



Reopening Irvington

The IUFSD Plan for Reopening Schools

July 2020

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I. Board of Education

Brian Friedman, President
David Graeber, 1st Vice President
Beth Propper, 2nd Vice President
Michael Hanna, Trustee
Maura Gedid, Trustee
Erin Bernstein, Trustee
Jayne Wissner, Trustee

II. Administration

District Administration

Kristopher Harrison, Superintendent
Carol Stein, Asst. Supt. for Business and Operations
Mary Ellis, Interim Asst. Supt. for Instruction & Human Resources
Gary Knowles, Director of Facilities
Gail Krieger, Director of Pupil Personnel Services
Susan Lockhart, Interim Assistant Director of Pupil Personnel Services
John Buonamano, Director of Physical Education, Health and Athletics
Jason Strumwasser, Director of Technology

School Administration

Juliet Gevargis-Mizimakoski, IHS Principal
Matthew Samuelson, IHS Assistant Principal
David Sottile, IMS Principal
Allyson Daley, IMS Assistant Principal
Joyce Chapnick, MSS Principal
Andrea Kantor, DL Principal
Liza Greenspan, DL Assistant Principal

III. Superintendent's Message

Dear Irvington School Community,

The coronavirus/COVID-19 pandemic has brought about unparalleled changes to the lives of all New Yorkers. Since the onset of the school closure in March 2020, the Irvington UFSD has sought to continue to serve the needs of every student, every day. While this is a commitment that we have always held, the pandemic introduced and identified needs that the District had never experienced before. Our very dedicated administrators, faculty and staff, worked diligently to provide for a shift to distance learning, while balancing their own personal and family needs. In each home in the school community, families were faced with a wide array of challenges that led to necessary modifications to our shared way of life and common expectations of daily living. Throughout this time, the District sought to provide the very best education possible, while supporting the complex needs of our students and their families.

As the 2019-20 school year came to a close, the District began to develop its reopening plan, well before the publication of guidance from any New York State agency. This effort would not have been possible without the support of dozens of volunteers from all corners of the school community who served on the planning committees, the trust of the Board of Education and the thousands of parents/guardians who provided their feedback through emails and by completing two community surveys. I will be eternally grateful for the efforts and support offered to plan for the 2020-21 school year. There is little question that the success of our schools and students is the result of our school community.

As we look to September 2020, we will continue to face challenges associated with the pandemic. However, as a result of the comprehensive planning process that the District has facilitated, I am confident that the Irvington UFSD will continue to provide the highest quality educational experiences possible, while supporting the physical and emotional health of its students.

The plan that is outlined in the following pages will provide various models of schooling that will enable the District to respond to changes associated with limitations that may be placed on members of the school community. The plan also outlines necessary strategies that will be employed throughout the year to provide for the health of our students and staff.

While the District has outlined its reopening plan, as a school community we must understand that the plan will evolve and the District will respond to changes in how we are able to educate our students. In any circumstance, we will continue to communicate with the parent community and provide as much notice as possible for changes that will impact you. As always, we appreciate your continued support and understanding.

Sincerely,

Dr. Kristopher Harrison
Superintendent of Schools

IV. Reopening Planning Process & Committee Membership

During the spring of the 2019-20 school year, all schools in New York were physically closed following the executive orders of Governor Andrew Cuomo. As a result, the Irvington UFSD transitioned to delivering instruction via distance learning. Between March 16, 2020 and the close of the school year, the District implemented three different iterations of plans to deliver instruction. As the 2019-20 school year concluded, it was evident that the District would need to begin to plan for an uncertain future, one that might include distance learning, in-person instruction or a hybrid approach to education. Additionally, once schools were able to physically reopen, necessary protocols would need to be implemented to provide for the health and safety of students and staff. Therefore, in June 2020, the Irvington UFSD launched a comprehensive planning process that would focus on three key areas: Curriculum and Instruction, Social and Emotional Learning (SEL) and Operations (Health and Safety, Food Services, Transportation and Facilities). Thus, a committee was created for each of these areas, as was a Steering Committee to compile the information from the sub-committees.

To develop a plan for the reopening of school, the sub-committees had the responsibility of identifying steps or strategies to support the delivery of instruction, set up District and school operations that are consistent with official guidance from the New York State Department of Health (DOH), New York State Education Department (SED) and the Center for Disease Control (CDC) and serve additional local needs identified within the school community. The sub-committees were charged with developing plans for implementing such recommendations for consideration by the Steering Committee. The Steering Committee then would develop final recommendations for the District Administration to present to the Board of Education and the school community.

Each of the committees was comprised of representatives from the school community, but also functioned in two different stages:

1. Internal Work Committee: School District staff met to outline initial priorities and needs. These plans identified the needs and recommended strategies to support operational and health needs in each school community. The sub-committee then met with the Extended Work Committee
2. Extended Work Committee: The Extended Work Committee included representatives from the Board of Education and the PAC. This broader stakeholder committee provided feedback on the Internal Work Committee's planning and made recommendations for consideration.

Committee Responsibilities and Membership

Steering Committee

The Steering Committee was comprised of District-level leaders and representatives of each of the three sub-committees. The Steering Committee’s responsibility was to coordinate the efforts of the sub-committees to ensure alignment of planning and to provide feedback. The Steering Committee, through the Superintendent, provided an oversight of each sub-committee in partnership with the sub-committee chairpeople, ensured each sub-committee had the resources necessary to complete their work, and coordinated communication with the IUFSD stakeholders.

The Steering Committee provided the sub-committees with a framework to organize their planning to ensure the efficient operations of the District and each school, provide for high quality learning experiences for every student, every day, and provide for the health and welfare of all students and staff members. It was essential that all plans be flexible and have the ability to adapt to environmental changes and modifications to the guidance that is provided from trusted agencies such as the CDC, New York State, NYS Department of Health, Westchester County and the NYS Education Department. The Steering Committee also provided the sub-committees with resources to inform their planning. The resources included published recommendations from the aforementioned agencies.

Steering Committee Membership			
	Position		Position
Kristopher Harrison	Superintendent	Mary Ellis	C&I Chair
Andrea Kantor	C&I Chair	Matthew Samuelson	Operations Chair
Brian Friedman	BOE	Michael Cerone	IPD
Carol Stein	Operations Chair	Michael Toolan	IPD
David Sottile	IMS Principal	Delina Codey	Parent
Gail Krieger	SEL Chair	Dympna Kenny	Parent
Gary Knowles	Director of Facilities	Francis Pignatelli	IPD
James Groven	IFA President	Katherine Hough	District Physician
Joyce Chapnick	SEL Chair	Michael Hanna	BOE
Juliet Gevargis-Mizimakoski	IHS Principal	David Graeber	BOE
Jason Strumwasser	Director of Technology		

Curriculum and Instruction Sub-Committee

The Curriculum and Instruction Sub-Committee was co-chaired by Mary Ellis, Interim Assistant Superintendent for Instruction and Human Resources and Andrea Kantor, Principal of Dows Lane Elementary School and was comprised of key representatives from each school community, as well as the instructional coaches.

Curriculum and Instruction Sub-Committee Goals:

1. Planning for the assessment of student learning needs
2. Curricular adjustments to accommodate learning needs
3. Provide recommendations for operational needs such as hallway travel, use of restrooms, school schedules, use of large spaces, arrival and dismissal protocols, recess, etc.
4. Implementation of social distancing requirements within the classroom environment by considering student seating, classroom routines, etc.
5. Identify materials and equipment needed to support teaching and learning as well as school operations and get cost estimates for recommendations
6. Outline professional learning and planning needs for instructional staff
7. Consider how/if extra and co-curricular activities will operate
 - a. Clubs
 - b. Athletics
 - c. Music
 - d. Theater
8. Determine if field trips will be held. If so, might there be limitations on such experiences?
9. Plan for operational needs for four (4) scenarios:
 - a. Return to 100% on site (traditional) schooling with necessary social distancing precautions
 - b. Maintain 100% distance learning
 - i. Identify opportunities to improve upon the 2019-20 distance learning plan
 - ii. Enhancements to remote instructional technologies
 - c. On site learning for 50% of students at a time:
 - i. Staggered school days for 50% of each grade/class at a time/half-day model
 - ii. A/B days
 - iii. Attend on site learning for 4 out of every 10 days
 - d. K-5 participating in on site learning and 6-12 continue with distance learning

Co-Chairs					
Mary Ellis	DO	ASI			
Andrea Kantor	DL	Principal			
Membership					
Jason Strumwasser	DO	Director	Jennifer Lentini	IHS	IL
Susan Lockhart	DO	Asst Director	Ann Yee	IHS	Teacher
Liza Greenspan	DL	AP	James Groven	IHS	Teacher
Laura Lane	DL	IL	Larry Fata	IHS	Teacher
Amy Blackwell	DL	IL	Diana Cassidy	IHS	Teacher
Eileen Scanlon	DL	Teacher	David Sottile	IMS	Principal
Krystal Mitchell	DL	Teacher	Sara Rust	IMS	Inst Coach
Christine Rosner	DL/MSS	Inst Coach	Diana Tomaselli	IMS	Teacher
Nina Rossi	MSS	IL	Judy Nadler	IMS	Teacher
Julie Rostkowski	MSS	Teacher	Sara Savalli	IHS	Teacher
Laura Shaw	MSS	Teacher	Niki Grados		Parent
Susan Wallace	MSS	Teacher	Nicole Viggiano		Parent
Debra McCumber	IHS	IL	Brian Friedman		BOE

Social and Emotional Learning Sub-Committee

The Social and Emotional Learning Sub-Committee was co-chaired by Gail Krieger, Director of Pupil Personnel Services and Joyce Chapnick, Principal of Main Street School. This sub-committee was comprised of School Counselors, School Psychologists and other key representatives of each school’s professional community.

Social and Emotional Learning Sub-Committee Goals:

1. Identify crisis team members on the District-level and in each school and identify:
 - a. Conditions under which the team would operate
 - b. The nature of the services the team would provide
 - c. Training the team may need
 - d. Documentation systems to track team activity and recommendations
2. Outline District-level services and programs that will be provided to:
 - a. Staff
 - b. Parents
 - c. Students
 - d. Broader school community

3. Identify strategies and programs to support the re-entry to school for all students and staff
 - a. School-level
 - b. Grade-level
 - c. Class-level (focus on elementary students)
4. Plan School Counselor push-in lessons at each school level
5. Coordinate all activities in an action plan aligned with the IUFSD-CASEL Framework, June 2020
6. Get cost estimates for all recommendations

Co- Chairs					
Joyce Chapnick	MSS	Principal			
Gail Krieger	PPS	Director			
Membership					
Alissa Campbell	DL	School Counselor	Michele Barnattan	DL	Teacher
Amy Panitz	IMS	Teacher	Noreen Sabia	IHS	Psychologist
Diana Schmertz	IHS	Teacher	Rebecca Kruge	IHS	School Counselor
Gina Menendez	PPS	Social Worker	Susan Schermerhorn	PPS	Psychologist
Griffin Murray	IMS	School Counselor	Jenn Gallagher	MSS/IMS	Teacher
Julianna Michael	IMS	Psychologist	Michelle Sensi	MSS	Teacher
Kelly Kozak	IMS	Teacher	Juliet Gevargis-Mizimakoski	IHS	Principal
Liza Leite	IMS	School Counselor	Karen Arnett		Parent
Loren Holand	MSS	Teacher	Maggie Kadro		Parent
Meg Granfors	PPS	Psychologist	David Graeber		BOE
Allyson Daley	IMS	Assistant Principal			

Operations Sub-Committee: Health Care, Facilities, Transportation, Food Service

The Operations Sub-Committee was co-chaired by Carol Stein, Assistant Superintendent for Business and Matthew Samuelson, Assistant Principal of Irvington High School and focused on all key operational needs across the District and in each school. The sub-committee focused on items such as the health care of students and staff, health precautions that must be undertaken, facility preparation, maintenance and cleaning, transportation and food services.

Operations Committee Goals:

1. Outline health care protocols for students and staff

2. Identify communication structures for reporting health needs internally and with the school community
3. Identify health care supplies and equipment needed
4. Outline and systematize all cleaning and sanitization protocols
 - a. Interior spaces
 - b. Exterior spaces and equipment
5. Identify all necessary cleaning and sanitization supply and equipment needs
6. Consider possible impacts on transportation services
7. Outline bus cleaning requests
 - a. Between routes, daily, etc.
8. Plan for possible impacts on transportation services as a result of social distancing requirements (reduced number of passengers, barriers between passengers, etc.)
9. Make arrangements for food services (breakfast where applicable) in each school - must consider:
 - a. Limits on use of the cafeterias
 - b. Types of meals served
 - c. Clean up needs
10. Get cost estimates for all recommendations

Co-Chairs					
Carol Stein	DO	ASB			
Matt Samuelson	IHS	Assistant Principal			
Members					
Bernadette Fleming	DL	Nurse	Gary Knowles	DO	Facilities Director
Beth Basha	IHS	Nurse	Rich Pittore	Campus	Head Custodian
Corinne Daniels	DL	Teacher	Neil Cole	DL	Head Custodian
Evan Gross	DO	Other	Angel Aviles	MSS	Head Custodian
Hana Gross	IHS	Other	Doreen Morandi	DO	Clerical
Jeanine Hart	IHS	Teacher	Julie Orlando	IHS	Clerical
John Buonamano	DO	Administrator	Amy Falk	IHS	Teacher
Lovetta James	IHS	Teacher	Mavis Edme		Parent
Stephanie Korn	IMS	Nurse	Lara Ufer		Parent
Susan Lockhart	DO	Administrator	Michael Hanna		BOE
Yvonne Halee	MSS	Nurse			

V. Reopening Plan Overview/Introduction

The Irvington UFSD is committed to providing a safe environment for our students to grow and learn in and for our staff members to work in. To achieve this goal, the District will follow all applicable health and safety guidance provided by the New York State Department of Health and the New York State Education Department. To further provide the safest school environments possible, the District may take additional steps where appropriate. The District is also dedicated to providing the optimal learning experience for every student, every day. Therefore, regardless of the model of instruction that is delivered or the location from which students are learning, we will strive to provide a dynamic learning experience that will prepare students to achieve their personal best.

The Irvington UFSD Reopening Plan outlines many aspects of school and District operations, while identifying adjustments to practices and procedures to reduce the risk of contracting and spreading illness. The plan also outlines approaches the District will take to provide for continuity of learning based upon risks associated with one's health and to always ensure compliance with New York State directives.

As the coronavirus/COVID-19 pandemic is ever-evolving, it is expected that guidance will be modified and that local conditions may warrant alterations to this plan. Therefore, this plan is intended to be a framework for the District and the school community to follow with the understanding that changes to the details outlined herein are likely to be adjusted. Finally, based on the District, staff, student and parent experiences and feedback associated with distance learning and hybrid learning, the District reserves the right to modify its instructional plans accordingly.

VI. Summary of Plan Provisions

Health and Safety

Focused on preventive actions, schools and districts will be required to perform health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; create plans to maximize social distancing and to manage and isolate ill persons until they can be sent home; instruct students and staff in proper hand and respiratory hygiene and wearing of appropriate face coverings; and institute cleaning and disinfection procedures in accordance with CDC and DOH guidance.

Facilities

Promote social distancing while maintaining existing safety requirements designed to protect students. Provide adequate ventilation in school facilities. Continue to conduct mandatory fire and lockdown drills according to the existing statutory requirements, but with necessary social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

Nutrition

Provide all enrolled students with access to school meals each school day whether school is in-person or remote; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means.

Transportation

The school bus is an extension of the classroom and services should be provided to all students with consistency and equity. Irvington UFSD will: perform regular school bus disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students and drivers will wear masks and social distance on the bus. Irvington UFSD will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities – in accordance with District policy, IEP provision and applicable statutes and regulations apply.

Social-Emotional Well-Being

As school and district personnel adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social-emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, schools and districts must also prioritize social-emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning and growth to occur.

School Schedules

Irvington UFSD has developed a comprehensive plan for a schedule that includes in-person instruction, remote instruction (distance learning) and a hybrid of both in-person and remote instruction. To adhere to state and local health and safety guidelines and ensure social distancing practices, the District may modify reopening plans and schedules as needed. However, in such cases the District shall endeavor to collaborate with District stakeholders when considering alternate schedules. Plans will be clearly communicated, as practicable, to students, families and staff.

Budget and Fiscal

Irvington UFSD will continue to meet existing state aid reporting requirements inclusive of attendance data and will remain consistent with past practice, except where modified by law, regulation or executive order.

Attendance and Chronic Absenteeism

Each Irvington school shall develop and implement a mechanism to collect and report daily teacher/student engagement or attendance. While this requirement is straightforward in an in-person setting, a procedure shall be developed to make daily contact with students in remote or hybrid settings. Policies and procedures appropriately focus on the academic consequences of lost instructional time and

address absences before students fall behind in school. Irvington UFSD will use a variety of creative methods to reach out to students and their families who have not engaged in distance learning.

Technology and Connectivity

Adequate access to a computing device and high-speed broadband is essential for educational equity. The Irvington UFSD will ensure that all students and staff have access to a computing device and adequate internet connectivity to provide for necessary engagement in learning while in a distance learning or hybrid model of instruction. Further, the Irvington UFSD will provide instruction on using technology and IT support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.

Teaching and Learning

Mandatory teaching and learning requirements include providing clear opportunities for equitable experiences for all students regardless of the instructional model used. The District will demonstrate flexibility in its approach to achieving curricular goals to ensure that all students receive a thorough and developmentally appropriate education.

Special Education

The District will 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 programs and services; meaningful parental engagement regarding the provision of services to their child; collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served; access to the necessary instructional and technological supports to meet the unique needs of students; and documentation of programs, services and communications with parents.

The District will consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible and consider contingency plans developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended school closures.

English as New Language and World Languages

Reopening plans must address the learning loss experienced by many English language learners (ELLs), in both their English language development and their mastery of content area knowledge. The District will take steps to:

- Provide parents/guardians with on-going communication regarding their children's education;
- Ensure that all ELLs receive appropriate instruction that supports their college, career, and civic readiness, by providing them the required

instructional Units of Study in their English as a New Language based on their most recently measured English language proficiency level;

- Conduct ELL identification for all students who enrolled during COVID-related school closures in 2019-20, during the summer of 2020, and during the first 20 days of the 2020-21 school year within 30 days of the start of the school year; and
- Recognizing that all teachers are teachers of ELLs, provide professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commissioner's regulations.

The District will align its practices to the Blueprint for English Language Learner/Multilingual Learner (ELL/MLL) Success; adopt progress monitoring tools to measure ELL proficiency; provide social-emotional learning supports to ELLs in their home language; continue utilizing technology in ELL instruction; support students with Interrupted/Inconsistent Formal Education (SIFE) and other vulnerable populations; ensure the Emergent Multilingual Learners (EMLL) Profile supports early learning; and support completion of the NYS Seal of Biliteracy.

Staffing and Human Resources

The Irvington UFSD will continue to ensure that all teachers, school and District leaders and Pupil Personnel Service professionals hold a valid and appropriate certificate for their assignment; utilize incidental teaching when determining how to staff their classrooms; employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; where practicable, work with educator preparation programs to identify opportunities in which student teachers can support classroom instruction; consider whether the currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model.

VII. Communication: Family and Community Engagement

The Irvington UFSD is committed to frequent, on-going communication between the District, schools, students' families and the broader Irvington community. Community engagement, now more than ever, is essential to support student learning and community health needs. During the spring of 2020, the District and schools sent frequent communications providing the school community with updates on all aspects of school operations, instructional experiences, social and emotional supports, community services and health and safety updates. The District also maintained a District-level information webpage and school-level web pages that provided details related to distance learning and offered COVID-19 resources. Additionally, the District utilized email, text messages and pre-recorded audio messages to convey important information. Finally, the Superintendent of Schools facilitated a weekly Facebook Live broadcast to provide regular updates to

the school community. This level of communication will continue throughout the 2020-21 school year.

As the District sought to plan for the new school year, it formed four (4) stakeholder-based committees to develop key recommendations to identify needs and strategies to support student learning and to provide for the health and safety of all students and staff. In addition to these committees, the District administered two (2) surveys to the parent community. The first survey which was launched in the final weeks of June 2020 was completed by 879 parents/guardians. This survey provided the District with much needed feedback on the Spring 2020 distance learning experience and provided information to guide the early stages of planning. Then in mid-July 2020, a second survey was administered to provide the District with pertinent information on parental preference related to hybrid models of instruction and transportation. This survey was completed by 1,504 parents/guardians. The data collected through both of these surveys was of great importance in informing many important decisions that were made in preparation of the reopening plan.

To open school for in-person learning, the District will:

- Continue to engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) to inform key decisions.
- Provide guidance on responsibilities of parents/guardians, students, staff and visitors regarding health and safety measures that must be adhered to on school campuses and those that are recommended outside of the school day and off school grounds.
- Ensure that all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, the proper use of face covering, social distancing, and respiratory hygiene.
- Encourage all students, faculty, staff, and visitors through verbal and written communication (e.g. signage) to adhere to CDC and DOH guidance regarding the use of Personal Protective Equipment (PPE), specifically, acceptable face coverings, when a social distance cannot be maintained.
- Provide regular updates about health and safety, scheduling, and all other information families should be aware of.
- Provide opportunities for families to provide feedback on school experience.
- Identify a coordinator, or other point(s) of contact to be the main contact, upon the identification of positive COVID-19 cases and to be responsible for subsequent communication. Coordinators will be responsible for answering questions from students, faculty, staff, and parents or guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

Important Communication Resources:

Email Communication: Parents and guardians are required to keep current email addresses on file with their child(ren)'s schools and the District Office. You can update this information by contacting the appropriate school office and the District Office directly.

Phone Communication: Parents and guardians are required to keep current phone numbers on file with their child(ren)'s schools and the District Office. You can update this information by contacting the appropriate school offices.

Emergency Contact Information: In the event of an emergency, it is critical that schools have current emergency contact information for themselves and other responsible parties who can be reached in the event the child's parent/guardian is unavailable. This too must be updated annually and as necessary. Changes in emergency contacts can be conveyed to each school.

Instant Alert Service: The District utilizes an instant alert service, Send Word Now, to communicate critical information via voice, email and text messages. The District will preload the alert service with primary parental contact information.

Website Resources: The District will maintain a centralized webpage for all District-level plans, resources and archived communications. Additionally, each school will provide a parallel structure for school-level communications and plans. These website are linked and listed below:

[Irvington UFSD Resource Page](#)

[Dows Lane Elementary School Resource Page](#)

[Main Street Elementary School Resource Page](#)

[Irvington Middle School Resource Page](#)

[Irvington High School Resource Page](#)

Social Media Resources: The District also uses Facebook and Instagram to communicate with the school community. However, the above referenced web pages should be considered the primary resources for official District and school communications. The District social media pages are:

Facebook: <https://www.facebook.com/IrvingtonUFSD/>

Instagram: <https://www.instagram.com/irvingtonufsd/>

Should any member of the school community experience difficulties in receiving District or school communications, please send an email to: Donna.Friedlander@IrvingtonSchools.org.

VIII. Health and Safety

Site Safety Managers

The district will establish a District-wide Safety Manager that will oversee continuous compliance with all aspects of this plan. Each District building will designate a Site Safety Monitor who will ensure compliance with this plan in their respective buildings and report directly to the District-wide Safety Manager.

School Name	Site Monitor Name	Phone	Email
District Manager	Carol Stein	914-269-5052	Carol.Stein@IrvingtonSchools.org
High School	Juliet Gevargis-Mizimakoski	914-269-5412	Juliet.GevargisMizimakoski@IrvingtonSchools.org
Middle School	David Sottile	914-269-5312	David.Sottile@IrvingtonSchools.org
Main Street School	Joyce Chapnick	914-269-5212	Joyce.Chapnick@IrvingtonSchools.org
Dows Lane Elementary	Andrea Kantor	914-269-5112	Andrea.Kantor@IrvingtonSchools.org

Persons at High Risk

Currently, information indicates that older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19. Those at high risk for severe illness from COVID-19 are people aged 65 years and older and people who live in a nursing home or long-term care facility. Those at high risk include people of all ages with underlying medical conditions, particularly if not well controlled, including:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised –Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

The district will rely on self-identification of high-risk persons utilizing the following procedure:

- Communication of high risk attributes to school community
- Providing Human Resources or School Health staff info/links for self-reporting

Screening and Monitoring

In an effort to screen building occupants prior to their arrival at school, the District will implement the following screening procedures:

- Educate/Encourage staff to stay home if they are sick.
- Educate/Encourage parents to keep sick children home.
- Distribute a written protocol to instruct parents/guardians to be aware of signs of illness in their child that require them to stay home from school.
 - Rapid or difficulty breathing (without recent physical activity)
 - Flushed cheeks
 - Fatigue, and/or irritability; and
 - Frequent use of the bathroom
- All employees, parents, and regular contractors will be required to complete a mandatory health screening assessment at home including a temperature check, prior to departing for school. A survey will be emailed (or accessed via an app if cost effective) to employees and parents daily, prior to the start of each school day. Employees and parents will be required to certify “No” to all of the following in order to be permitted access to school buildings:
 - If they have had any COVID-19 symptoms in the past 14 days **or** at a level of severity or frequency that is more than typical for the individual
 - Fever or chills (100°F or greater);
 - Cough;
 - Shortness of breath or difficulty breathing;
 - Fatigue;
 - Muscle or body aches;
 - Headache;
 - New loss of taste or smell;
 - Sore throat;
 - Congestion or runny nose;
 - Nausea or vomiting; and/or
 - Diarrhea
 - If they have had a positive COVID-19 test in the past 14 days
 - If they had close contact with a confirmed or suspected COVID-19 case in the past 14 days

- has traveled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#) in the past 14 days
- The District will use email or other automation software to manage screenings as follows:
 - Employees, students' parents, and regular contractors will be entered as contacts into the email automation platform
 - The nurse's office will be notified via email of all contacts that do not respond prior to the start of school and they will follow up with the contact. The email subject line will include the contact's name and "No Response to Screening."
 - Contacts that reply "Yes" will be immediately prompted to stay at home and detailed health instructions emailed to the contact.
 - The nurse's office will be notified via email with a subject line that will include the contact name and "YES Response to Screening".
 - The nurse will follow up with the contact and take the appropriate actions.
- The District will take steps to ensure that any process has multiple avenues of completion and is not used as a basis to exclude students from school. Students who may require screening to be completed at school will be treated in a confidential manner and will have the screening completed as quickly as possible to minimize time away from class.
- If an individual presents with a temperature greater than 100.0°F, the individual must be denied entry into the facility, or sent directly to a dedicated area prior to being picked up or otherwise sent home

Self-Reporting Exposures and Infections

Prior to the opening of schools, employees and families will be advised of the requirement that individuals who are alerted that they have come into close or proximate contact with a person with COVID-19 or have been alerted via tracing, tracking or another mechanism, are required to self-report to their employer at the time of alert and shall not be permitted to remain or return to the building until they have completed quarantine

In the event **a student or district employee reports testing positive for COVID-19 or is exposed to a person who tests positive for COVID-19:**

- The student or District employee should immediately notify the District by contacting:
 - The nurse's office at the school which they attend or work in
 - If not assigned to any one school building, the employee should contact: Lisa Tortora in the District Office at (914) 269-5060

- If a student or staff tests positive for COVID-19, the District will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

Management of Sick Persons

In the event a person **becomes ill with COVID-like symptoms while at school**, the following procedure will be followed:

- Staff will be provided training on how to identify signs of illness in students and staff and the procedure to send symptomatic persons to the school nurse or other designated personnel in each building.
- The person will be moved to a predetermined isolation room or area to separate anyone who exhibits COVID-like symptoms.
- The person will be assessed by a registered nurse at the school.
- Transportation arrangements will be made to transport the sick person home or to a healthcare facility.
- Areas used by a sick person will be closed off and not used again before cleaning and disinfection.
- When possible, custodial staff will wait 24 hours (or as long as possible) before cleaning and disinfecting the area in accordance with procedures contained in this plan. If it is not possible to wait 24 hours, wait as long as possible.
- Persons who had close contact with a person diagnosed with COVID-19 will be advised to stay home and self-monitor for symptoms and to follow [CDC guidance](#) if symptoms develop. If a person does not have symptoms, they will be instructed to follow appropriate CDC guidance for home isolation.
- Sick staff members and children will be advised not to return until they have met CDC [criteria to discontinue home isolation](#).
- The District will consult with the local health department regarding the current [Local Hospital Capacity](#) when making decisions on school closures.

In the event that the school is notified that an employee or student **has been exposed to COVID-19 and are quarantined, or if a family member has been diagnosed with or presumed to have COVID-19 and/or is being isolated**, the following procedure will be followed:

- Personnel and students with known exposure to someone with diagnosed or presumed COVID-19 will be instructed to self-quarantine at home for 14 days
- If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will be questioned, and if they exhibit symptoms, they will also be

excluded from school. If they do not exhibit symptoms, they may still be excluded from school and asked to self-quarantine.

- The custodial staff will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.

These protocols will be updated as any shifts in guidance are provided by NYSDOH and NYSED.

Contact Tracing

Contact Tracing assessing and informing those with potential exposure is a fundamental control strategy for minimizing spread within a group population. The CDC defines close contact as interactions within 6 feet for more than 15 minutes.

In an effort to determine the potential or confirmed case's contacts with other students or staff members over the previous two or more days, the District will assist the local Department of Health including notification of potential contacts, such as students, staff or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

- School health staff will follow all guidance and reporting protocols as outlined by the Westchester Department of Health (WCDOH) and NYSDOH.
- School health staff will utilize general principles of contact tracing to begin closely monitoring other potentially exposed individuals.
- Health staff will receive awareness contact tracing training

The District will identify clearly defined measures that will serve as warning signs that the level of COVID-19 transmission may be increasing in the school setting beyond an acceptable level, as defined by state and local health departments.

Returning to School

The following procedure will be followed for allowing persons to return to school following illness or diagnosis of a confirmed case of COVID-19 or following quarantine.

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC and their return is coordinated with the local health department. As of July 27, those guidelines are:

1. **Untested:** Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms, may return if the following three conditions are met:
 - a. They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
 - b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 - c. At least ten (10) calendar days have passed since your symptoms first appeared.

2. **Tested:** Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following three conditions are met:
 - a. They no longer have a fever (without the use of medicine that reduces fevers); and
 - b. Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
 - c. They have received two negative tests in a row, at least 24 hours apart.

3. **Tested with no symptoms:** Persons who have not had symptoms but test positive for COVID- 19 may return when they have gone ten (10) calendar days without symptoms and have been released by a healthcare provider.

Students may also return if they are approved to do so in writing by the student's health care provider.

Cleaning and Disinfecting

See Section IX Facilities

Healthy Hygiene Practices

The following healthy hygiene practices will be in place at all District buildings:

- Signage will be installed near hand sanitizer stations indicating that “visibly soiled hands should be washed with soap and water” as hand sanitizer is not effective on visibly soiled hands.
- Alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Elementary students will be brought to hand washing locations prior to eating or handling food
- Posters reminding all of the importance of handwashing steps will be installed
- Posters describing handwashing steps will be installed near sinks
- Additional receptacles will be placed around the facility for the disposal of soiled items including PPE

- The District will remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.
- If available, additional handwashing stations will be placed in cafeterias and other necessary areas.
- Hallway water fountains will be capped where bottle filling stations are available.
- The district will ensure all students are trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, the proper use of face coverings, social distancing, and respiratory hygiene.

Face Coverings

The following procedures regarding face coverings will be in place at all District buildings:

- Face masks will be required by all students and staff at all times inclusive of but not limited to: arrival and dismissal, during hallway transitions and other building movements, on school buses, in restrooms, during instruction and where distancing is not possible.
- Staff in personal/individual offices will not have to wear masks so long as they are not in the company of others, adhering to social distancing requirements and practicing proper hygiene.
- Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.
- Cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards will continue to be used, in accordance with OSHA guidelines.
- The District will obtain and maintain adequate supplies of disposable face coverings for school staff, students who forget their masks, and PPE for use by school health professionals
- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- Face shields and smocks will be utilized by staff when required to be in close contact with students and when there is a high risk of transmission of bodily fluids
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental

health will not be subject to the required use of a face covering. Employees with health care provider documentation stating they are not medically able to tolerate a face covering cannot be required to do so.

- Each school in the District will instruct staff to provide mask breaks as needed.
- The District will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings.

Signage

The District will install CDC provided signage at multiple locations around each school building to:

- Instruct building occupants on the proper way to wash hands
- How to use an acceptable face covering when unable to maintain social distancing
- How to put on, take off and properly wear, discard and store PPE
- How to engage in good daily hygiene measures
- To stay home if they feel sick
- How to report symptoms of exposure to COVID-19

Arrival and Dismissal

To reduce close contact of persons entering and exiting the building, the District will:

- Stagger arrival times of both buses and parent transportation to reduce density
- Establish designated areas for student drop-off and pick-up,
- Limit contact and entry of parents/guardians into the building, to the greatest extent possible.
- Utilize multiple supervised points of entry into each school building to reduce bottlenecks, close contact and hallway travel to classrooms
- Require face masks to be worn by students, staff, and parents during the arrival and dismissal process.
- Install hand sanitizer dispensers at all entrances to the facility

Visitor Management

A modified visitor management process will be utilized at all school buildings as follows:

- Only essential visitors, including parents, will be permitted into the school buildings
- Essential visits consist of:
 - Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually via

- Google Meet or Zoom including parent/teacher conferences, which should be limited to virtual meetings
 - Picking up of sick persons, with ill students being escorted out of the building to meet their parent/guardian
 - Other visits deemed essential by the school administration
- Visitors will be asked to pre-register their visit using a Google Form (or equivalent) that will:
 - Provide instructions on pre-screening steps (see Screening and Monitoring)
 - Advise the visitor they will be contacted prior to their scheduled appointment
 - Instruct the visitor to conduct pre-screening steps prior to their visit to the school
 - Advise the visitor they will be required to wear face masks prior to being permitted entry into the building
- Greeters will contact visitors prior to their scheduled appointment to confirm their visit and verify pre-screening steps have been completed
- All persons entering the building will be required to wear face masks prior to being permitted entry into the building. Disposable masks will be provided to visitors for exigent circumstances
- Touchless hand sanitizer dispensers will be installed at building entrances, check-in locations and any delivery locations, such as loading docks
- “Stand Here” signage and floor markers will be installed to designate places where visitors should wait to be checked in
- Appropriate shields or other barriers will be installed at check-in locations where it is necessary to physically separate building service staff from visitors during the check-in process
- As with current practice, visitors will display their license to school personnel who will verify the name with the appointment log and ask the visitor to affix the disposable visitor badge to their outermost garment. Visitors may scan their license and remove the printed visitor badge from the printer without contact with the building employee
 - Badges will be printed prior to the visitors’ arrival
 - Lanyards will not be used
 - Stickers should be discarded by visitor upon exiting
- Visitors will be asked to clean their hands with hand sanitizer upon completion of the check-in process
- Contractors shall be required to wear PPE when moving through the building and where 6’ distancing is not possible
- Drop off procedures will be modified as follows:

- Most drop-offs will be prohibited unless prior approval is obtained from the building administrator
- Drop off bins will be eliminated
- Medication drop-offs should be coordinated with the school health office
- Forgotten lunch drop-offs will be prohibited with the exception of students who may have a food allergy and cannot safely be provided a school lunch
- A designated drop off area will be established for all deliveries (e.g., FedEx, UPS) to prevent delivery persons from entering the building

IX. Facilities

Social Distancing

All building occupants will be required to maintain social distancing of at least 6' from one another wherever possible. In those instances where social distancing is not possible, face masks will be worn. Additionally, PPE may also be necessary.

In order to accommodate social distancing in each school building, the District will take the following general actions

- Some large common areas such as auditoriums and gymnasiums, may be repurposed as instructional spaces to accommodate a larger number of students in the same class
- Furnishings may be removed from rooms to maximize capacity
- Desks will be placed facing the same direction and allow for 6 feet distancing where possible
- Locker use will be limited or possibly eliminated
- Outdoor or off-site spaces may be utilized as appropriate and if SED approved
- Specific isolation rooms will be designated in each school health office
- School districts will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes)
- The District will require mask use and limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices)
- Any physical changes or barriers will meet fire-code requirements.

Hallways and Stairways

Strategic movement and a reduction density in hallways and stairways (to the degree possible) will allow for appropriate distancing. The District will take the following safety actions:

- Face masks will be worn when students and staff are moving throughout the building
- Where possible, the District will look to release classes in a staggered manner to reduce density in hallways during class changes. The additional time needed to stagger transitions should be factored into the school day.
- Floor and wall signage will be utilized to prompt distancing where appropriate including outside classrooms where students will be required to stage during class transitions
- Hallway movement will be evaluated in each building, and a modified traffic pattern will be utilized to:
 - Create one-way corridors where appropriate
 - Create one-way stairways where appropriate
 - Use of center hallway prompts (e.g., cones, floor tape) to promote distancing of two-way traffic

Cleaning and Disinfecting

The District will adhere to hygiene, cleaning, and disinfection requirements from the CDC and the DOH.

- The custodial staff of each building will perform frequent cleaning of high touch surfaces throughout the school day, including:
 - door handles
 - rails
 - counters
 - tabletops
 - bathroom fixtures
 - trash can lids
 - Shared phones
- Registered disinfectants identified by the Environmental Protection Agency (EPA) as effective against COVID 19 will be utilized
- Daily cleaning log checklists will be completed for each area of the building and maintained by the head custodian
- Logs will contain the following at a minimum:
 - Date of cleaning
 - Time of cleaning
 - Scope of cleaning (checkboxes)

- Staff will be required to use applicable PPE to perform cleaning and disinfecting
- Classroom, office spaces and conference rooms will be provided with appropriate disinfectant wipes (as available) for employee self-cleaning of shared and frequently touched surfaces as practical
- Every 60-70 days, we will apply BioProtect to most surfaces in our buildings. BioProtect is a durable, bound antimicrobial technology that protects surfaces for up to 90 days without reapplication. It creates a non-receptive surface for incoming microbes which physically disrupts and inhibits the growth of a large array of bacteria, molds, mildew, fungi and algae. Extensive third-party testing has conclusively proven that it also destroys MRSA, C. Diff. and H1N1. Testing is ongoing for COVID-19
- If buildings are closed for seven days or more, normal routine cleaning will be performed. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time
- Cleaning (removing visible dirt or surface soil) and disinfecting (aka sanitizing) training will be provided to all custodial employees including:
 - Hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard
 - Cleaning and disinfection protocol for suspected and positive cases
 - Personal Protective Equipment (PPE)
 - When to use PPE
 - What PPE is necessary
 - How to properly don (put on), use, and doff (take off) PPE
 - How to properly dispose of PPE

Building Systems and Maintenance

The District will take a series of steps to ensure the operations of mechanical systems, water systems, elevators, and HVAC systems. The objective is to test and ensure systems are safe, that may have been used infrequently during the prolonged closure. This is an ongoing practice of the District after summer recess.

Heating and Cooling

- The percentage of outdoor air will be increased where possible (e.g., using economizer modes of HVAC operations and discouraging use of room air conditioners)
- Natural ventilation will be increased by opening windows if possible and safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow
- Building ventilation systems will periodically be run during unoccupied times to maximize dilution ventilation
- Where possible, air filters are being upgraded to MERV 13

Emergency Drills

Education Law § 807 requires that schools conduct eight (8) evacuation and four (4) lockdown drills each school year. When planning drills, the District, in consultation with our security consultant, may modify the drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency. As such, it may be necessary for the District to conduct drills in the 2020-21 school year using protocols that are different than past years.

Regardless of the modification used when conducting a drill, students will 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. If schools re-open with a hybrid in-person model, such as one where students attend school on alternate days to reduce the occupancy of the school building, schools will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

X. Child Nutrition

The District/school will provide all students enrolled with access to school meals each school day. This includes students in attendance at school and students learning remotely. Our program will address all applicable health and safety guidelines and comply with Child Nutrition Program guidelines. Cafeterias may be closed in buildings or seating will be spaced to allow seating to be six feet apart. Food Services will have a reduced menu and rely more on grab and go options. We will include measures to protect students with food allergies if providing meals in spaces outside the cafeteria. The District will also take the following safety actions:

- Grab and Go lunches will either be delivered to classrooms or each classroom will be called to the cafeteria in a staggered manner for elementary students. For secondary students, the cafeteria may be supplemented with additional food service kiosks and identified eating areas where social distancing can be maintained.
- Where the cafeterias will be used, the following safety actions will be implemented:
 - Cafeterias will have reduced capacity to allow for distancing and will limit the number of people who can sit together
 - Seating capacity will be reduced to ensure distancing between tables
 - Physical distancing will be required while on service lines, and floor signage and floor prompts installed
 - Physical barriers may be placed between seating if available
 - Congregating in kitchen areas will be prohibited

- Communal condiments will not be provided. Where possible, single serving, individually wrapped items will be used
- The District will create protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged
- The District will clean and disinfect prior to the next group of students arriving for meals to the extent practicable, if served in the same common area
- Require gloves for all back of house (BOH) staff and ensure the gloves are changed per current industry standards
- Require face coverings for BOH and all cafeteria staff
- Utilize transportation methods (e.g., carts, kiosks) for meals and snacks of food served in classrooms or other locations
- Consider the safety concerns related to collecting money and using POS pin pads to keep track of meals that are served to students by having the cashier enter student numbers and encouraging use of My School Bucks to minimize cash transactions.
- The District will explore a pre-order process if available with our Food Services vendor.
- Students will be trained that sharing food and beverages with one another is prohibited.

XI. Transportation

The District will conduct transportation activities that are consistent with state-issued public transit guidance and NYSED School Reopening guidelines. These guidelines state that students and school staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.

Students who are able, will be required to wear masks to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, and will be appropriately socially distanced. Members of the same household may be seated in the same seat. To the extent possible, seating will be arranged to provide social distance on the bus.

Routes may be changed to support the school schedule and to minimize density on buses. Additional attention will be given to the loading and unloading of students to and from buses to promote social distancing. We will board children to occupy seats from back to front.

From a recent parent survey, many parents expressed that their child would not take the bus as well as expressed a willingness to not be routed, although eligible. Based on this information, parents will be asked to notify the District not to route their

children. This will reduce density on the buses and provide more room for social distancing. If and when the need to ride the bus arises, the District will then add the student back on the route. The District does not have the capacity to greatly increase the number of buses and while additional routes are being considered to reduce density, school start times would be affected and costs would be significant.

To further reduce density, the District will promote a Walk to School campaign. This will have an added benefit of reducing traffic congestion on our main streets and entrances into our school campuses.

All buses that are used every day by districts and contract carriers will be cleaned/disinfected at least once a day. High contact surfaces will be wiped down after the morning (AM) and afternoon (PM) run depending upon the disinfection schedule. If custodial staff are available, the District will look to wipe down buses in between runs.

School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or District. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

When temperatures are above 45 degrees Fahrenheit, drivers will increase bus ventilation by opening the top hatches of buses or opening windows

Wheelchair accessible school buses will configure wheelchair placement to ensure social distancing of 6 feet.

Whether school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district, whose schools are meeting in in-person sessions.

All students are entitled to transportation by the District to the extent required by law and District policy. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

School Bus Staff

School bus drivers, monitors, attendants and mechanics are required to perform a self-health assessment for symptoms of COVID-19 before arriving at work. If personnel are experiencing any of the symptoms of COVID-19, they will notify their employer/supervisor as per the reporting policies and seek medical attention.

School bus drivers and monitors must wear a face covering along with an optional face shield. Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of PPE and the signs and symptoms of COVID-19. Transportation departments/carriers will

provide PPE such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages. Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Drivers will maintain a passenger log for each run to assist with contact tracing when needed. Whenever possible, a single driver will be assigned to the same bus and same routes to minimize mixing.

XII. Social-Emotional Well-Being

As District and school personnel adapt to environments that result in substantially reduced time spent interacting in-person, ensuring intentional and meaningful inclusion of social-emotional learning (SEL) across all aspects of operating strategies is critical to supporting the well-being and success of students, staff, and families. Along with physical health and well-being, our schools and District must prioritize social-emotional well-being - not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

It is unrealistic to expect that students will return to instruction as they left it months ago. Students have experienced an extremely stressful, and for many, traumatic experience while isolated from school, friends, and community.

Some students have had positive experiences during school closures. Learning, growing, and discovering new identities as activists, caregivers, and leaders in their communities. Schools should support and nurture new skills and mindsets.

Students known to be vulnerable, as well as those not previously on District and school radars, may return to instruction anxious, fearful, withdrawn, grieving, and/or unprepared to self-manage new or exacerbated negative behaviors. And some students have thrived in an on-line environment, as school anxiety has lessened. Should additional periods of remote learning be required, students who had an adult available to assist them previously may now be home alone as adults return to work. Older students may be tasked with the care of younger family members. Schools and districts must be prepared to meet students where they are, regardless of the circumstances in which they find themselves.

We recognize that social and emotional well-being must be prioritized during transitions back to school and for as long as necessary to appropriately support student needs; physical and emotional safety is necessary for the brain and body to be ready to learn. We also recognize the critical need to address adults' social and emotional needs before the return to school and on an ongoing basis. Adults must have systems of support including meaningful peer relationships, opportunities to connect, and resources to support self-care. Without these supports in place, adults will not have optimal capacity to support the needs of students and families.

The following considerations are intended to assist in creating a welcoming and caring school community that ensures its members are met with compassion and

the support they need to achieve and thrive. Academic learning cannot be effective until the basic human needs for physical and emotional safety are met. This is an embodied practice. Breathe, notice, feel, and be present.

- A District-wide and building-level comprehensive developmental school counseling program plan has been established and developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.
- An advisory council, has been established, with a shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the Board of Education, school building and/or District/charter leaders, community-based service providers, teachers, certified school counselors, and other Pupil Personnel Service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.
- The District will survey staff and families prior to the beginning of school to assess readiness to return and to identify students and/or staff members who will need additional support when school reopens.
- The District provides resources and referrals to address mental health, behavioral, and emotional support services and programs. This information is provided by the social workers on a regular basis.
- The District addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.
- Using existing RTI and MTSS systems, buildings will identify students who are in need of Tier II or Tier III supports in SEL.

The District has partnered with the Collaborative for Academic, Social and Emotional Learning (CASEL) to provide ongoing support to our District administration, building leadership, faculty and staff in addressing these needs.

XIII. School Schedules

COVID-19 required schools to make critical adjustments to their instructional model in March 2020 with little or no time to plan. As we develop our reopening plans for the 2020-21 school year, we are looking to resume in-person instruction while maintaining health and safety standards and the most up to date guidance from the New York State Department of Health.

Consideration is also given to the needs of students, families, and staff as well as the realities of available space and student enrollment in each of our school buildings. We will be restructuring our programs using flexible scheduling models - taking

advantage of in-person, remote, or hybrid learning models - and to provide synchronous and/or asynchronous instruction.

Per the NYSDOH guidance, our plans address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which we recognize may be necessary at various times throughout the 2020-21 school year. In addition, we have considered if certain students will be prioritized for in-person instruction first and/or more frequently based on educational or other needs (e.g., students with disabilities, English Language Learners). These priorities will be determined at the school level based upon the needs of the student population in that school.

To maximize in-person instruction, we have considered measures to decrease density and congregation in school facilities and on school grounds, when possible, such as:

- finding alternative spaces in the community to allow for more in-person instruction;
- adjusting class or work hours, where appropriate and possible;
- limiting in-person presence to only those staff who are necessary to be at the school during normal school hours;
- maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines;
- staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- shifting design of class schedules to accommodate social distancing guidelines, including cohorts

As described above, the District engaged in collaboration with stakeholders including, but not limited to, teachers, staff members, parents, and community groups when considering alternate schedules. Families, faculty and staff were surveyed regarding preferred models and options for transportation. Regular presentations at Board of Education meetings, along with communications from the Superintendent of Schools have kept the community updated on our progress in planning for the reopening of schools. Once a plan has been adopted by the Board of Education, it will be shared with the school community to allow families to plan childcare and work arrangements.

When developing our reopening plan, the District ensured that we would be prepared to shift back to fully remote learning models should circumstances change and school buildings are required to close.

In planning to reopen for the 2020-21 school year, we considered three models: 100% in-person instruction, 100% remote instruction and a hybrid model with alternating

attendance. Regardless of the instructional model implemented, equity and access must be the priority for all students.

100% in-person learning for all students will only be possible if social distancing guidelines are lifted as our school buildings will not allow for all students to be on-site and maintain appropriate health and safety standards. If it is possible to resume 100% on-site learning, each building will follow their traditional schedules.

100% remote learning will be implemented in the event that the Governor mandates the closure of all school buildings. In that case, each building will implement the following schedules:

[Dows Lane 100% Distance Schedule](#)

[Main Street 100% Distance Schedule](#)

[Irvington Middle School 100% Distance Schedule](#)

[Irvington High School 100% Distance Schedule](#)

A hybrid model with alternating attendance has been identified. In this model, students will be divided into two cohorts. Each cohort will engage in in-person instruction two days per week and remote instruction for the remaining three days. High need students including, but not limited to students with disabilities, English Language Learners and those receiving other support services will be considered for in-person learning four or five days per week. The following building-specific schedules have been designed to best meet the needs of each group of students:

[Dows Lane Hybrid Schedule](#)

[Main Street Hybrid Schedule](#)

[Irvington Middle School Hybrid Schedule](#)

[Irvington High School Hybrid Schedule](#)

As schedules are implemented and we receive feedback from parents, students and teachers, adjustments may be made to increase the efficiency of the model and promote student learning.

Please note that in both the 100% remote and hybrid models, a block of time has been preserved for professional collaboration and learning.

XIV. Teaching and Learning

New York students are entitled to a Free Appropriate Public Education (FAPE), even as we face the unprecedented challenges presented by the COVID-19 pandemic. All students must have the opportunity to feel safe, engaged, and excited about their learning, whether in-person, remote, or some combination of the two. At the heart of teaching and learning are the relationships that students have with their peers, teachers, and school community members. Students are searching for a return to

their routines and a sense of normalcy, so all efforts should acknowledge the importance of setting a positive routine and welcoming environment that supports students during this unpredictable time. During the upcoming school year, it is of the utmost importance that individual student needs and equity are put at the center of all learning experiences. Flexibility is essential when planning for the fall, and our schools need to be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

We will provide 180 days of instruction counting instruction that is delivered in-person, remotely, or through a hybrid model. The following have been considered in the development of our reopening plan:

- Have a continuity of learning plan for the 2020-21 school year that includes in-person, remote, and hybrid models of instruction.
- Instruction must be aligned with the outcomes in the New York State Learning Standards. This alignment has already been established through the development of curriculum maps for all courses or study.
- Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities are aligned with state standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher, regardless of the delivery method (e.g., in-person, remote or hybrid) as well as timely and specific feedback on progress.
- Instructional experiences are not defined solely as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone.
 - Educational programs delivered in grades K-6 will employ the best available instructional practices and resources and be mindful of maximizing instructional time and supports with young learners.
 - Instruction in grades 7-12 will, as a whole, be comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study.
- Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through

hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports. The District will align laboratory experiences specific to each science course; determining the mode or modes of instruction; and identifying a viable vetted list of acceptable virtual labs or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Teachers will design and implement a method for students to record laboratory experiences and satisfactory lab reports. In a virtual environment, emphasis should be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

- Students will have access to and interaction with appropriately certified teachers on a daily basis.
- Schools must create a clear [communication plan](#) for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on District need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).
- Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines.
- Develop a plan for how to support students who, due to the 2019-20 school closure, need additional social, emotional, or academic support to ensure success in the 2020-21 school year (see SEL considerations above). Students and their families are involved in the planning for any remediation or support whenever practicable.
- Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.
- **The District has adopted to implement a phased-in process to provide time for this adjustment:**
 - September 8-11: Students engage in remote interactions with their teachers and classmates. They begin to establish a classroom community, to process the school closure and begin to introduce new safety routines.
 - September 14-18: Students begin to attend in-person instruction in small groups. They solidify relationships with their teacher and classmates, adjust to new transportation procedures, and learn new

safety procedures for managing supplies and moving about the classroom and the school building.

- September 21st: The hybrid model is fully implemented.
- Use commercially and locally developed formative assessments to determine individual student needs and target extra help to ensure both academic and social-emotional needs are addressed.
- Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning. To ensure there is sufficient time for staff to meet the District calendar was adjusted to provide for an additional Superintendent Conference Day prior to the opening of school.
- Identify any additional professional development needs for administrators, teachers, teaching assistants and related service providers for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.
- Training and support will be provided for students and families/caregivers to ensure comfort and ease with instructional platforms and devices.
- Instruction in the Arts and Physical Education will be designed with a combination of tasks for at-home completion followed up with application of skills in the school setting.

XV. Technology and Connectivity

The closure of New York schools and subsequent shift to remote learning only highlighted the value technology offers to schools. The period of distance learning presented the opportunity for schools, students, and families to leverage technology to support instruction, learning, communication, and meaningful connections. The effective use of digital technology can assist educators in differentiating and personalizing learning; provide flexibility in scheduling and pace; and provide multiple entry points for students to engage in learning. As schools plan for reopening, technology and connectivity must remain essential areas of focus.

The District will make all reasonable efforts to ensure students and teachers have the necessary access to the technology necessary to access learning during periods of distance or hybrid learning. To provide for this, the District will survey parents to determine whether technology is needed. In such cases, Irvington UFSD will provide students and teachers, for use in their places of residence, with access, to the extent practicable, to:

- A computing device, such as a Chromebook; and
- Consistent, reliable access to high-speed internet at a sufficient level to fully participate in distance learning (e.g., a hotspot).

In any case where the District provides students or staff with technological devices, all access will be provided through the District's network and content filters will remain in place to restrict access to approved resources and websites. All devices remain the property of IUFSO. Users will be required to execute an agreement with the District guaranteeing responsibility for it. Families will be extended the opportunity to purchase insurance to cover any likely damage that occurs to the loaned device.

Internet Safety and Data Security:

The Irvington UFSD will continue to go to great lengths to provide for reasonable measures of online safety and security during distance and hybrid learning. This includes, but is not limited to the following:

- All access to learning platforms, use of District-owned devices and access to authorized applications will be channeled through the District computer network. Such measures will ensure that all internet traffic is protected by security filters and that inappropriate sites cannot be accessed.
- Additionally, to ensure privacy, students will be required to login to District-owned devices and learning platforms/applications with school-issued credentials.
- All applications utilized shall be District-approved and compliant with Education Law 2d which governs data privacy. For more information on data privacy, please refer to the [IUFSO Data Privacy website](#).

Digital Citizenship and Distance Learning Etiquette :

During distance and hybrid learning, students must adhere to the Board of Education approved Code of Conduct and acceptable use policy. The use of District-owned devices and school applications, such as Google applications, shall only be used for school-related communications. No personal socializing should occur using these resources.

The following guidelines are provided to help students and parents to make distance and hybrid learning a productive and enjoyable experience:

Distance Learning Guidelines for Students:

- Log into your Google meeting at the scheduled time.
- Remain in a Google meeting only if the teacher is present.
- Be sure you have all the supplies you need before logging in.
- Mute your microphone when not speaking.
- Cameras must be turned on during all class or group meetings.
- Be respectful to the teacher and the other students by staying fully engaged during the entire class.

- If appropriate, use the chat function to ask a question or provide a response to another person's question.
- The District's Code of Conduct will continue to be in full effect.
- Daily attendance, consistent completion of school work and participation in all class activities are required.

Distance Learning Guidelines for Parents/Guardians:

- Encourage your child to be as independent as possible including logging in, participating in lessons and completing assigned work.
- Provide a quiet space, free from distractions for your child to meet with their class and when completing assignments.
- Allow the teachers to work with all students present. If your child needs support beyond what is offered in class, have them sign up for time during the teacher's scheduled extra help.
- Encourage your child to work through challenges and frustration. Remember that they do this on their own every day that school is in session!
- Respect the privacy of all students, including your child, and refrain from participating in the lesson or discussing anything you may overhear during a live class.
- If you need to speak with the teacher, reach out to them using email. Please be understanding if it takes some time for them to respond. They are all busy teaching and preparing distance learning lessons for the students.

Student and Family Technology Support:

The Irvington UFSD is dedicated to providing on-going support for students in their use of technology that is related to distance or hybrid learning. To this end, the District has developed a dedicated [webpage](#) with resources related to the use of Chromebooks, Google applications and Google Classroom. Additionally, a [student technology help desk](#) has been established to address issues that arise. In the event of challenges arising in the use of a District-owned device, a student or their parent can submit a work order through the help desk. Once a work order is received, a technology department staff member will provide the necessary assistance. If the problem cannot be resolved remotely, a replacement device will be issued.

In addition, the District will offer learning opportunities for parents/guardians to assist their child with accessing learning via technology. Here, the District will offer virtual workshops on the use of school-related applications and school issued devices. Such learning opportunities will be communicated to parents utilizing the methods outlined in the Communication Plan.

Professional Learning for Teachers:

The District will provide on-going professional learning for teachers and administrators in the use of instructional technology. Utilizing feedback from surveys to faculty and staff, the Director of Technology will coordinate and facilitate regular workshops on topics identified as being necessary. Additionally, the District will produce and identify on-demand webinars to support the use of instructional technology and educational applications. Also, the District's Google Professional Development Team will facilitate learning opportunities and be available to provide personalized assistance to faculty members.

XVI. Attendance and Chronic Absenteeism

Consistent attendance is critical to academic, social and emotional growth of every student. It is therefore essential that students attend school, whether through in-person learning, distance learning or hybrid learning as assigned by the school, on a daily basis. Punctuality is also essential as it ensures that students are ready and available to learn, while instilling important life skills. **Attendance for in-person learning, distance learning and hybrid learning is mandatory.** If a student is to be absent from school, regardless of the format of learning, the absence must be reported to the school in accordance with established reporting requirements. If at any time a student is ill, they should seek proper medical attention. Students should not come to school if they are sick. Additionally, **if students have symptoms that are consistent with COVID-19, have been in contact with someone demonstrating COVID-19 symptoms, or have been in contact with someone diagnosed with COVID-19, they should not come to school and such situations must be reported to the school nurse immediately.**

Maintaining good attendance is expected for all students and both parents and students share responsibility for it.

Please refer to the Health and Safety section of this plan for further details on student illness and well-being.

Attendance: Mandatory Requirements

Daily student attendance is mandatory. Students shall be in attendance for all assigned in-person learning days unless ill (see above). Additionally, students must fully and actively participate in all components of distance learning as assigned by their school. Daily attendance and/or participation will be taken and monitored by teachers, school administration and the school nurse. Parents will be contacted if poor attendance or tardiness is a concern and/or interferes with students' academic progress.

Attendance and participation methods shall include, but are not limited to:

- Daily in-person attendance in the elementary schools.

- Daily in-person attendance and period-by-period attendance in the secondary schools.
- Daily distance learning attendance and period-by-period attendance at all school levels.
- Daily distance learning participation, period-by-period participation and project/assignment participation at all school levels.

Chronic Absenteeism

Extensive research indicates that missing ten percent of school days tends to be the “tipping point” when student achievement declines. Chronic absence, or absenteeism, is defined as missing at least ten percent of enrolled school days, which in New York State is eighteen days per school year, or two days per month.

Chronic absence includes all absences from instruction, both excused and unexcused. Although the Irvington schools will be flexible when students are ill, student attendance is expected daily. In cases where student attendance is a concern, parental contact will be made to identify what supports can be offered. This may include developing partnerships with the school counselor, social worker or school psychologist who may be able to offer strategies to improve attendance or provide counseling support.

Educational Neglect

As referenced above, a parent/guardian is responsible to ensure that their child(ren) regularly attend(s) schools. An allegation of educational neglect may be warranted when a parent/guardian fails to ensure a child’s prompt and regular attendance in school or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child’s educational progress or imminent danger of such an adverse effect. Educational neglect will not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in-person during the pandemic, and the child is participating in remote learning opportunities.

XVII. Career and Technical Education

Some Irvington general education and Special Education students attend CTE classes at Southern Westchester BOCES. In those cases, all instructional and health and safety considerations are under the direction and guidance of BOCES.

XVIII. Special Education

Increasing the delivery of in-person Special Education services has been a priority for the District as we develop this reopening plan.

Special Education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. Our reopening plan strives to ensure that all students with disabilities continue to have available to them, a Free Appropriate Public Education (FAPE) that emphasizes Special Education programming and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. In consideration of the health, safety, and well-being of students, families, and staff, our reopening plans are designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE is consistent with the changing health and safety conditions that exist.

The following were considered when developing this plan:

- **Prioritizing in-person learning:** In-person services are a priority for high-needs students and students with disabilities. This need will be addressed by considering four-day or five-day on-site instruction for our highest-needs students when schools are on a hybrid alternating attendance schedule for most students.
- **Access:** Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. Schools will continue to ensure that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. Placement in integrated co-teaching classrooms supports this goal. When providing in-person instruction, schools will ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers. Whether services are provided in-person, remotely, and/or through a hybrid model, they must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- **Collaboration between Committees:** The District will continue to plan for collaboration between the Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on IEPs, plans for monitoring and communicating student progress, and commitment to sharing resources.
- **Provision of Services:** The District will ensure that, to the greatest extent possible, each student with a disability is provided the Special Education programming and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, we may not be able to provide all services in the same mode and/or manner they are typically provided. We will need to

determine what methods of delivery of services will be utilized to deliver Special Education programs and services to meet the needs of students with disabilities as they plan for various types of instructional models including in-person and remote learning. There will be flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.

- **Progress Monitoring:** Teachers and service providers will continue to collect data, whether in-person or remotely, and use this data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's Special Education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.
- **IEP Documentation:** Formative assessment and ongoing monitoring of student progress will be documented and maintained, and will be available to the CPSE/CSE and parents, in their preferred language or mode of communication. The schools will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure. The school will document the ongoing provision of services to individual students upon the reopening of schools.
- **Referrals:** If the District suspects a student of having a disability, it must refer the student for an initial evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent referrals and requests for referrals by school staff should be considered as usual per the procedures in the Commissioner's Regulation section 200.4(e).
- **Initial Evaluation/Reevaluation:** Meetings are conducted whether in-person or remotely within required timelines.
- **Eligibility Determination/Annual Review Meetings:** CPSEs/CSEs will meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. When conducting CPSE/CSE meetings, the parent of a student with a disability and the District may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.
- **Communication/Coordination:** Clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to Special Education programs and services and the continued offer of FAPE for students with disabilities. The District will collaborate with parents and families to ensure

that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

- **Procedural Safeguards and Prior Written Notice Requirements:** [All procedural safeguards and prior written notice requirements](#) will continue to be honored regardless of the instruction model in place.
- **Partnership and Collaboration:** All current procedures and processes for partnership and collaboration, including Special Education programs and services in a charter school, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county will continue. The District will conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.
- **Accommodations and Modifications:** The District will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. Schools will review their instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum in a remote or hybrid learning environment.
- **Supplementary Aids and Services:** The District will ensure that students with disabilities have access to supplementary aids and services to meet their unique instructional and social-emotional needs.
- **Technology:** The District will continue to ensure that students have access to working technology and any accompanying programs per their IEP. Parents and families are provided with a list of individuals, including their contact information, available to respond to questions regarding technology.

XIX. English as New Language and World Languages

All English Language Learners (ELLs) will be provided the required instructional Units of Study in their ENL program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status will continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning. The District will review the proficiency of students who are entering their third year as a Former ELL at the Commanding level of proficiency in 2020-21 (students who achieved Commanding on the 2018 administration of the NYSESLAT)

and to provide these students with supplemental Former ELLs services as they deem appropriate.

All communications for parents/guardians of ELLs will be in their preferred language and mode of communication. The District will continue to ensure that parents/guardians of ELLs/MLLS receive access and information available to other parents in the language or mode of communication they best understand.

With the cancelation of the 2020 NYSESLAT, the District will determine new methods to measure the English language proficiency levels of their ELLs to ensure that these students are receiving the appropriate level of instruction.

The Irvington UFSD does not operate a bilingual program.

XX. Athletics and Extracurricular Activities

Student participation in co-curricular activities, extracurricular activities and athletics is an important part of the school experience as they provide for enriching opportunities and promote positive social development. To this end, the Irvington UFSD encourages students to participate in activities in which they have an interest or those they wish to explore. Unfortunately, the pandemic has resulted in the necessity for schools to limit person-to-person contact and restrict large gatherings. Therefore, many traditional activities may have to be cancelled or modified. In all cases, the District will comply with NYSED and NYSDOH guidelines - no exceptions will be made.

During the 2020-21 school year, each Irvington school will attempt to facilitate as many co-curricular activities, extracurricular activities and athletics programs as possible. Aside from the aforementioned governing guidelines, local criterion and practical considerations such facility needs and supervision requirements may be determining factors as to whether activities can be facilitated. Each school will communicate opportunities that will be available to its students. Should parents or students have questions, they should be directed to the school principal.

Due to the nature of athletic competition, [specific guidelines](#) have been established by the NYSDOH that must be followed by all public school districts. Further, the [New York State Public High School Athletic Association \(NYSPHSAA\)](#) and Section I will [establish standards](#) the District must follow. The Athletic Director will communicate directly with students and parents regarding all athletic opportunities. Additionally, information will be posted on the District's Reopening webpage and the [Athletics webpage](#).

XXI. Economic Overview

The economy has been dramatically impacted by the COVID-19 pandemic and the mitigation efforts. There is still great uncertainty about how quickly the economy will recover and if future shutdowns will occur with a possible resurgence of the virus. The District budget did plan for reduced state aid, sales tax and interest income revenue sources, however, we will continue to monitor our projections versus economic trends and updated forecasts. Current projections are for a 30% shortfall in state aid.

XXII. Budget and Fiscal Matters

Irvington UFSD will continue to meet existing state aid reporting requirements inclusive of attendance data and will remain consistent with past practice, except where modified by law, regulation or executive order. Additionally, the District will meet all other fiscal, purchasing and audit guidelines unless specifically altered by an Executive Order or State Education Department change. The District will plan for expected reductions in state aid, as the state is currently projecting a revenue shortfall of \$8.2 billion for the 2020-21 fiscal year, after the Pandemic Adjustment already made to state aid distributions. The District must also spend unbudgeted funds for PPE and enhanced safety measures as described throughout this plan, including additional cleaning and staffing to support school operations and instruction. All unnecessary spending will be evaluated to support the additional needs and likely reduced revenue. The District will also apply for all applicable CARES Act or other funds available to us.

XXIII. Staffing and Human Resources

Among school-based factors, teaching and school leadership are the two greatest influences on student learning. Additionally, every member of the District staff, plays a critical role in growth and development of our students. The Irvington school community values the talent, passion and dedication of our staff members and is committed to supporting them in performing their work to the best of their ability in order for the District to achieve its mission and strategic objectives as outlined in the IUFSD Strategic Plan: *Our Vision for Tomorrow*.

Throughout the coronavirus/COVID-19 pandemic, the District will continue to support all staff members by providing all necessary instructional technology, instructional supplies and professional learning necessary to support distance and hybrid learning. Such professional learning will take place on Superintendent's Conference Days, Professional Learning Release Days (PLRDs), during planning and preparatory periods and during independent time that may occur beyond the defined work day. Professional learning shall be crafted or provided to meet the challenges associated with distance and hybrid teaching and learning. Such

learning will occur in multiple forms including, but not limited to: in-person and virtual workshops, on-demand workshops, review and study of professional literature and small group and individual coaching.

The District will ensure that all teachers, school and District leaders and Pupil Personnel Service professionals hold a valid and appropriate certificate for their assignment. The District will employ substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment where necessary and appropriate. Additionally, the District will collaborate with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction.

Throughout the pandemic, the District will continue to fulfill its observation and evaluation obligations under the APPR, to the extent practicable.

XXIV. Teacher and Principal Evaluation System (APPR)

The supervision of instruction and instructional leadership is at the core of the District's purpose. Through regular and targeted feedback, the District can support the growth and development of its professional staff, monitor the implementation of the curriculum and observe student learning needs. The teacher and administrator evaluation process is a collaborative effort between the administration and staff to provide for the highest quality of instruction and leadership.

Regardless of modifications that may occur to the traditional school experience throughout the pandemic, the Irvington UFSD APPR plan that has been approved by the NYSED shall remain in full effect. If shifts in school schedules or in the delivery of instruction warrant a change in observational practices any such modifications shall be properly negotiated with the respective bargaining unit and revisions shall be submitted to the NYSED for approval.

The NYSED-approved Irvington UFSD APPR plan can be found [here](#).

XXV. Glossary of Terms

Bilingual Education and World Languages:

Bilingual Education Program (BE): A research-based educational program comprising the following instructional components: 1) Language Arts, which includes Home and English Language Arts; 2) English as a New Language; and 3) Bilingual content areas.

Emergent Multilingual Learner (EMLL): Students who are identified by the Emergent Multilingual Learner Profile Process as prekindergarten students whose home or primary language is other than English. The English language proficiency of prekindergarten students is not assessed, and therefore EMLLs may or may not be identified as ELLs when the ELL identification process is conducted in kindergarten.

English As a New Language (ENL) Program: A research-based English language development program comprised of two components: 1) Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and 2) Stand-alone ENL: Students receive English language development instruction taught by a New York State certified English for Speakers of Other Languages (ESOL) teacher in order to acquire the English language needed for success in core content areas.

English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

Former ELL: Once an ELL has reached the Commanding level of English language proficiency, that student is designated as a Former ELL and is entitled to receive two years of Former ELL services in the form of a ½ unit of Integrated ENL or other services as approved by the Commissioner.

Multilingual Learner: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

Multilingual Literacy SIFE Screener (MLS): A state-wide diagnostic tool that was created to determine SIFEs’ literacy levels in their home language in order to provide or to design appropriate instruction for SIFE.

New York State English As a Second Language Achievement Test (NYSESLAT): The New York State English As a Second Language Achievement Test is an assessment designed to annually assess the English language proficiency of all ELLs enrolled in grades kindergarten through 12th grade.

New York State English As a Second Language Identification Test for English Language Learners (NYSITELL): An assessment that is administered once during the ELL identification process (or during reentry after an absence of two or more years from NYS schools). It is designed to determine if a student is an ELL at the time of the student's enrollment in the NYS public school system.

Students with Inconsistent or Interrupted Formal Education (SIFE): ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S. (NYSED is currently pursuing regulatory flexibility in order that time spent in remote learning during COVID-19 closures do not count toward the twelve months of enrollment at the time of SIFE identification).

World Languages: Languages other than English, which are broken down into two categories: modern languages and classical languages. Modern languages include any language that has living, native speakers, such as Romance Languages (Spanish, French, Italian, Portuguese, etc.), Germanic languages (German, etc.), Asian languages (Chinese, Japanese, Korean, etc.), Indigenous languages (Mohawk, Seneca, Oneida, etc.), American Sign Language, and many more. Modern languages are contrasted with classical languages, which no longer have living, native speakers such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

Career and Technical Education:

Career and Technical Education (CTE): A kindergarten through adult program area of study that includes rigorous academic content closely aligned with career and technical subject matter, using the State learning standards of career development and occupational studies as a framework. It includes the specific disciplines of agricultural education, business and marketing education, family and consumer sciences education, health sciences education, technology education, and trade/technical education.

Career and Technical Student Organization: An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

Career Exploration Internship Program (CEIP): A registered work-based learning program that offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in understanding the linkages among school, work, and post-secondary education. Students may earn $\frac{1}{4}$, $\frac{1}{2}$, or 1 unit of elective or CTE sequence credit.

CDOS Credential: An exit credential that meets the definition under section 100.6(b) of the Commissioner's Regulations

4+1 Graduation Pathway: A Regents Diploma graduation pathway which allows a student to graduate with a high school diploma if the student meets the graduation course and credit requirements; passes four (4) required Regents Exams or Department approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the NYS CDOS Commencement Credential.

Cooperative Career and Technical Education Work Experience (CO-OP): A registered work-based learning program that provides an important link between the classroom and the workplace for students age 16 and older. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom.

General Education Work Experience Program (GEWEP): A registered work-based learning program open to any student 16-21 years of age who is enrolled in school. These work experiences can be paid or unpaid and must be registered with the NYSED Career and Technical Education Team and be re-registered every five years.

NYSED-Approved CTE Program: An approved program of study that meets both the requirements under Perkins V for a program of study as well as Section 100.5(d)(6) of the Commissioner's Regulations. Approved programs may be utilized to meet the 4+1 CTE graduation pathway.

Perkins Act: The primary Federal source of CTE funding to support CTE instruction and field support. The act was reauthorized for the fifth time in 2018 as the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

School-Based Enterprise: A school-based business enterprise exists within a school to provide services for students, staff, and/or customers from the community. No additional credit is awarded for participation in this experience; the credit exists within the related course.

Supervised Clinical Experience: Supervised clinical experience involves students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory.

The services must be performed under the supervision of an instructor who holds the appropriate NYS license/certification in the health care discipline for which the students are being prepared.

Training Plan: A document developed by the work-based learning coordinator in conjunction with the student and other appropriate school personnel that outlines the tasks, goals, and objectives to be accomplished during a student's work-based learning experiences.

Work-Based Learning: Sustained interactions with industry or community professionals in real work-place settings, to the extent practicable, or simulated

environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.

Work Experience Career Exploration Program (WECEP): A registered work-based learning program open to students 14-15 years of age who are considered “at risk”. These work experiences must be paid and must be registered with the NYSED Office of Career and Technical Education and be re-registered every two years.

Early Learning (Prekindergarten):

Diagnostic Screening: A preliminary method of distinguishing from the general population those students who may possibly be gifted, those students who may be suspected of having a disability and/or those students who possibly are limited English proficient; as defined in 8 NYCRR 117.2(f).

Eligible Agencies: An eligible agency, as defined in 8 NYCRR 151-1.2(b), are providers of child care and early education, a daycare provider, early childhood program or center or community-based organization including, but not limited to, approved preschool Special Education program, Head Start, nursery schools, libraries and museums which meet the minimum standards and requirements.

Statewide Universal Full-Day Prekindergarten: Programs for three and four year old students that incentivize and fund state-of-the-art innovative prekindergarten programs to encourage program creativity.

Universal Prekindergarten: Programs that provide three and four year old children with universal opportunity to access Prekindergarten programs as set forth in 8 NYCRR 151-1.

Voluntary Registered of Nonpublic Nursery Schools and Kindergartens: Programs for preschool children between the ages of three and five years as outlined in 8 NYCRR Part 125.

Health and Safety:

Aerosol Generating Procedures: Procedures performed on patients which are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing.

Cleaning: The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Cloth Face Covering: Masks made from fabric, preferably tightly woven cotton. Cloth masks should include multiple layers of fabric.

Disinfection: A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Fit Testing: A process in which all people who are required to wear negative-pressure respirators are examined and interviewed to determine which mask best conforms to their facial features; a rigorous protocol in which the tester challenges the face-to-face piece seal with a chemical agent.

Hand Hygiene: Hand washing with soap and water or alcohol-based hand sanitizer

Metered Dose Inhaler (MDI): A device that sprays a pre-set amount of aerosolized medicine through the mouth to the airways.

***N95 mask:** A type of respirator, an N95 mask offers more protection than a surgical mask does because it can filter out both large and small particles when the wearer inhales. As the name indicates, the mask is designed to block 95% of very small particles.

Nebulizer: An air compressor machine when used with a nebulizer cup, tubing, and mouthpiece or face mask that delivers aerosolized medicine to the airways in a fine, steady mist.

Peak Flow Meter: An asthma management device used to measure a person's ability to push air out of the lungs.

Personal Protective Equipment (PPE): Wearable equipment that is designed to protect from exposure to or contact with infectious agents. PPE that is appropriate for various types of patient interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available. These include gloves, face masks, protective eyewear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat).

Respiratory Hygiene: Cough etiquette infection prevention measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes. Apply to anyone with signs of illness including cough, congestion, runny nose, or increased production of respiratory secretions.

Spacer: A device that attaches to the mouthpiece of a quick-relief inhaler to create space between the mouth and the MDI. The space created helps the medicine break into smaller droplets allowing the asthma medication to move easier and deeper into the lungs of the student when he/she breathes in the quick-relief or controller medicine formulated in an MDI.

Standard Precautions: A group of infection prevention practices that apply to all patients and residents, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered and include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; respiratory hygiene/cough etiquette, safe injection practices, and use of masks. Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes may contain transmissible infectious agents.

Surgical Mask: Also called a medical mask, a surgical mask is a loose-fitting disposable mask that protects the wearer’s nose and mouth from contact with droplets, splashes and sprays that may contain germs. A surgical mask also filters out large particles in the air.

Transmission Precautions: When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission-Based Precautions. This second tier of infection prevention is used when patients have diseases that can spread through contact, droplet or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions.

Valved Holding Chamber: A type of spacer that has a one-way valve at the mouthpiece. A VHC also traps and holds the medicine giving more time for the student to take a slow, deep breath reducing the amount that settles in the mouth and throat.

**Some N95 masks, and even some cloth masks, have one-way valves that make them easier to breathe through. But because the valve releases unfiltered air when the wearer breathes out, this type of mask doesn’t prevent the wearer from spreading the virus.*

Social-Emotional Learning:

Adverse Childhood Experiences (ACEs): Potentially traumatic events that occur in childhood (0-17 years).

Multi-Tiered Systems of Support (MTSS): An evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions).

Pupil Personnel Services (PPS): Staff which includes school counselors, school social workers, school psychologists, related service providers, mental health counselors and school CTE Career Nurses.

Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

Social-Emotional Learning (SEL): The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Trauma-Responsive Practices: Practices that help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root

causes of behavior and help to support individual student needs to address those causes.

Special Education:

Annual Review: A meeting, conducted at least annually by the Committee on Preschool Special Education (CPSE)/Committee on Special Education (CSE), regarding the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of Special Education programs and services for the student to the Board of Education.

Assistive Technology Devices: Any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted or the replacement of a surgically implanted device.

Assistive Technology Service: Any service that directly assists a student with a disability in the selection, acquisition, or use of an Assistive Technology Device.

Child Find: A process which requires all school districts to identify, locate and evaluate all students suspected of a disability, including students with disabilities who are homeless or wards of the State, regardless of the severity of their disability and who are in need of Special Education and related services.

Committee on Preschool Education (CPSE)/Committee on Special Education (CSE): A multidisciplinary team established in accordance with the provisions of Education Law that determines a student's Special Education needs and services. The CPSE is responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5-21.

Free Appropriate Public Education (FAPE): Special Education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and are provided in conformity with an Individualized Education Program.

Individualized Education Program (IEP): A written statement for a student with a disability that is developed, reviewed and revised by a CSE, Subcommittee on Special Education or CPSE to meet the unique educational and learning needs of a student with a disability.

Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that provides students with disabilities the right to receive a Free Appropriate Public Education in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.

Initial Evaluation: Any procedures, tests or assessments used selectively with an individual student, including a physical examination, an individual psychological

evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history, classroom observation and other appropriate assessments or evaluations as may be necessary to determine whether a student has a disability and the extent of his/her Special Education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

Least Restrictive Environment (LRE): Placement of students with disabilities in special classes, separate schools or other removal from the general educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Reevaluation: The evaluation procedures that are conducted at least once every three years, except where the District and the parent agree in writing that such reevaluation is unnecessary to review the student's need for Special Education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

Special class: A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

Supplementary Aids and Services and/or Program Modifications: Aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

Telepractice: Although not specifically defined in Part 200 of the Regulations of the Commissioner of Education, the NYSED Office of the Professions defines telepractice as the provision of professional service over geographical distances by means of modern telecommunications technology. This methodology engages audio and/or video technology to connect providers with students, parents or other caregivers in ways that support the student's learning and development.

Teaching and Learning:

Academic Intervention Services: Additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.

Device: A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini-tablets are not sufficient devices for learning purposes.

Equivalent : At least 180 minutes of instructional time for instruction delivered in a traditional face-to-face model, or a comparable amount of time for instructional experiences, taken as a whole when the student is engaged in standards-based

learning under the guidance and direction of an appropriately certified teacher, for instruction delivered in an online or blended model.

Hybrid (blended) model: A combination of in-person and remote learning.

In-person instruction: Instruction that takes place with students in attendance in the school building.

Remote learning: Instruction that takes place outside of the school building while the students are not in attendance at the school.

Unit of Credit: The mastery of the learning outcomes set forth in a New York State developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.

Unit of Study: Means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face-to-face model or through alternative instructional experiences, including but not limited to digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

All the Time access is a reference to the [National Educational Technology Plan](#), which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

Sufficient access to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.

Various plan content adapted from: [NYSED: Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance](#)