accordance with FCNYS 2020 Section 5705.
- Dividers at doors and other points of congregation – YPS will be using portable dividers such as traffic cones and/or bank stanchions and/or signage and floor marking to control queues and other areas subject to crowding. The use of more permanent large footprint barriers will be avoided. In cases where they are required, floor plans of the changes will be submitted to the OFP for approval. This review is required because improperly placed dividers could obstruct escape during an emergency.

Fire and Lockdown Drills

Emergency Drills

YPS will conduct school operations to the best of their ability without deviating from current requirements regarding Fire and Lockdown Drills as required by Education Law and the NYS Fire Code.

Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are described in Appendix 1: Health and Safety section of this plan. Those changes will be included in the individual school building Fire Safety plans.

The District will conduct fire (evacuation) drills and lockdown drills as required by education law and regulation and the fire code without exceptions. Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Drills will 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.

Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are recommended.

- Education Law § 807 requires that schools conduct eight (8) evacuation and four (4) lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency; however, steps should be taken to minimize the risk of spreading infection while conducting drills.
As such, it may be necessary for schools to conduct drills in the school year using protocols that are different than they are used to.
- Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

District Protocols

- Conduct fire drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose.
- Conduct lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing. Schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person.
- Conduct lockdown drill in classroom setting while maintaining social distancing/using masks.
- Conduct lockdown drill in classroom without “hiding”/“sheltering” but provide an overview of how to shelter or hide in the classroom.
 - Delay conducting school emergency drills, since this could add to trauma and strain, if they occur too close to reopening of schools
 - Work with counselors, psychologists, and their faculty and staff to identify the first opportunity to reasonably broach the subject of emergency drills
 - Conduct classroom discussions about why the various drills are important, rather than diving into full drill practices
 - Discuss what to do in various potential emergencies, demonstrate appropriate techniques and identify safe spaces/locations
 - Demonstrate how students will socially distance at rally point areas for drills involving building evacuation
 - Debrief observations and challenges related to drills with the learning community, as a means of minimizing potential stress/anxiety

Ventilation

YPS will continue to provide adequate, code required ventilation (natural or mechanical) as designed. Upgrades to existing systems have been completed using in-house and several HVAC contractors and consultants. This is to optimize the functioning of the existing ventilating systems. Work scope that is beyond the level of repair such as replacement systems or parts of systems have and/or are being submitted to the NYSED office of Facilities Planning for review and approval.

NYSED, DOH and CDC do not specify Minimum Efficiency Reporting Values (MERV) for mechanical ventilation filtration. School Facilities will continue working with its HVAC services contractor and consultants in optimizing the filtration of the building mechanical systems.

Plumbing

Facilities and Fixtures

YPS has not reduced the number of plumbing fixtures (i.e., toilets, sinks, and urinals) in any building in order to facilitate frequent cleaning. It is important to maintain the number of toilet fixtures that must be available for use in a building.

- The usual minimum requirement may be reduced under certain circumstances: (1) the building's aggregate number of toilet fixtures already exceeds the minimum amount required by the Building Code or (2) the building occupancy is reduced while schools are using Online Remote Instruction.

Frequent handwashing is a key component to avoiding the spread of COVID-19. It is important to maintain the number of sinks as well as soap must be available to building occupants.

The existing drinking water fountains in the school building have been removed and 71 of them have been replaced with automatic filtered bottle fillers. The balance of the remaining non-filtered fountains are being replaced over the summer and fall of 2021. All of the District's water fountains will be new, filtered, automatic, hands free bottle fillers.

Opening Protocols

Appendix 3: Nutrition

Appendix 3: Nutrition

Per NYSED guidance schools and school districts should include the Food Services Department in reopening plan discussions so they are able to:

- Provide all enrolled students with access to school meals each school day.
- Address all applicable health and safety guidelines.
- Ensure compliance with NYSED Child Nutrition Program requirements;
- Communicate with families through multiple means, in the languages spoken by families.

School meals will continue to be available to all students.

In-Person Meals and Meal Distribution

In-Person meals will be provided while maintaining appropriate social distancing between students. Students do not need to wear face coverings when seated and eating as long as they are appropriately socially distanced.

The school will ensure social distancing between individuals while eating in the cafeteria. If not feasible, meals may be served in alternate areas (e.g. classrooms) or in staggered meal periods to ensure social distancing and proper cleaning and disinfecting between student meal periods.

- Increase table spacing in cafeteria and provide physical barriers to maintain social distancing if required.

Meals will be provided to students using two (2) feeding models:

- Cafeteria feeding
- Classroom feeding – Dependent on CDC Guidelines or at Principals request
- Grab & Go Meals will be available during Remote Online Instruction.

In-person meals are available for student consumption while in school. Students scheduled to eat in the cafeteria or classroom will receive hot/cold meals at the principal's request.

Each feeding model implemented, will offer three (3) of the five (5) food components to satisfy nutritional guidelines. Whether the students have in-person instruction or remote instruction, Food Services is capable of full service feeding for all enrolled students. All feeding models adhere to NYSED Child Nutrition, federal and local health and food safety guidelines.

Health and Safety Guidelines

- All students arriving in the cafeteria will follow social distancing guidelines.
- Once the parent/guardian submits medical documentation for student food allergies, Food Services will adhere to student feeding restrictions, following existing District protocols, whether inside the cafeteria or other settings in the school.
- All food-sharing tables have been dismantled; food sharing will not be permitted.
- All tables and seats will be cleaned and sanitized prior to the next group of students arriving for meals.
- All leftovers will be discarded.
- Cashless point of sale for meal accountability will resume. Student ID Number or student name are required.
- Disposable utensils will be utilized.
- Food Service staff will wear and regularly change PPE, consisting of disposable gloves and masks, when required by the CDC.
- Staff will be regularly informed about the importance of hand washing. Handwashing signage has been posted in all kitchens and restrooms.

Child Nutrition Program Requirements

- All National School Lunch Program and School Breakfast Program requirements are followed.
- Child Nutrition Program waivers for non-congregate feeding, meal service times, parent/guardian meal pick-up and Offer Versus Serve will be implemented.

Family Communication

Communication of information for Nutrition will follow the process outlined in the Communication/Family and Community Engagement section of this plan, which notes comprehensive information is available at www.YonkersPublicSchools.org.

Food Service Employee Responsibilities

- All food service professionals are required to wear clean, stain and wrinkle-free uniforms and rubber-soled footwear
- Social Distancing
 - All staff are required to wear clean disposable gloves and change them when soiled
 - All staff will wear masks when required by the CDC

Food Service Responsibilities

Food Services will serve meals to students following the schedule implemented by YPS.

In-Person:

- Grab & Go breakfast and Breakfast After the Bell will be offered to each student as they arrive at school, allowing them to eat in their respective classrooms
- Hot lunch will be offered to each student who is scheduled to eat in the school cafeteria. A cold lunch option will also be available.
- Grab & Go lunch will be offered to each student who is not scheduled to eat lunch in the cafeteria; lunch will be available to be eaten in designated locations.

Online Remote Learners (If Required):

- Food Services will provide Grab & Go Meals at designated locations.

Opening Protocols

Appendix 4: Transportation

Appendix 4: Transportation

Per NYSED guidance school bus transportation is an extension of the classroom and services should be provided to all students with consistency and equity. Each district will be required to: perform regular school bus disinfection measures; train school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train staff regarding the wearing of masks. Students will wear face coverings and practice social distance on buses. Districts will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities.

Transportation is provided in accordance with Yonkers Board of Education policy and New York State Education Department regulations and guidelines. The school bus is an extension of the classroom. The Yonkers Public Schools Transportation Department contributes to student achievement by ensuring that our students have a safe and reliable means of getting to and from school as well as school related activities. Bus stops may be up to half-mile from the student's home. Selection of safe bus stops is the District's responsibility, but the safety of children traveling to and from the stops is the responsibility of the parent or guardian, just as if the child were walking to and from school. Scheduled pick-up and drop-off times are estimated and may vary from day to day.

Family Communication

Communication of information for transportation will follow the process outlined in the Communication/Family and Community Engagement section of this plan, which notes comprehensive information is available at www.YonkersPublicSchools.org.

- All transportation inquiries can be emailed to YonkersTransportation@YonkersPublicSchools.org

Busing and Student Transportation COVID-19 risk levels:

No minimal Community Spread

- School busing operations proceed normally with adopted COVID-19 protocols and face coverings
- No changes to schedules or seating patterns on the buses are required

Minimal to Moderate Community Spread

- All students, bus drivers and bus monitors must wear acceptable face coverings at all times on school buses (entering, exiting and seated)
- Windows should be open when possible and conditions allow
- Unloading of buses should be staggered to minimize mixing of students as they enter school to allow three feet of distance between students while entering through designated entry points
- Seats and handrails should be wiped down with approved disinfectant

Substantial Community Spread

- All busing operations are suspended
- Special education busing will be assessed/accommodated as needed

Cleaning and Disinfection

School buses must be cleaned and disinfected regularly; high contact spots will be wiped down after each am and pm run.

- Implement bus sanitizing process, using CDC/DOH recommended products
- Inform families of cleaning/disinfecting products used, to avoid possible allergic reactions
- When temperatures are above 45 degrees, school bus drivers should transport passengers with roof hatches or windows slightly opened to provide air flow and improve ventilation

Social Distancing at Stops, on Bus, at Unloading/Loading

- Social distancing guidelines will be applied to standard passengers' buses, passengers' vans and wheelchair accessible vehicles
- When feasible a bus monitor will be assigned to a general education route to accompany the driver on all transportation routes to ensure safety and social distancing
- Signage will be posted on school buses to reinforce social distancing and hygiene rules
- For student drop off or pick up drivers will remain in their vehicles, to the extent possible
- Provide signage, demonstrating the rules for bus/transportation
- Update District protocol for the use of a harness and/or passive restraint

Face Coverings

- All students, bus drivers and bus monitors must wear acceptable face coverings at all times on school buses (entering, exiting and seated)
- In the event a student is not wearing a face covering at an assigned bus stop, Yonkers Public Schools will provide the contracted bus vendor with a supply of disposal face masks
- Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations (Refer to Appendix I: Health and Safety)

Staff Training

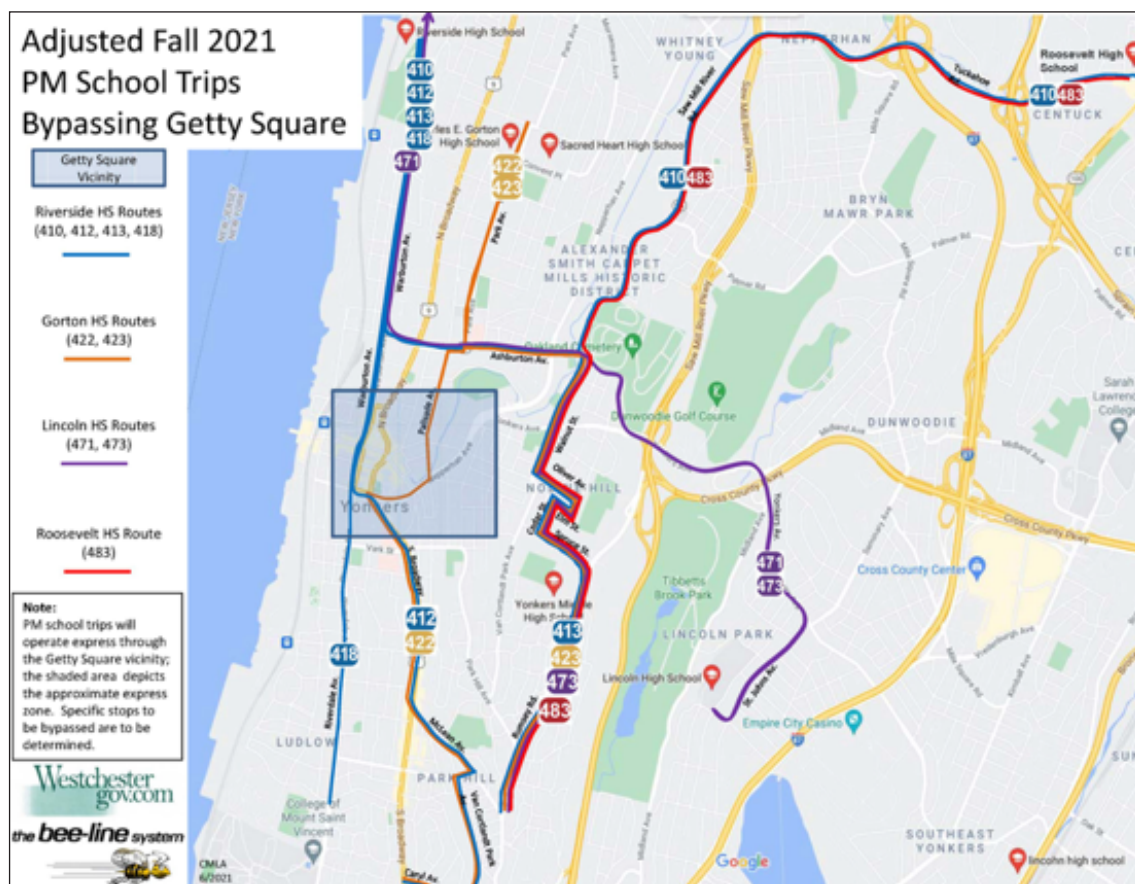
- School bus drivers, monitors, nurses and students must not carry personal bottles of hand sanitizers with them on the school buses
- Provide social distancing training and training about the health and safety guidelines to bus monitors and drivers
- Train 1:1 Aides to work with more impaired students
- Make training videos from bus companies available to parents by posting on the schools' website
- Develop training videos addressing issues generally covered in First Time Riders/Practice Run
- Implement Applied Behavior Analysis (ABA) practices on vans, to help maintain positive behavior

Routing

- In consultation with the special education department obtain scheduling information for Southern Westchester BOCES for the purpose of timely and safe routing
- Obtain scheduling information non-public, parochial, private and charter school officials for the purpose of timely and safe routing
- All routes will be designed with staggered arrival and drop-off times

The following are the service proposals for the high schools provided by Westchester County Bee Line.

- Bus schedules are subject to change; for service alerts visit www.westchestergov.com/beelinebus



Protocols Once Students Disembark for Transportation

- YPS bus routes will be designed to accommodate staggered arrival and departure times to ensure social distancing
- In collaboration with principals disembarking and embarking locations will be identified
- Upon school bus arrival hand sanitizer dispensers are available for the students and assigned bus monitors

School Bus Staff Mandatory Requirements

- YPS school bus contracted vendors must assign a healthy bus driver to YPS bus routes. In the event a driver is sick the bus route must be assigned to a "replacement" driver.
- YPS bus monitors must perform a self-health assessment for symptoms of COVID-19 prior to boarding a school bus. In the event the bus monitor is sick the Transportation Department (914-376-8015) and Health Services (914-376-8226) must be notified immediately.
- Drivers and bus monitors should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
- As mandated by NYSED - YPS bus monitors must complete a physical performance test during the Fall 2021 (season).
- As mandated by NYSED, YPS bus monitors must complete the Fall/Spring refresher course. All drivers and bus monitors will be informed of all safety measures.
- All drivers and bus monitors assigned to YPS bus routes must wash their hands with soap and water before and after the am and pm runs.
- NO EATING or DRINKING rules must be enforced at all times.
- Communicate with contracted school bus vendors to direct the bus drivers to open the school bus windows (if possible) for ventilation purposes.
- Communicate with contracted school bus vendors and bus monitors that no student is left unattended at an assigned stop due to no face covering.

Students on Transportation Mandatory Requirements

- All parents/guardians are required to ensure their child(ren) are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or higher prior to them boarding their school bus/bee line.
- All students must wear acceptable face coverings at all times on school buses (entering, exiting and seated).
- Only students who are unable to wear a face covering due to physical/mental health, the following will take place:
 - Students must social distance (three feet separation) on the bus
 - Students with a disability which would prevent them from wearing a face covering will not be denied transportation

Student on Transportation Considerations

- Siblings and children who reside in the same household may sit together.
- Parents/guardians will accompany the students to the school bus stop and practice social distancing.
- To minimize levels of exposure or contact among students, students will board the school bus by filling the back rows first and progressing forward. Assigned seating for students may assist in ensuring that such practices are followed consistently.
- Parents/guardians can consider walking or dropping off the students to school to reduce density on buses.
- Parents must keep sick children at home. The Isolation Management Protocol defines the process for students whose relatives tested positive for COVID-19. Students whose relatives tested positive for COVID19 must be quarantined for 14 days and not will not be allowed to ride the school bus without medical clearance. Parents can contact the school nurse or Health Services at 914-376-8226 to speak with a Yonkers Public Schools in-house physician and/or nurse.

Consideration for Reopening Plans

- Non-essential travel for sports, other competitions, or field trips – will be determined by the Superintendent of Schools.
- YPS will communicate with contracted vendors with regards to safety precautions for the school bus drivers; consideration of health screening for drivers and installing a physical barrier that separates the bus driver from students, assuming that such equipment is deemed acceptable by federal regulators and the New York State Motor Vehicle Commission.

Following social distancing practices will require substantially decreasing school bus capacity which will increase the number of bus routes required. In order to reduce school bus density and minimize exposure we encourage parents to bring their children to school.

Pupil Transportation Routing Mandatory Requirements

- YPS Transportation Department will adhere to providing transportation services to public, non-public, parochial, private, charter schools and for students with disabilities.
- Non-public schools' applications deadline was extended to June 24, 2021 and applications are under review.
- Alternate arrangement stop request application deadline was extended to June 24, 2021 and applications are under review.
- Parents who missed the deadline to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Pupil Transportation Routing Considerations

- To effectively route all the students, YPS will consider the add and delete clauses to configure routing needs and partner with neighboring districts.
- Adhere to all NYSED transportation contracts and addendums due to an increase in cost in pupil transportation contracts.
- YPS may consider mass transit for secondary students and offer reduced price Metro Cards based on YPS eligibility guidelines. The students will be advised to wear face coverings and practice social distancing.
- Single ride Metro Cards for McKinney-Vento students are available upon request.

Student Metro Card High School Students

- High school students Metro Card application and instructions are available on the YPS website.
- Parents will receive application determination via email and the Metro Card receipts will be forwarded to the building administrator at the assigned high school.
- School administrators will continue to sell Metro Cards to students who are distance eligible and don't qualify for a reduced card.
- Face coverings are required throughout the ride on the Bee-Line to mitigate the spread of COVID-19, students are also required to maintain distance between passengers.
- All student Metro Cards and transportation inquiries can be emailed to YonkersTransportation@YonkersPublicSchools.org
- The Bee-Line implemented a bus interior disinfection operation plan for mass transit buses. The plan consists of information regarding the COVID-19 disinfection procedures, disinfecting schedule, and mandates for face coverings on the Bee-Line buses.

Opening Protocols

Appendix 5: Social-Emotional Well-Being

Appendix 5: Social-Emotional Well-Being

Per NYSED guidance, Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), defines Social Emotional Learning (SEL) as “how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions.” Social Emotional Health is the leading factor to support successful transitions in school. It is well documented that traumatic experiences can initiate strong emotions and physical reactions that can persist long after the event (National Child Trauma Stress Network). Promoting Social Emotional Health is recognized as an integral component of building healthy students in our schools. Our communities have experienced concurrent societal events including a pandemic, economic crisis and social unrest. The challenges associated with these events have been many. However, the challenges have created opportunities to re-envision our approach to the provision of Social Emotional supports in schools. Our school communities must recognize the need to be trauma-sensitive and socially conscious while supporting students' social, emotional, mental health, and academic needs.

Pupil Support Services (Psychologists, Social Workers)

Pupil support professionals are responsible for ensuring students are maintaining healthy socio-emotional routines. Additional pupil support services staff will be added, and strategically utilized to further support the socio-emotional needs of the Yonkers Public Schools community. Pupil support staff will serve as an integral part of the implementation of the Restructuring Plan. Pupil Support Services (PSS) will provide interventions and support within the Multi-Tiered System of Support (MTSS) framework.

MTSS is a comprehensive framework used to provide targeted support for all learners. It is rooted in providing supports on a phased basis, through academic, behavioral, and socio-emotional services. This evidence-based approach includes proactive activities for all students (Tier One-Universal Interventions), targeted activities for students identified at-risk (Tier Two-Secondary Interventions) and intensive activities for students identified at high risk (Tier Three-Tertiary Interventions). The socio-emotional supports provided in school communities are structured within the MTSS model and detailed in the Student Supports section below.

Student Supports

Tier One – Universal Interventions: Considerations for All Students

- Support students who are struggling emotionally, by providing targeted assistance.
- Convene meetings for students as a forum to discuss socio-emotional topics and school environmental changes.
- Ensure schedules accommodate these initiatives.
- Incorporate trauma-sensitive strategies into daily instructional and social interactions (e.g., conflict-resolution, perspective talking, skills to build empathy).
 - Provide for a to talk about grief and loss.
 - Provide for a to talk about gains and accomplishments.
 - Provide information to students on internet safety.
- Identify who students can contact if they need to talk to someone about their feelings.
- Maintain contact with families to determine the socio-emotional climate.

Tier Two – Secondary Interventions: Targeted activities for students identified at-risk

- Conduct mental health screenings and assess for mental health readiness, level of trauma and grief/loss using surveys, interviews and observations (with parent consent).
- Support students who are struggling emotionally.
- Develop a plan of support upon re-entry.
- Involve students in the mentor assignment process, incorporating student preferences. Refer students requiring more therapeutic supports with mental health community partners, as appropriate.

Conduct Risk-Assessments for identified students

Tier Three – Tertiary interventions: Intensive activities for students identified at high risk

- Provide students receiving counseling with additional outlets to discuss their feelings.
- Determine the need for a Functional Behavior Assessment (FBA) within current Pupil Support Team (PST), using established structures.
- Target and identify strategies focused on building socio-emotional health.
- For students with Behavior Intervention Plans (BIPs), conduct regular progress monitoring to ensure the effectiveness of plans and modify as appropriate.
- Incorporate trauma-sensitive practices into Behavior Intervention Plans.
- Refer students requiring more therapeutic supports with mental health community partners, as appropriate.

Counseling Support

In YPS, counselors provide an annual Individual Progress Review Plan, which reflects each student's educational progress and career plans in three proposed learning scenarios. All counseling services will be provided following NYSED and DOH social distancing guidelines and in accordance with the School Counseling/Guidance Programs Commissioner's Regulations. Certified counselors provide activities and the opportunity to reflect on individual students' educational progress, including achievement, behavior, socio-emotional development, and college/career readiness. The counseling services that may be provided in all three settings are as follows:

- Identifying counseling needs, benchmarks and skills that are a priority as well as those that must be performed in person and those that can be completed remotely
- Providing all necessary services to ensure consistency with the student's Individualized Education Program (IEP) and address English as a New Language (ENL) students' needs
- Provide Social Emotional (SEL) and social skills seminars (virtual)
- Leveraging Microsoft Teams or Cisco Web X platforms to provide livestreaming, in person demonstrations or instructional videos highlighting skills and content for independent practice during remote counseling
- Modifying presentations in groups (e.g., assemblies, classrooms) adhering to social distancing procedures
- Collaborating with community partners to provide safe and healthy opportunities where students can participate in person, or remotely, in counseling activities
- Providing career exploration and college advisement opportunities through the three reopening scenarios
- Leveraging Microsoft Teams or Cisco Web X to plan career fairs, mock interviews, promote social skills, reinforce health and safety, and create videos fostering college and career readiness
- Leveraging Microsoft Teams or Cisco Web X to provide virtual college visits and discussions

District Protocols

- Include socio-emotional focused discussions in schools MTSS framework
- Develop systems in each building for staff needing emotional support
- Promote access to mental health and trauma supports and resources for adults in the school community
- Review school procedures for risk assessment
- Provide staff with strategies for self-care and resiliency
- Expand school community knowledge of Adverse Childhood Experiences (ACE)
- Provide Professional Development opportunities for staff (e.g., Recognizing Anxiety, Stress, and Depression, Mindfulness, Trauma-Informed Care, Adverse Childhood Experiences)
- Discuss socio-emotional learning strategies within current Professional Learning Community (PLC) structures
- Support PLC for PSS personnel to share resources and strategies
- Utilize District and School Shared Decision-Making Committees (SDMC) to review and revise Comprehensive Counseling Plans

Family Support Protocols

- Address parents' concerns and questions about students returning to in-person instruction
- Ensure families are aware of the health precautions taken by the District and expectations of students to alleviate concerns about returning to school
- Maintain and distribute lists of community-based mental health supports for families
- Offer emotional support to families (e.g., How are you feeling? Why are you feeling that way? How can we work together to feel better?) through community partners and support groups
- Provide webinars for parents (e.g., Mindfulness, Dealing with Mental Health, and Supporting Your Child's Social Emotional Health)

Socially Consciousness and Culturally Responsive Education

In addition to the potential triggers of social isolation and concerns for health and safety related to the pandemic, we must respond as a school community to racism and bias.

- Address COVID-19 stigmas and prepare socially responsive support systems
- Enhance anti-bullying campaigns and provide student leadership opportunities to promote anti-bullying
- Integrate culturally responsive lessons into existing curriculum
- Facilitate knowledge about Mental Health to decrease associated stigma
- Create mental health awareness campaigns
- Promote fora for student voice and expression
- Provide training on Culturally Responsive and Sustaining Education

Students with Disabilities (SWD)

- Expand social stories to include making friends, greeting others and following routines
- Ensure socio-emotional supports reflect the students learning style (e.g., pictures, one-word, cartoons, digital photos)
- Identify SWD with existing socio-emotional supports in their IEPs; provide counseling supports
- Be mindful of students who may need a familiar face when they re-enter school, to provide a sense of safety and normalcy
- Support students with sensory and self-regulation issues

School Protocols

- Plan return to school events and provide opportunities for social connections
- Allow students start to their day with an Emotional Check-in (e.g., Restorative Circles, Mood Meters, "How Do You Feel" prompts)
- Identify students who will return to in-person learning for the first time since the pandemic began. This may include students of all grade levels, with special emphasis on Pre-K and K
- Provide these students with information on school protocols and expectations
- Empower Student Council structures within schools to provide feedback on socio-emotional supports in their buildings
- Provide students with space and time to self-regulate emotions - "Daily moments of reflection"
- Establish morning or closing meetings, or other rituals within each school day so that students know what's coming next
- Provide opportunities for student agency: student voices in decision-making
- Develop plans and alternate plans to celebrate in unique ways (e.g., meet the teacher, transition from kindergarten and middle school, promotion to high school, assemblies, student/staff recognition)
- Conduct and analyze student surveys to improve school climate
- Ensure school handbook reflects socio-emotional learning supports and protocols
- Analyze student and staff surveys to assess school culture
- Utilize community partners to provide focused supports on emotional well-being and mental health

Provide Professional Development to acknowledge accomplishments of students and staff during the pandemic.

Opening Protocols

Appendix 6: Teaching and Learning

Appendix 6: Teaching and Learning

Pursuant to the June 7, 2021 NYSDOH Interim Guidance for In Person Instruction in PreK to Grade 12 Schools During the COVID-19 Public Health Emergency and the July 9, 2021 CDC Updated Guidance for COVID-19 in PreK to Grade 12 Schools, YPS intends to return to full in person instruction for the 2021-2022 school year. Per NYSED guidance mandatory teaching and learning requirements include: clear opportunities for equitable instruction for all students; continuity of learning when using any instructional model; standards-based instruction; substantive daily interaction between teachers and students; and clear communication plans between parents and schools.

In the event of a COVID-19 outbreak, surge or government guidelines requiring restricted in-person instruction, the district reserves the option to reinstitute any of the 3 learning scenarios found in the 2020-2021 School Reopening Plan. If staff and/or students are restricted from being in-person, instruction is not defined concretely as time in front of a teacher in a classroom within a school setting. It may include remote learning experiences designed by teachers that may include completion of assignments outside of a school setting.

Equitable Education

As per NYSED, regulations Part 100.3, 100.4 and 100.5, all students will be provided instruction designed to enable them to achieve the New York State Learning Standards. The District will leverage the use of technology including a single platform, Microsoft Teams/Seesaw to meet the academic, and social emotional needs of our students. Instructional practices that are necessary for our staff to implement effective pedagogical practices will reflect lessons learned from implementing 3 learning scenarios reflected in the 2020-2021 reopening plan (i.e., In-Person or Full Remote).

As a result of lessons learned from March 2020-June 2021 Yonkers Public Schools will focus on specific professional development (PD) strands across all content areas and for all certified leaders and teachers. The PD strands are: 1) Data-Informed Practice, 2) Rigorous Instruction, and 3) Culturally Responsive-Sustaining Education (CR-S).

Data-Informed Practice includes scheduled Plan/Do/Study/Act (PDSA) cycles that strategically take place at the beginning of the 2021-2022 school year, at the mid-point of the school year, and in late spring of the 2021-2022 school year. We are committed to maintaining rigorous instruction by engaging content-area teachers and administrators in identifying a problem of practice and ways to address it in a Professional Learning Community (PLC) setting. Culturally Responsive-Sustaining Education (CRSE) focuses on creating welcoming and affirming environments. The bulleted list below outlines how these PD strands impact learning loss (LL), active engagement using instructional technology (IT), meeting the needs of Students with Disabilities (SWD), and meeting the needs of English Language Learners (ELLs). Details of specific content Restructuring will be addressed in each section. Highlights are as follows:

- Throughout the 2020-2021 school year, YPS implemented the Benchmark reading program in all K-6 classrooms. We will continue to use this instructional tool during the 2021 Elementary Summer School Academy in all 10 locations. This will provide consistency in the teaching and learning of literacy. These resources will provide opportunities for differentiated instruction to address and support our students' literacy needs. Benchmark Advance/Adelante is a comprehensive series that includes content, skills, assessments, and strategies. In addition, the reading series has integrated units of study on social justice, which will be a focus this summer.
- The Ready mathematics program will be introduced into select schools to provide a higher level of intervention support for elementary students.
- The K-12 Power Standards for Academic Success in English Language Arts, Math, Science, and Social Studies were identified for the 2020-2021 School Year to provide direction for school leaders and educators on the most critical skills that students needed to learn by the end of each grade. The Restructured Power Standards for Academic Success accounted for post-pandemic learning loss, will continue to serve as the road map for bridging the learning and providing direction for educators on instructional practices and strategies.
- Expanding existing PLC structures will provide post-pandemic support systems for increasing specialized support by cultivating a culture of collaboration in which all stakeholders will engage in Plan/Do/Study/Act (PDSA) Continuous Learning Cycles to analyze formative/summative assessment data, instructional technology tools, share best practices and develop instructional action plans that will address strengths and areas in need of support.
- Integrating interventions identified in PLC settings for SWD and ELL students into all content areas that support the District's Multi-tiered System of Supports (MTSS) and Social Emotional Learning (SEL).
- Identifying opportunities for art, music, health, and physical education teachers to enhance the total school program to include a post-pandemic focus on social emotional health and well-being, peer interactions and academic outcomes for all student groups for instructional and organizational purposes.

- Inquiry-based teaching and learning strategies surrounding a variety of themes including Science, Technology, Engineering, Arts, and Mathematics (STEAM), SEL, and humanities with CRSE woven throughout is the focus of our elementary, middle and high school summer programs that includes extensive teacher professional learning. These pedagogical and SEL constructs will continue to be the focus for the 2021-2022 content teaching and learning, Pre-K -12.
- Providing additional human and material resources to enhance the total school program – counselors, psychologists, social workers, art and music teachers; additional computers and programs if needed.

Details of specific content area restructuring plans will be addressed separately and are included later in this section. The YPS Division of Teaching and Learning In-Person Instructional Goals are as follows:

- By June 2022, all core area teachers will administer district wide progress monitoring assessments to inform PDSA cycles or Diagnosis, Intervention, Implementation and Evaluation. In elementary grades, these assessments will be administered a minimum of three times per year. In secondary grades, these assessments will be administered four times per year.
- Data sources to be used at the school level to inform PD
 - K-6: Benchmark, DataMate, iReady, Mystery Science, PNW BOCES Social Studies
 - 7-12/Regents Courses: DataMate, Castle Learning, Delta math, Quarterlies
- By June 2022, all teachers will develop and implement a minimum of four lessons using NearPod to promote regular and ongoing opportunities to engage students in their learning and promote peer to peer interactions (e.g., Post the Benchmark Essential Question on a NearPod collaborative board).
- Integrate NearPod into leadership PD/PLCs (e.g., collaborative board)
- Intentionally use components that support the CR-S Framework: create student centered learning environment, affirm cultural identities, foster positive academic outcomes, and develop critical analysis and communication
- By June 2022, 25% of all teachers and 100% of all principals will participate in a learning walk/Instructional Rounds/inter-visitation within the District PLC. The learning walk will result in identifying a change idea to addresses an instructional problem of practice that will realize shifts in pedagogical practices and foci/goals affecting student outcomes.
- Review Instructional Rounds protocols with district and school leaders
- Focus on Instructional Practices that promote mutual trust, respect, and diversity
- By 2022, each school will engage the entire faculty in refining content curriculum that reflects equity, inclusivity, access, trust, respect, care honoring cultures and languages which have been historically devalued, suppressed and marginalized.
 - Faculty will create curriculum that affirms equity and includes marginalized perspectives
 - Faculty will use or develop curriculum that empowers students as agents of social change, judicial activism and civic readiness via inquiry model of instruction.
- Build Capacity to support the full implementation of the Next Generation Learning Standards for the 2022-2023 School Year.
 - During the second phase of the transition, the staff will engage in reviewing the current curriculum and identifying the instructional implications of the NGLS by engaging in the crosswalk of the old learning standards and the NGLS.
 - The staff will engage in developing curriculum pacing maps to outline the process, continuity of Learning

Yonkers Public Schools has learned over the past 18 months that Hybrid and Online Remote Instruction cannot replace in person interactions between students and teachers. **All schools will return to full in-person instruction in 2021-2022.**

At the center of these models are the relationships that students have with their peers, teachers and community. The District is committed to developing instructional experiences in all models that are inclusive, culturally responsive and consider the academic and social-emotional needs of all students with a priority on high-needs vulnerable students. In these models, Microsoft Teams and Seesaw, are the levers for synchronous teaching. In addition, Clever houses a variety of applications and content specific programs to support teaching and learning in grades prekindergarten through 12.

2021-2022 Continue to use best practices from 2020-2021 Instructional Models		New for 2021-2022
<u>In-person Instruction</u>	<u>Online Remote Instruction</u> Entire class(es) or the school(s) or the District are quarantined	<u>Digital Remote Learning</u> Single or multiple students quarantined OR student(s) with District approved medical condition(s)
<ul style="list-style-type: none"> ✓ 100% in-person operations ✓ Schedules follow regular/customary patterns ✓ Online remote learning is integrated into the instructional program as necessary ✓ Social emotional learning and supports are integrated into the instructional program 	<ul style="list-style-type: none"> ✓ Students receive instruction remotely 5x per week (excluding holidays) ✓ Related services are provided remotely ✓ Social emotional learning and supports are integrated into the instructional program and are delivered remotely 	<ul style="list-style-type: none"> ✓ Students are required to complete online coursework and assessments ✓ Seesaw for prekindergarten and kindergarten students ✓ IXL and Nearpod for grades 1 to 12 students ✓ Virtual support by District teachers between 4:00 and 6:00 p.m. Monday through Thursday

Online Remote Instruction

- In the event of a COVID-19 outbreak/surge wherein NYSED, NYS or CDC mandates quarantining for entire class(es), school(s) or the District, the Online Remote Instruction model will be initiated.

Digital Remote Learning

- If a single or multiple students require quarantining OR student(s) have received District approval for medical condition(s) that places the child at a health risk for attending in-person instruction, the **Digital Remote Learning** model with asynchronous (without a teacher) online instructional assignments and assessments will be used. Students in grades Prekindergarten and Kindergarten will use Seesaw. Students in grades 1 through 12 will use IXL, www.IXL.com. These programs will allow students to continue with a standards-aligned instructional program working online independently or with assistance from an adult. The programs are easily accessible from the District's Clever dashboard, www.clever.com/in/yonkers. Both programs provide instruction in English Language Arts, Math, Social Studies and Science.
 - **Seesaw** provides bundled curricula programs and individualized lessons.
 - **IXL** provides lessons and skills for English Language Arts and Math instruction for grades 1 through 12 and Social Studies and Science for grades 2 through 8.
 - **Nearpod** will be used for Social Studies and Science instruction in Grade 1 and high school grades 9 through 12.
 - **Additional teacher support** is provided virtually online to students by Digital Remote Learning teachers Monday through Thursday between 4:00 and 6:00 p.m.
- **Application Process for Digital Remote Instruction for Students**
 - COVID-19 positive test results or documented COVID-19 exposure Parents/Guardians must immediately notify their child's school administration after receiving a positive COVID-19 test result or documented exposure to person(s) who are COVID-19 positive.
 - Medical condition(s) that place the child at a health risk attending in-person instruction Parents/Guardians must notify their child's school administration if their child has a medical condition that places him/her at a health risk by attending in-person instruction. This notification MUST include documentation from medical professionals.
 - The school administration will provide the documentation to the District's Chief School Physician Dr. Ammir Rabadi and the Health Services Department for review and determination whether the child qualifies for Digital Remote Instruction. If additional medical documentation is required, the Health Services will contact the parent/guardian and/or the child's medical practitioner.
 - The school administration will notify the parent/guardian whether the child qualifies for Digital Remote Instruction.

- **If Digital Remote Instruction is approved**, an individual assigned by the school principal will assign the student to the appropriate learning platform.
 - Students will log onto the program from home using a computer and complete work in the content areas for the student's grade level.
 - Students who need a computer will be provided with one from the District, the parent/guardian needs to notify the school administration.
 - Student(s) work is completed independent of the regular school program.
 - All assignments and assessments are the responsibility of the student or the student's parent/guardian to be submitted in Seesaw or IXL or as directed by the school administration.
 - Virtual online support by District teachers will be available between 4:00 and 6:30 p.m. Monday through Thursday. Yonkers Public Schools teachers will be available to answer questions and provide guidance to the program.

Instructional Programs: Standards-Based Instruction

Professional Development (PD) for our pedagogical staff has been ongoing since the onset of school closures in March 2020 and will continue throughout the 2021-2022 school year focused on improving Microsoft Teams proficiency as well as incorporating all our programs found on Clever that support specific content areas across all grade levels. During the 2021-2022 school year, PD will be delivered in a Professional Learning Community (PLC) format. PLCs are a recognized research-based format by NYSED for engaging in professional development that also allows groups of practitioners to identify areas for adult learning that are specific to school settings. PLC's will have the option of full in person meetings, leveraging Microsoft Teams or Zoom platforms. Content for professional development will focus on creating engaging instructional environments using Microsoft Teams, accessing standards aligned resources found on Clever, continuing Benchmark reading program implementation, use of multiple assessments, incorporating Achieve 3000 support our Multi-tiered System of Supports (MTSS) program, to name a few. This data will be used to inform instruction and gauge student learning. For the data to lead to meaningful change in student outcomes teachers and administrators will engage collaboration time (PLCs) to analyze the data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This data will inform instruction for all students, including those with unique learning needs such as students who are receiving Special Education Services, Multilingual Learners, students placed in foster care, and students experiencing displacement. In addition, YPS developed the Power Standards from the state learning standards for grades K-8 across the four major content areas (Language Arts, Mathematics, Science, and Social Studies). The YPS Power Standards are a blueprint to support teachers in the reintegration of students by focusing on conceptual understandings and skills necessary for each grade level. These standards are also aligned to the Benchmark Advance/Adelante reading program, and the inquiry-based science and social studies programs. Power Standards provide guidance for teachers to develop interdisciplinary project-based learning opportunities that can be easily applied to remote asynchronous instructional settings in the event we will be required by NYS health department and CDC guidance to transition to this model. Students at all levels will be assessed upon return to determine proficiency using a number of locally determined formative or diagnostic assessments.

If permitted to do so by NYSED during the 2021-2022 school year, the district may exercise options to provide flexibility in the delivery of physical education and/or allowing for a blend of hands-on and virtual science laboratory experiences. When appropriate, the district may utilize remote or virtual work-based learning experiences for CTE and CDOS programs.

The Arts

Music and art education will continue to provide a program following New York State and National Standards. Schools will provide in-person instruction in music and art classes. Whenever possible, students enrolled in an art class will continue to maintain access to their own art items and materials (e.g., markers, pencils, scissors, erasers, etc.). If supply items are non-replaceable (e.g., clay) students will be given their own portion of materials with which they may work. Once those items are touched by a student, they will not be reincorporated into a general mass.

Students will continue to have access to online and digital learning content that can supplement and/or enhance their engagement with art that is located on the Department of the Arts Homepage.

Whenever possible, students enrolled in a music class requiring singing and movement activities will return to regular instruction. Students will still be distanced to every extent possible. Concerts and assemblies will be reinstated following guidelines for large gatherings provided by NYSED and DOH. Music teachers are still encouraged to creatively engage with ways to present performances. Students will not share band instruments, reeds or mouthpieces under any circumstances.

In the event that students return to Online Remote Instruction due to COVID-19 or other circumstances, students will have access to teaching modules that are provided by the teacher. Students will also have access to online and digital learning content that can supplement and/or enhance their engagement with music that is located on the Department of the Arts Homepage.

Literacy/Language Arts/Reading

In developing literacy in reading, writing, listening and speaking, Yonkers School District promotes initiatives that support students, staff and parent across all content areas in each of our schools. The Language Arts curriculum is designed to empower students to become independent readers and critical thinkers in preparation for post-secondary studies and the workforce. It is aligned with the Next Generation Learning Standards so that our students are well prepared for the expectations of the NYS Assessments and graduation requirements. The goal is that our students develop their literacy skills for information and understanding, response and expression, critical analysis and evaluation, and social interaction.

In order to achieve our goals and support a fluid and systemic approach to teaching literacy, the district adopted Benchmark Advance/Benchmark Adelante, a Core Literacy Series this past year which takes an interdisciplinary approach that addresses the needs of all students preparing them for success in a globally, competitive economy. It provides a differentiated approach to literacy learning that ensures growth for all learners, at-risk and advanced. Benchmark Advance/Adelante provides access to the rigorous learning standards and is equipped with a multitude of culturally responsive resources that support differentiated instruction addressing the specific reading levels of our students and their learning styles. In addition, all elementary language arts and reading teachers will engage in comprehensive professional learning opportunities to support them with the instructional tools while simultaneously building their capacity with the Next Generation Learning Standards. This will ensure that we are fully prepared for the full implementation of the NGLS starting in September 2022 in alignment with the roadmap provided by the NYS Education Department. We have implemented a standards-based PreK-12 curriculum that is student centered with a strong focus on achievement.

High School ELA instruction will follow a teacher-student centered approach in accordance with the school building's schedule. The program for grades 9-12 will utilize the EngageNY modules and grade specific novels for the instruction of critical and analytical reading and writing.

Library Media

Library Services' educational focus will be to teach the learning community library procedures, accessing eBooks and other electronic resources while teaching the information fluency continuum. School Library Media Specialists (LMS) will encourage students/staff to use and read electronic books and materials. LMS will teach the school community to use the Follett Destiny reserve systems and how to safely pick-up and return materials. LMS will create and distribute a list of the school library's eBooks and instructions on how to access materials to the school community through email and print. LMS and school administrators will assist students in obtaining their Yonkers Public Library Card, which will give them access to library materials throughout Westchester County, as well as inform them about NYPL's and Queens' digital library cards.

In the event of Remote instruction, the focus will be on safety and health protocols and procedures. Signage instructing students and other patrons of the new policy will be posted on shelves. Browsing of the bookshelves will not be permitted. Students will use the Follett Destiny electronic card catalog to select and reserve books online. LMS will create a reserve shelf/cart and label it. They will check Follett Destiny Circulation Software online every day for material reserve requests, locate and the books/materials on reserve and place them on a reserve shelf/cart ready for checkout when the student/patron arrives to pick up materials. LMS will continue to teach classes and be available for individual help through booking office hours.

Mathematics

Mathematics instruction and professional development will align with the philosophy that Growth mindset provides Access to all students, promotes Math talk and ultimately creates Experiential learning opportunities for students (G.A.M.E.). Throughout the year we will utilize data from assessments such as NWEA, Eureka Math, and mid-module and end-of-module assessments to support the MTSS process. Teachers will be trained to analyze the data from the assessments to provide whole group, small group, and individual lessons.

Pre-K will be utilizing the Big Day curricular materials program which incorporates literacy and numeracy through interdisciplinary themed units. Grades K-5 will be utilizing one of two math programs that promote mathematical discourse and perseverance in problem solving. These programs are Eureka Math and i-Ready Classroom Mathematics. Grades 6-12 will continue to utilize eMath Instruction as materials are aligned to the Next Generation Learning Standards for grades 6-8 and the Algebra 1, Geometry and Algebra 2 courses offered in our secondary schools.

Digital supplements for mathematics include either Sumdog or i-Ready in PK-5/6 and PK-8 schools to diagnose student skill deficits and address unfinished learning as a result of the COVID-19 pandemic. For schools that house grades 6/7-12, teachers and students will have access to DeltaMath, which embeds standards-aligned practice, instant feedback, help videos and explanations to support student fluency development. Additionally, all schools with grades K-5 will have access to First in Math through the "Expanding Mathematics Access Program," initiated by NYSED.

Beyond the traditional progression of math courses, our secondary schools offer several advanced math opportunities including but not limited to Advanced Placement, College Link and International Baccalaureate courses. AP classes include Calculus and Statistics. CL courses include College Algebra, Precalculus and Statistics. IB math courses include Standard Level Mathematics Applications and Interpretation and Higher Level Mathematics Analysis and Approaches.

Science

In grades K-5, science instruction will follow a teacher-student centered approach in accordance with the school building's schedule. Mystery Science will be utilized for instruction.

In grades 6-12, science instruction will follow a teacher-student centered approach in accordance with the school building's schedule. The science curriculum for these grades utilizes textbooks and NYSED science resources.

PK-12 science instruction should include hands-on investigations and experiments at all grade levels. These investigations may include digital labs provided through the following district-adopted resources: PK-12, and Nearpod. Supplemental science content and activities from Discovery Education and the BrainPOP Suite (Sr, Jr, ELL) may be used to support the primary programs.

Social Studies

In grades K-6, social studies instruction will follow an inquiry-based approach in which NYSED Social Studies will be an integral part of student learning. The district-adopted curriculum is the PNW BOCES Integrated Social Studies/ELA digital program providing NYSED standards-aligned content and assessments.

In grades 7-8, social studies instruction will also utilize inquiry-based instructional techniques that are supported by both the PNW BOCES Integrated Social Studies/ELA curriculum program and National Geographic's American Stories text (digital and hardcopy) and resources.

In high school courses, social studies instruction will follow a teacher-student centered approach in accordance with the school building's schedule. In the two-course sequence for Global History (Global I and II), teachers will use an inquiry-based approach utilizing the HMH text World History as the primary resource. US History and Government will utilize National Geographic's America Through the Lens as the primary resource for the class. Both the Global and US History textbooks are aligned to the NYSED Social Studies standards and the competencies of the NYSED Regents.

Digital programs that support the primary resources for social studies instruction include Nearpod (in particular the Historical Literacy programs), the BrainPOP suite (Sr, Jr, ELL) and Discovery Education.

Physical Education

The K-3 Movement Education approach as written into the district curriculum is designed for individual problem solving which is easily incorporated into the recommended social distancing guidelines required by the DOH. Many activities can be presented without the need of equipment. If equipment is required, teachers will make sure it is not shared. A Physical Education Log will be created and disseminated to all students and available online to codify activities that occur while students are in remote learning.

The transition from Movement Education to grades 4-5 Skill Themes will follow similarly to that of the movement education class in that much of the curriculum is on individual skills through problem solving activities. In grade 4, each health fitness component will be taught using the recommended social distancing guidelines without equipment. In grade 5, every child will be on a personal fitness program that each child will design in the first few weeks of school. Students will prepare their own personal fitness program with the assistance of a teacher to be carried for the rest of the year and in all scenarios. All of this can be done with little to no equipment and working individually. A Physical Education Log will be created and disseminated to all students and will be available online to codify activities that occur while students are in remote learning.

In grades 5-12 Personal Fitness Testing will take place at the beginning of the year in accordance with the schedule for instruction in a school facility. A personal fitness program will be prepared based on results, fun and interest. The curriculum is able to be taught following the recommended social distancing guidelines since it is individually completed. Sport Education will be implemented with limited equipment, and will focus on anaerobic individual sports (e.g., Yoga, Pilates). Dance may include dance fundamentals, line dancing, disco, break, jazz, and ballet, all of which can be offered and taught following social distancing guidelines.



District Programs and Instructional Supplements for Core Subject Areas

	English Language Arts	Math	Social Studies	Science	Supplemental Resources/ Platforms
Pre-K					→ Microsoft Teams → SeeSaw (PK-K) → Smarty Ants (PK-2)
Grades K-5				 	→ Nearpod Suite → Achieve 3000 (Grades 3-10) → Castle Learning (Assessment) → BrainPOP Suite/ BrainPOP Jr. → CK-12 (K-12) → PhET (K-12) → DeltaMath (Grades 6-12) → SumDog (Grades K-6 in select schools) → i-Ready (Grades K-5 in select schools) → First in Math (K-5)
Grade 6 (PK-6 Schools)				 Regents Course Materials + inclusion of digital labs, now approved by NYSED for science lab minutes. Digital labs available through:	
Grades 7-8 +Grade 6 (PK-8 Schools)	(Grade 6) (Grade 7-8)	 Exception: i-Ready Classroom Mathematics for Cross Hill Academy	 American Stories 	Regents Course Materials + inclusion of digital labs, now approved by NYSED for science lab minutes. Digital labs available through:	
Grades 9-12	 + site specific course materials developed for College Link, IB AP and grant-driven courses +Development of Black and Latin American Humanities course in progress for Grade 12	 + site specific course materials developed for College Link, IB AP and grant-driven courses	 World History (Grades 9-10) America Through the Lens (U.S. History) (Gr.12) Part. in Government and Economics + Seal of Civic Readiness pilot in select schools	Regents Course Materials + inclusion of digital labs, now approved by NYSED for science lab minutes. Digital labs available through: +Science Research programs + site specific materials developed for College Link, IB, AP and grant-driven courses	Many of the above supplements are available through Clever and you can access by clicking the logo below:

Sample Student and Teacher Schedules for Full In-Person Instruction

Prekindergarten – Grade 6 Teacher and Student Sample Weekly Schedule				
Time	Monday-Friday			
8:35-9:05 AM	Prep/Special	Special	Special	Special
9:05-9:35 AM	Literacy	Literacy	Literacy	Literacy
9:35-10:05 AM	Literacy	Literacy	Literacy	Literacy
10:05-10:35 AM	Literacy/Writing Small Group Instruction			
10:35-11:05 AM	Science/SS	Science/SS	Science/SS	Science/SS
11:05-11:35 AM	Science	Social Studies	Science	Social Studies
11:35 AM-12:35 PM	Lunch			
12:35-1:05 PM	Math	Math	Math	Math
1:05-1:35 PM	Math	Math	Math	Math
1:35-2:05 PM	Math Small Group Instruction	Math Small Group Instruction	Math Small Group Instruction	Math Small Group Instruction
2:05-2:35	Grade Level Planning			
2:35-3:05 PM	AIS/ENL/Resource/Related Services			
3:05-3:15 PM	Community Meeting/SEL Check-in			

Secondary Grades 7 -12 Sample Student Daily Schedule*	
7:45-8:21 AM	English language arts
8:21-8:32 AM	✓ Community Meeting
8:36-9:12 AM	Elective 1
9:12-9:23 AM	
9:27-10:03 AM	Science
10:03-10:14 AM	✓ Community Meeting
10:18-10:54 AM	Social Studies
10:54-11:05 AM	✓ Community Meeting
11:09-11:56 AM	Lunch
12:00-12:36 PM	Elective 2
12:36-12:47 PM	
12:51-1:27 PM	✓ Physical Education / Health
1:27-1:38 PM	
1:42-2:18 PM	Mathematics
2:18-2:29 PM	✓ Community Meeting
* Students enrolled at Saunders Trades & Technical High School have a 9 period day.	

Secondary Grades 7 -12 Sample Teacher Daily Schedule for Secondary Content Areas	
7:45-8:21 AM	Global 1
8:21-8:32 AM	✓ Community Meeting
8:36-9:12 AM	Global 1
9:12-9:23 AM	✓ Community Meeting
9:27-10:03 AM	Preparation Period
10:03-10:14 AM	
10:18-10:54 AM	Global 2
10:54-11:05 AM	✓ Community Meeting
11:09-11:56 AM	Lunch
12:00-12:36 PM	Administrative Duty
12:36-12:47 PM	✓ Student and family outreach ✓ Social Emotional Learning - check in
12:51-1:27 PM	Global 1
1:27-1:38 PM	✓ Community Meeting
1:42-2:18 PM	Global 2
2:18-2:29 PM	✓ Community Meeting

All related services for which students are categorically qualified to receive will be provided according to the schedule developed by the school.

The Yonkers City School District will expand **Section 5:** Social-Emotional Well-Being, **Section 7:** Technology and Connectivity, **Section 8:** Special Education and, **Section 9:** Bilingual Education and World Languages of the 2020-2021 School Reopening Plan to include enhancements made possible by the American Rescue Plan Act – Elementary and Secondary School Emergency Relief (ARP-ESSER) funds. Detailed information for these programs can be found in the corresponding section.

Communication

Communication regarding YPS Plan will be ongoing through a variety of public platforms leveraging District/School websites, Blackboard Connect, District Television Channel, Social Media including Instagram, Twitter and Facebook, use of ZOOM Seesaw and Microsoft Teams platforms, Inter Governmental Town Hall Meetings, Guidance Documents and traditional mail.

Opening Protocols

Appendix 7: Technology and Connectivity

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Per NYSED guidance sufficient access to a computing device and high-speed broadband is essential for educational equity. Districts and schools must: have knowledge of the level of access all students and teachers have in their places of residence; to the extent practicable, address the need to provide devices and Internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models.

In addition, schools and districts should provide instruction on using technology and Instructional Technology (IT) support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.

Access to Devices

During the 2020-2021 school year, all 39 schools throughout the District utilized the majority of the devices in their respective buildings as part of the Laptop Loan Program. These devices, which varied amongst buildings, were loaned out to those students in need of technology. The District also procured an additional 4,000 Chromebooks to further enhance the loaner program and ensure those students in need received the support they required. In total, 8,000(+) devices were loaned to families who did not have access to a device, from both individual school buildings and Central Office throughout the 2020-2021 school year. For the 2021-2022 school year the District has been preparing the devices that have been returned and looking to purchase additional devices to ensure that the schools have the devices necessary for student and teacher use as well as to be prepared to loan devices back out to students in the event that schools are required to revert back to remote learning.

Access to Internet

There are many families in the community that do not have access to the Internet. The District continues to work with various providers and funding sources to provide those families the access they need to engage in remote learning. This includes finding the means and funding to provide “portable hot spots” or access to City-wide Wi-Fi via Optimum. Additionally, Wi-Fi access is also accessible immediately outside of school buildings, including many school parking lots and the public libraries provided they are open.

Technology Access Survey

YPS surveyed families on their access to technology, the Internet and digital learning experiences during the 2020-2021. In addition, website and the IT program dashboard analytics provided the district with information on the number and percentage of students who were able to access digital resources and information and the methods that were being used by families to access it (phones or computers and types of browsers). This information has been used to inform the district on how digital content should be displayed so that it can be read by phones as well as computers. In addition, it has been used to illuminate the needs of our school community.

Technology Supports

The district provides support for technical issues through several means. The district Technology Department Help Desk is accessible during business hours through email helpdesk@yonkerspublicschools.org and by phone (914) 376-8637. The District Instructional Technology office is also available by phone to assist families and teachers (914) 376-8280.

Other supports include:

- Assistance with log on and password issues
- Assistance with devices and instructional technology
- Information posted on individual school websites providing instruction on accessing district programs, including Microsoft Teams and Clever, the district’s instructional technology single-sign on system
- Technicians are each assigned to 3 to 4 school buildings to which they provide technical support
- Library Media Specialists and technology liaisons are available to support students and teachers in the schools
- Technology Walk-in Clinic for technical support in the Atrium of the Yonkers Public Library – designed specifically for parents to bring in problematic devices to be triaged by a District technician for repair or replacement. This will continue into the 2021-2022 school year provided the need still exists. Parents can still reach out for technical support via the help desk.

Professional Development (PD) and Training

PD and training have taken both a holistic and tiered approach. Over 100 training sessions on using Microsoft Teams and the relevant applications were provided to all district faculty, administrators, and staff members between April 2020 and June 2021, ensuring proficiency among all district staff. Additional professional development on other instructional technology platforms (including Nearpod, Mystery Science, PNW BOCES digital social studies for grades K-8, and Social Studies training for high school and middle school teachers on using the digital textbooks, Castle Learning, Seesaw, and Benchmark Reading have also occurred).

Students have received instruction on Microsoft Teams, Microsoft applications and other instructional technology programs during the summer programs and during the school year. Parent academies, both virtual and in person, on how to access and use Microsoft Teams began in the summer of 2020 and have continued.

PD has also been tiered to meet the needs of new users as well as those who are more advanced. Trainings have ranged in size from large scale (100 participants) to individual meetings that have been held both in person and virtually, depending on the size of the group. Individual school technology liaisons and administrators have also provided PD through the use of a variety of school based 'how to' videos posted on individual websites and various social media platforms. The majority of the PD has taken place using the Microsoft platform as well as on accessing the Instructional Management System, Clever.

Continuous professional development continues to build teacher, administrator, student and family digital knowledge and competencies as we continue to acquire additional devices and Internet access for all families.

During the 2021-2022 school year, professional development continues to transition to:

- Increasing digital fluency for all learners, PK-12
- Increasing the number of teachers and administrators that have digital mastery and who are tech savvy to provide ongoing and expanded support
- Expanding the video library that provide tech tutorials for students, teachers, administrators and families
- Designing lessons and units that are more flexible, allow choices, and account for the varied levels of technology access
- Increasing inquiry-based lessons in all grade levels

Additional Options for Participation

- Teachers develop their webpages to provide announcements, lessons, activities, and resources to families
- Learning materials were offered by publishers and other third-party providers
- Longer term inquiry-based projects were provided by the district for students at multiple grade levels

This area will be expanded to include differentiated projects that allow for flexible timelines and variability in terms of digital accessibility.

Alternative Options for Demonstrating Mastery

The district was able to provide options for students to demonstrate mastery through blended learning, virtual labs, and inquiry-based projects. However, the shift to remote learning has also led to innovative practices across the district that are fueling further innovations including:

- Using new technologies that engage learners and some that provide interaction between the teachers and students and students with each other
- Virtual team teaching that provide connections both within and between content areas
- A movement towards creating mastery videos that are shared on the Distance Learning site within both academic and non-academic areas
- More inquiry-based projects that were both district-led and school and class-based
- Partnerships with publishers and the city library that provided student and teacher access to rich resources
- Blended learning opportunities

Opening Protocols

Appendix 8: Special Education

Appendix 8: Special Education

Per NYSED guidance districts are required to provide: a Free Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services; meaningful parent engagement regarding the provision of services to their child; collaboration between Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings wherein students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs and services and communications with parents.

The District deems in-person services to be the highest priority for our students with disabilities (SWD). Wherever possible, contingency plans have also been developed by the CPSE/CSE to address students' needs, in the event of intermittent or other school closures, pursuant to NYSED/DOH guidance.

Providing Special Education Services/IEP Implementation/Accommodations and Modifications

IEPs will be implemented so as to provide a FAPE to SWD, consistent with the need to protect the health and safety of both students and staff. Flexibility will also be employed regarding mode/manner of related services, and class size ratios, per NYSED/DOH guidance.

SWD with Resource mandates will receive their regular program in accordance with the school schedule. School-level Pupil Support Teams (PST) will ensure SWD have access to the supplementary aids and services including assistive technology relating to IEP mandates. The following additional actions will be implemented:

- Use a uniform video-enhanced platform to conduct IEP meetings remotely, based upon parent request
- Follow up with students who have received CARS during Pandemic, by having support staff reconnect with families and inquire whether they require assistance
- Recommend, as resources permit, establishing more school-based primary care satellite clinics

Accommodations/Modifications/Supplementary Aids & Services

To promote equity and access to the general education curriculum, teachers will be supported in presenting academic tasks in multiple ways and in diversifying the manner in which students will demonstrate proficiency, through professional development. Accordingly, school building leaders will ensure Universal Design for Learning (UDL) principles are embedded in curricular planning.

Child Find/Referral/Initial Evaluation/Eligibility Determination/Annual Reviews

The District will continue to identify, locate and evaluate students for special education and related services. School-level PST teams will determine, on a case by case basis, if such referral results from underperformance associated with changes in instruction, due to school closure. Evaluations (CPSE & CSE) may be conducted in-person or remotely (with parent consent) and will continue to be subject to NYSED guidelines.

Additionally, the Special Education Department will be restructured. The restructuring plan contemplates the implementation of the following initiatives, some aspects of which are subject to negotiation with the affected labor union. The Plan:

- Increases the number of professionals who can chair CSE and §504 Plans for both In-District and OOD students
- Provides flexibility in covering long-term leaves of professional staff
- Distributes transition workload for early childhood, and secondary students, within identified panels
- Establishes permanent Central Office Expedited Response Team, to address identified cases
- Identifies Emergency Management Team for each panel of schools

Parent Engagement

Meaningful parent engagement regarding the provisions of services to their child under Individuals with Disabilities Education Act (IDEA), will be promoted through use of the parent's preferred language and/or mode of communication. Documentation of collaborations with parents will be maintained at the school level and will reflect, among other things, contingency plans to be implemented in the event of future school closure(s). The following additional actions will be implemented:

- Urge and support parents to practice classroom routines at home, to facilitate student transition to In-Person Instruction
- Pupil Support Services (PSS) and PST staff will engage families of students they served previously to confirm current support needs

Parent Communication/Coordination

District Protocols

- Use all available mechanisms to reach parents: Website, Blackboard Connect, email, United States Postal Service (USPS)
- Focus on the essential supplies required for beginning the school year
- Keep school supplies to be purchased to a minimum
- Inform parents of any changes to and/or any new procedures to be implemented

Procedural Safeguards and Prior Written Notice

Procedural safeguards remain in effect. Upon agreement with parents, such documents may be delivered through electronic means, including email, or through USPS. The continuation of instructional and/or related services through remote or blended modalities will not constitute a change in placement, triggering safeguards and notice requirements.

Collaboration with Program Providers/Progress Monitoring/Compensatory Services

CPSE, CSE and program providers will collaborate to ensure appropriate monitoring and student progress reporting to parents occurs pursuant to the IEP, to the greatest extent possible. Reports will be made to parents via telephone or other electronic means, if the IEP specified procedures can't be met with reasonable efforts.

- Make determinations regarding compensatory service needs based on objective data
- Reflect determinations in the Prior Written Notice (PWN) to parents accompanying the child's finalized IEP
- Include a statement in PWN clarifying that compensatory services, where indicated, are not a part of students' regular program, and identifies a fixed set of services to be offered within a fixed timeframe

Under the supervision of the school building leader, the CSE Sub-Committee will ensure programs and services offered and provided to SWDs are entered into the Frontline Education system, as appropriate. Out of District providers are also required to maintain this documentation, the presence of which will be confirmed by the Director of Out of District Student Programs, for students in such programs. The confirmation will focus on the nature and delivery of instruction, and related services, and the use and availability of technology and associated supports.

In collaboration with the school-level committee, the CSE/CPSE will also determine whether, and to what extent, compensatory services are indicated. Such determinations will be made on a case by case basis, upon demonstration of material learning loss and/or functional regression. Award of compensatory services will not necessarily equate to a service session awarded for every session lost. Compensatory service awards will include a plan for implementation in the event of future school closure.

Documentation of ongoing provision of compensatory services will be maintained by the individual schools. These data will be available to CPSE/CSE. It will also be available to parents, in their preferred language or mode of communication. The following additional action will be implemented:

- Access to IEP will be granted to all professional staff working with students, including staff working with SWD in the summer academies, with the expectation that the document be reviewed and implemented with fidelity

Additionally, the Special Education Department will be restructured. The restructuring plan contemplates the implementation of the following initiatives, some aspects of which are subject to negotiation with the affected labor union. The plan:

- Organizes Special Education & Pupil Support Service Programs into distinct operational units (Panels A, B and C) which will ultimately be renamed as "Houses" named after a culturally relevant figure)
- Distributes schools into panels averaging approximately 1,500 SWD, thereby facilitating progress monitoring

Instructional Supports

District Protocols

- Consult current IEPs
- Implement grade level assessment/activities
- Administer diagnostic assessments
- Provide supplementary reading support for 1st and 2nd grade students in targeted schools, and professional development for their teachers, under a federally-funded program*

Behavioral Supports

Additionally, the Special Education Department will be restructured. The restructuring plan contemplates the implementation of the following initiatives, some aspects of which are subject to negotiation with the affected labor union. The plan:

- Aggregates the Elementary Programs for Students on the Autism Spectrum into a single panel to facilitate support
- Establishes a team of mental health providers in each school, supported by a dedicated team of Central-Office-based experts, for each panel of schools
- Provides on-site coverage from at least one mental health professional (psychologist/social worker) five days weekly, in every school
- Caps the number of schools covered by a full-time social worker at three
- Embeds supports for children in foster care, grandparents raising children and families in temporary housing
- Focuses the efforts of school-based staff on their assigned buildings, by limiting District-wide assignments to emergencies

Technological Supports/Assistive Technology

The Division of Equity and Access – Curriculum, Instruction, and School Supervision has created a highly advanced website with access to information and materials in all content areas. Information is updated frequently, and provides guidance and best practices exemplars in virtually all content areas and grade levels. This web-based tool complements the individual teacher pages maintained by schools and supervised by building leaders.

The District will provide appropriate hardware and associated software to support the individual curricular access and socio-emotional needs of SWD, pursuant to their IEPs. The District will provide assistive technology devices to SWD whose IEP mandates include such supports. The following additional action will be implemented:

- Use multiple outreach mechanisms: email/USPS/Online/District website for reaching families
- Provide technology support to families requiring support to navigate District platforms/programs

Required Documentation

Instructional and other services will continue to be provided to SWD pursuant to their IEPs, in the Least Restrictive Environment (LRE). With guidance and support from CPSE and CSE, and under the supervision of school building leaders, the school level PST will ensure LRE documentation is maintained, including parents' concerns.

Additionally, building leaders will ensure documentation is maintained on the instruction and services provided to SWD. They will facilitate the sharing of that information with CPSE/CSE for consideration in transition planning, as appropriate. Formative assessment, and ongoing student progress documentation will be maintained in the normal course of business and will inform CPSE/CSE decision-making.

Contingency Plan for Extended Remote Learning

In the event of future intermittent school closures, SWD instructional and related services needs will be met through remote means, through the reactivation of the District's Online Remote Learning apparatus. The District has developed significant capabilities in providing remote instruction. Teachers and related service providers have been trained, consistent with the expectation that future remote instructional and related support will occur on synchronous, video enhanced platforms.

The following additional action will be implemented:

- Consistent with NYSED guidance (March, 2020) IEPs will not be amended to reflect transition from on-site to online or virtual platforms for instruction/related service support

Professional Development (PD)/Training Needs

Additionally, the Special Education Department will be restructured. The restructuring plan contemplates the implementation of the following initiatives, some aspects of which are subject to negotiation with the affected labor union. The plan:

- Provides PD for teachers, support staff, teaching assistants (TA), 1:1 Aides, and Classroom Aides in addressing students' current needs
- Provides parent training to better support students at home
- Promotes operational efficiency and focuses staff development needs
- Facilitates the identification and promulgation of best practices

Opening Protocols

Appendix 9: Bilingual Education and World Languages

Appendix 9: Bilingual Education and World Languages

Per NYSED guidance schools and school districts should: align policies to the Blueprint for ELL/MLL Success; ensure coordination content and ENL/BE teachers; adopt progress monitoring tools to measure MLL/ELL proficiency; provide social-emotional learning supports to MLL/ELLs in their home language; continue utilizing technology in ELL instruction; support SIFE and other vulnerable populations; ensure EMLL Profile supports early learning; and support completion of the NYS Seal of Biliteracy.

Introduction

Yonkers Public Schools is committed to our mission of delivering exceptional public education to all of our Multilingual Learners (MLL), every day, regardless of the circumstances we face as a community. Under the federal Every Student Succeeds Act (ESSA) and NYSED Part 154 of the Commissioner's Regulations, all Multilingual Learners (including Newcomers ELLs, Developing ELLs, Long-Term ELLs, ELLs with Disabilities, Students with Interrupted Formal Education-SIFE, and Former ELLs) are entitled to an academically rigorous and culturally responsive-sustaining education in all content areas. The academic studies are to provide opportunities for Multilingual Learners to develop their new language as well as in addressing their social-emotional development. The procedures for each instructional scenario (In-Person or Online Remote) are aligned to the Blueprint for MLL/ELL Success and ensures coordination of content and Bilingual/EL teachers.

During the past academic year, the Department of Language Acquisition survey teachers of Multilingual Learners and inquired on the challenges, successes, and best practices that surfaced during the pandemic. In addition, our schools with bilingual programs engaged in a bilingual problems of practice protocol in discussing teacher dilemmas as it relates to instruction while discussing ideas for resolution. We engaged in data analysis of the service intensity to ensure our Multilingual Learners were receiving their mandated services and supports. Lastly, the Yonkers Multilingual Learner Leadership Council, comprised of Principals, Assistant Principals, instructional coaches, and central office administrators collaborated on policies, analyzed data, and discussed initiatives in addressing the needs of our Multilingual Learners. The result of these collaborations, research and data analysis has informed the processes, services, and supports discussed in the subsequent sections.

English Language Learner (ELL) Identification

Pursuant to Part 154 of the Regulations of the Commissioner of Education and aligned to the YPS Reopening Plan procedures for English Language Learners (ELLs) screening, identification and placement during the initial enrollment or reentry process will be implemented. This process ensures that all Multilingual Learners/English Language Learners are appropriately identified and receive the appropriate services and supports. All testing scenarios will follow the YPS Reopening Plan Health and Safety protocols. The identification process will be completed within the first 10 days of the 2021-2022 school year, as well as all students who enrolled during the summer of 2021.

Across the two instructional scenarios (on-site or remote instruction) the testing procedures will include:

- All enrolling families complete the digital Home Language Questionnaire (HLQ) digitally
- The Emergent Multilingual Learners (EMLL) Screener will be administered digitally to all families enrolling Prekindergarten students
- NYSITELL testing, SIFE Questionnaire, and Multi-literacy Screener (MLS) will occur centrally when conditions allow and following the guideline in this plan. Testing will occur at schools only during in-person and blended instructional scenarios.
- The Language Proficiency Team (LPT) will be initiated whenever an incoming student participates in the ELL identification Process with an Individual Education Plan (IEP) or 504 accommodations. The LPT will consist of pedagogues with the appropriate certifications and training.

Academic Supports for Multilingual Learners

Yonkers Public Schools is committed to ensure the successful return of all our students, especially our Multilingual Learners, back for in-person instruction during Fall 2021. Regardless of the instructional setting, our Multilingual Learners are to receive high quality instruction and resources that addresses their conceptual, analytical and linguistic development. Our goal is to provide instruction that will integrate Literacy, Social Emotional support, Enrichment and Academic intervention.

YPS will continue to use data to inform instruction and target language proficiency.

- Use NYSED's Blueprint for Multilingual Learner/ English Language Learner Success to guide the decision-making Process
- Multilingual Learners will receive rigorous instruction within a welcoming environment that is culturally responsive-sustaining, addresses social-emotional learning, and are aligned to the Next Generation Learning Standards.
- Students with Interrupted Formal Education (SIFE) will be provided with extended learning time and Saturday instruction during the Saturday SIFE Academy for academic acceleration and social emotional supports.
- Newcomer Multilingual Learners will be provided with sheltered instruction with home language instruction and supports, targeted English language development, and cultural literacy training within the Yonkers Newcomer Academy.
- MLL students at the transitioning, expanding and commanding (Former ELL year 1 & Former ELL year 2) proficiency levels will be provided with extended learning time and Saturday instruction during the MLL Literacy through the Arts program. This program will be provided for the next 5 years funded by the Extended School Day/School Violence Prevention Program Competitive Grant.
- Create options and providing multiple points of entry for students to promote student choice and in meeting the students' ability to meet and complete instructional tasks.
- For in-person and synchronous instructional contexts, provide frequent opportunities for Multilingual Learners.
- Engage in collaborative tasks, with extended and meaningful exchanges of language, as a way of supporting student understanding of key content area concepts.
- Students will be provided with linguistic and content supports and scaffolds they need in order to tackle academic activities they are not yet ready to complete independently.
- Multilingual Learners will be engaged in multimodal tasks, in-person and via online remote instruction, that support and reinforce listening, speaking reading, and writing in English throughout the content areas
- Create opportunities for learning and collaboration for our ESOL, Bilingual, Reading and Content area teachers in order to meaningfully address the needs of MLLs.
- Maintain communication with students and families via phone, email, and or other social media (if families are offline, send a note) in a language the parents can understand as well as providing opportunities for learning.
- Assure parents of their important role in supporting their students' education efforts and offer guidance and tools for carrying out that role

In making content and instruction accessible for linguistically and culturally diverse learners, the NYSED Advanced Literacies Briefs provide guidance and research to support educators in meeting the demands of rigorous and linguistically and culturally responsive instruction.

Briefs 1 & 2: Advanced Literacies and Reading Comprehension

[Brief 1: Advanced Literacies for Academic Success](#)

[Brief 2: Reading Comprehension](#)

Briefs 3 through 6: The Hallmarks of Advanced Literacy Instruction

[Brief 3: Engaging texts with big ideas and rich content](#)

[Brief 4: Talk and discussion to build conversational and academic language knowledge](#)

[Brief 5: Write to build language and knowledge](#)

[Brief 6: Small sets of high-utility vocabulary words to build breadth and depth of knowledge](#)

Briefs 7-8: Instructional Spotlights

[Brief 7: Instructional Units of Study](#)

[Brief 8: Language Production Projects](#)

Quality Teaching for Multilingual Learners

Quality Teaching for English Learners (QTEL) lessons that can be utilized during remote learning and in-person learning. The lessons and sessions are designed to be accessible for multiple scenarios including for students who may have little or no ability to interact with their teachers or their classmates, synchronous instruction via remote learning and in-person learning, paper-based and digitally based. The versatility of these lessons are to ensure equity and access on the variability of contexts of our Multilingual Learners and their families.

Four Essential Practices for Multilingual Learners

Our main goal is to ensure that all students, especially our Multilingual Learners, experience academically rich, culturally responsive-sustaining, and positive teaching and learning daily to improve their academic, language, and literacy learning outcomes during these unprecedented times. To accomplish this goal, the Four Daily Essential Practices can be incorporated in all scenarios and will benefit not only MLLs, but all learners.

- Culturally and Linguistically Sustaining Teaching – Students develop a sense of personal efficacy; maintain cultural identity and connections with their ethnic, linguistic, and cultural groups and communities; build positive relationships; and develop an ethic of success that is compatible with cultural pride.
- Collaborative Discussions, Reading, and Writing – Students work together in intellectually rich and integrated learning around worthy and engaging inquiry questions, texts, and topics in ways that support their deep learning, ability to engage in extended academic discourse, and abundant and authentic writing.
- Academic Language Development – Students are immersed in a language rich environment and engage in interactive and discussion-based tasks about the language in complex texts, with a focus on understanding the complex texts better and making informed and deliberate choices about language when speaking and writing.
- Scaffolding and Student Ownership – Students develop autonomy and ownership of the learning process through scaffolding (planned and just-in-time) and formative assessment practices that are tailored to their individual needs.

Creating Academic Programs for Multilingual Learners during In-Person and Online Remote Instruction

Academic programs and schedules templates for MLL students, Bilingual (e.g., Dual Language and Transitional Bilingual Education) teachers and ESOL teachers have been created to demonstrate how YPS can ensure implementation and compliance of Multi-lingual Learner services and supports.

Curriculum: Benchmark Grades K-6

- In grades kindergarten – 6 students will use curriculum described in Appendix 6: Teaching and Learning along with the program's language development materials.
- Quality Teaching for English Learners (QTEL) units for grades 7-8 will be utilized for ENL, ELA and Social Studies

Highlights:

- MLL Students must receive all of their mandated services by proficiency level
- It is expected that MLL students at "Entering" and "Emerging" proficiencies receive synchronous instruction in online remote settings

Programming

- Schedule 2 days In-person Instruction - 2 days Online Remote Instruction/Additional support (see Districtwide Schedule below)
- MLL students are placed into a one homeroom and separated into Group A and Group B as described in Appendix 6: Teaching and Learning

Cohort Group A (across proficiencies)	Cohort Group B
Entering and Emerging MLL students Transitioning and Expanding students FELL1 and FELL2 students Monolingual or non-ELL students	Transitioning and Expanding students FELL 1 and FELL 2 students Monolingual or non-ELL students

- For Standalone ENL the teacher may provide this service in grade bands of no more than 2 consecutive grades (e.g., grades 3 and 4)

MLL students in Group A complete their Integrated ENL services during the literacy block as well as during the remainder of the instructional day (sample schedules will be provided to schools)

- During synchronous Online Remote Instruction all MLL students will be engaged in extended learning activities such as project based learning and social-emotional activities

Blended Instructional Units of Study for Grades 9-12

- The Department of Language Acquisition will provide individualized support to principals of grades 9-12 schools to determine the instructional schedule for students that complies with Part 154

Multilingual Learner Proficiency and Progress Monitoring

Schools are to program all Multilingual Learner during the 2021-2022 academic year according to their [mandated units of study](#) for their level of English proficiency. All returning MLLs/ELLs will utilize either their 2021 NYSESLAT English Language proficiency level (Entering, Emerging, Transitioning, Expanding, and Commanding-FELL1/FELL2), their 2019 NYSESLAT English Language proficiency level, or their most recent NYSITELL English Language proficiency level during the 2021-2022 academic year. For MLLs/ELLs who have not yet taken the NYSESLAT, their NYISTELL proficiency level must be utilized for their mandated units of study.

Progress monitoring of MLLs will gauge student proficiency levels in English and the home language for those students attending bilingual programs. The progress monitoring tools included in The Plan are:

- Formative assessments in English and home language literacy for grades K-6 using Benchmark Advanced and Benchmark Adelante
- Content specific teacher constructed formative assessment for grades 7-12
- MAP testing in language and math skills for grades K-8 at the beginning of the year and at the end to measure progress

Family Communication

Yonkers Public Schools is committed to provide families with Language Access in order to mitigate language barriers that interrupted communication between families and schools. Family communication and engagement are critical in promoting healthy, physical, cognitive, social-emotional development and academic achievement of children and youth within PK-12 settings. Language barriers often impede communication between educators and their students' families. By using the resources below, schools can maintain communication with students and families in person, via phone, email, letters and/or social media in the families' preferred language.

Language Access Resources

Talking Points - talkingpts.org

- Mitigate language barriers
- Interact with any family member regardless of language. You write your message in English, families message back in their own language
- Free for teachers and can be used through web browser or mobile app; families use text messages or a mobile app

DocTranslator - <http://www.onlinedoctranslator.com>

- Instantly translate and preserve the layout of any document format into any language
- Supports all major office document formats (e.g., Word, PowerPoint, PDF, Excel)
- Upload your document and it is instantly translated while maintaining the exact format and styling of each section

Microsoft Translator - www.microsoft.com/en-us/translator/education/

- Real-time, translated captions
- Translate a live conversation into one of over 60 languages directly from the mobile app or web browser on your mobile device or desktop
- Start using the Translator apps to translate and caption live presentations and engage students who are non-native speakers, deaf or hard of hearing, dyslexic, or having trouble taking notes

World Languages

YPS is committed to promoting and supporting the study of world languages, literatures and cultures. Language and communication are at the heart of the human experience and we must prepare our students to compete and communicate in an ever-globalizing world. Students who are native speakers in a language other than English should be afforded opportunities to increase their literacy and language skills through the study of their home language, literatures and cultures. World Language instruction will commence no later than the beginning of grade eight so that students are provided the required two units of study by the end of grade nine.

Students will have opportunities in all instructional scenarios to:

- Demonstrate proficiency of Checkpoint A Standards in the 8th grade through a language proficiency examination after taking at least one year of accelerated World Language study or Fulfill their Checkpoint A World Language graduation requirement by taking language courses in high school
- Take Checkpoint B level courses in high school and take the Checkpoint B Level examination to qualify in part for the Advanced Regents diploma.
- Take the Checkpoint B Level Pathway examination to qualify them for either the 4 + 1 Biliteracy Pathway for Graduation and/or the Advanced Regents diploma.
- Take the Checkpoint C Level courses and examinations to qualify for college/university credit in World Languages and in partial fulfillment of the NYS Seal of Biliteracy.

In addition, MLL/ELL students will have opportunities:

- Participate in taking the 4 + 1 Biliteracy Pathway to Graduation if transferring from a school in their home country, as well as be provided with World Language instruction (i.e. Native Language Arts) and access to Checkpoint B and Checkpoint C level courses.
- Take Checkpoint C level courses in high school and take Checkpoint C Level exams such as Advanced Placement, International Baccalaureate, or STAMP4s in order to qualify for the NYS Seal of Biliteracy and/or other advanced designations.
- Pursue the NYS Seal of Biliteracy in English and one or more World Languages, regardless of the instructional scenario (in-person or online remote instruction).

Instructional Framework

[The Modes of Communication](#) are the essential features that will inform and guide instruction and assessment in the World Language classroom in all scenarios. When using the language in order to understand or convey a message there are three ways of looking at the communication. These categories include: interpersonal, interpretive and presentational. Each of these modes of communication looks at the message in unique way. A solid understanding of how a message is conveyed or understood when speaking, writing or reading is essential to using various tools needed to effectively communicate.

Examples of what the Modes of Communication look like in classrooms across scenarios

The modes of communication provide the organizing principle for guiding instructional activities and language use in all instructional scenarios. Below are the categories of performance tasks that each student will be able to do, across levels, under each mode of communication

Interpersonal

- Active negotiation of meaning among individuals during conversations in the target language using Microsoft Teams or in person collaborations
- Participants observe and monitor one another to see how their meanings and intentions are being communicated
- Adjustments and clarifications are made accordingly
- Speaking and listening (conversation); reading and writing (text messages, emails or via social media)
- Interpretive
- Interpretation of what the author, speaker, or producer wants the receiver of the message to understand
- One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer
- Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective

- Reading on websites, stories, articles, listening to speeches, messages, songs, or viewing video clips of authentic materials

Presentation

- Creation of messages on paper, blog, or video recording
- One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
- To ensure the intended audience is successful in its interpretation, the “presenter” needs knowledge of the audience’s language and culture
- Writing messages, articles, reports, speaking by telling a story, giving a speech, describing a poster, or visually representing a video or PowerPoint

NYS Seal of Biliteracy

YPS is committed to providing our students with the NYS Seal of Biliteracy where graduating students with at least a Regents Diploma will have the opportunity to demonstrate their proficiency and academic excellence in English and one or more World Languages. The 2020 and 2021 NYS Seal of Biliteracy program was directly affected by COVID-19 school closures as the Final Determination process where students present their English and World Language Portfolios before a panel for evaluation all took place using online platforms. Therefore, the following will need to occur during the 2021-2022 NYS Seal of Biliteracy program.

- Student candidates must upload their criteria evidence to their school’s Microsoft OneDrive folder
- Professional Learning around the NYS Seal of Biliteracy will be held via webinars or in person if conditions allow.
- Final determinations will be held using telecommunication platforms

Opening Protocols

Appendix 10: Attendance

Appendix 10: Attendance

Per NYSED guidance district policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school. It is critical for schools to use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.

Attendance Tracking and Reporting

- Teachers must track attendance in PowerSchool.
- The primary classroom teacher of grades PK-6 will take attendance on a daily basis. For grades 7-12, each teacher will take attendance for each class period.
- Teachers must mark attendance for each student for each instructional day: including those that are present, tardy, absent, etc.

In the event that the public health situation requires the district to return to remote instruction, teachers' attendance codes will distinguish students participating remotely and those participating in person. For students engaging from home, the District recommends teachers give a daily attendance assignment or exit ticket in Microsoft Teams or Seesaw, then mark students that complete the assignment as engaged in PowerSchool.

Chronic Absenteeism

- Reports are readily available in PowerSchool to assist schools in identifying students at-risk of chronic absenteeism, so as to develop interventions, problem solve with families, and improve attendance
- Individual school plans will include additional details on systems and processes for detection and intervention.

Opening Protocols

Appendix 11: Staffing and Human Resources

Opening Protocols

Appendix 12: Budget and Fiscal