



**Mount Vernon City
School District**

FOCUSING ON EXCELLENCE

School Reopening Plan The Nelson Mandela / Dr. Hosea Zollicoffer School

MOUNT VERNON CITY SCHOOL DISTRICT'S
SCHOOL REOPENING PLAN

JULY 31,2020

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Principal: Rebecca Jones

The Nelson Mandela / Dr. Hosea Zollicoffer School

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(914) 665-5090 p
Principal: Michael Vicario

Rebecca Turner Elementary School

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(914) 665-5100 p
Principal: Jamal Doggett

Pennington School

20 Fair way
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(914) 665-5105 p
Principal: Alan Gonzalez

Traphagen School

72 Lexington Avenue
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(914) 665-5060 p (914) 665-5062 f
Principal: Carol Quinones-Smith

Holmes School

195 North Columbus Avenue
Mount Vernon, NY 10553
(914) 665-5110 p (914) 665-5116 f
Principal: Danielle Marrow

Mount Vernon STEAM Academy

350 Gramatan Ave
Mount Vernon, NY 10550
(914) 665-5120 p
Principal: Sharon Bradley

Benjamin Turner Middle School

624 South 3rd Avenue
Mount Vernon, NY 10550
(914) 665-5150
Principal: Dr. Pauline Pearce

Mount Vernon High School

100 California Road
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(914) 665-5300 p (914) 665-5281 f
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Denzel Washington School of the Arts at The Nellie Thornton

Campus

121 South 6th Avenue (2nd Street)
Mount Vernon, NY 10550
(914) 358-2740
Principal: Dr. Evelyn Collins

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1.0 Plan Overview

1.01 Overview

The purpose of this planning guide is to inform members of the Mount Vernon City School District on the necessary steps and protocols that will be used when the district reopens its doors in September 2020. Most of the recommendations are based upon guidance from the Centers for Disease Control (CDC) and the official New York State Department of Education guidance documents released on July 16, 2020. The Mount Vernon Plan will be applied in a way that is “feasible, practical, acceptable, and tailored to the needs of our community.” We are also considering other forms of guidance and regulations from state and local health authorities as well as the severity of the spread of infection in the area. Lastly, we have consulted with stakeholders throughout New York as well as various model state plans from other parts of the country. This plan encompasses best practices from a wide array of proven theoretical, scientific, practical, and research based information. Please note the CDC continues to update their guidance for school reopening including a checklist for parents and teachers ([Checklist for Parents](#), [Checklist for Teachers](#)). As such, this plan is subject to change to embrace these updates.

While this plan serves as a strong foundation for our reopening, we will keep this as a “Working Document” and make revisions regularly. Schools should anticipate additional information over the coming weeks and months based on new research, which should be carefully reconciled with our plan. The next step in the reopening process is for each of our schools to adopt a version of this plan to make their own within these guidelines. Building based implementation of this plan shall be based on the unique circumstances of each school community within the Mount Vernon City School District.

One of our guiding principles is to alignment of this reopening plan with the district ‘s vision and mission for our students:

Vision: The Mount Vernon City School District will be recognized as a high-quality educational system where all students receive a rigorous education, prepare to be college and career ready and develop the necessary skills to compete in a global society.

Mission: It is the mission of the Mt. Vernon City School District (MVCSD) to create a sense of urgency in partnership with members of its community in a journey to restore, rebuild and rebrand the district so that stakeholders are partners in providing all students with an exceptional educational experience.

Our district strives for transparency and has engaged various stakeholders (e.g., staff, students, families, collective bargaining units, and community partners) throughout the planning process.

This was accomplished through the Superintendent’s Reopening Task Force. To add further alignment, the Superintendent served on the NYSED Commissioner’s Reopening Task Force so that information from the state’s plan could be accurately integrated into the district’s plan.

Reimagining MVCSD in September is also based on these additional guiding principles for coherence and congruency. These principles are deemed as high priorities as the foundation for planning purposes. They are:

- The Health and Safety of staff and students is our top priority
- Mental & Social Emotional wellness drives this plan to action
- Maintaining continuity of instruction
- Ensuring access and equity for all students
- Communicating with stakeholders, such as staff, families, bargaining units and partners
- As this process unfolds, additional guidance from State Officials and Health Professionals will dictate revisions to this plan

1.02 Phases (“Steps”) of Mitigation

The following phases for reopening will be implemented in the MVCSD and are consistent with the recommendations made by the CDC Guidance for Schools. Each phase is based on the current spread of the virus and it may be necessary to move between phases based on current health conditions and trends.

The core objectives of this guidance include:

- Safety actions to:
 - Promote healthy hygiene practices
 - Intensify cleaning, disinfection, sanitization, and ventilation
 - Ensure physical distancing
 - Limit potential contamination
 - Train all staff, students, and parents on Nonpharmaceutical Interventions (NPIs) and modified operational procedures
- Health monitoring and screening
 - Check for signs and symptoms
 - Plan for when a staff, child, or visitor becomes sick
 - Maintain healthy operations to monitor and ensure that risk-reduction strategies are in use

Step 1 - Substantial Spread: Schools Closed (Remote Distance Learning Instruction)

Schools and facilities that are currently closed remain closed. Digital learning or distance learning opportunities will be provided for all students as per our learning models. The district will support the provision for delivery of student services such as school meal programs as feasible. Daycare will be provided to children of essential workers with appropriate discretion.

In Step 1, the district will:

- Implement distance/remote learning and provide essential meal services (see [Food Service](#))
- All district staff shall be deemed as essential for the purposes of this plan and shall be required to report to in-person status to carry out their duties except as the Superintendent shall determine
- Leverage virtual tools and platforms wherever possible to conduct essential business functions and keep in-person reporting to an absolute minimum
- Coordinate with local and state Department of Health officials
- Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)
- Close off affected areas of the school building and perform cleaning and disinfecting when appropriate

Step 2 - Schools Open: Minimal/Moderate Spread (Enhanced Distancing)

In Step 2, the district will:

- Remain open with enhanced social distancing measures
- Reduce building occupancy and density to allow for adequate social distancing
- Use a Hybrid instruction Model (See [Learning Models](#)).
- Cancel most extracurricular activities (e.g., *sports, assemblies, dances, etc.*)
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials (See [Contact Tracing](#))
- Isolate and disinfect impacted classrooms and spaces (See [Cleaning and Disinfecting](#)).

Step 3 - Schools Open: Low/No Spread (Cohort Groups)

In Step 3, the district will:

- Utilize normal class sizes but limit the interaction of classes with other groups (cohorts)
- Limit gatherings in shifts - *recess, cafeteria, and hallway passing*
- Assess group gatherings and events on an ongoing basis to determine if any events might put students, staff, or their families in close proximity to others and should be canceled. The district will consult with local health officials to help determine the best approach
- Establish and maintain communication with local and state health officials
- Participate in contact tracing efforts to the extent feasible as directed by local health officials (See [Contact Tracing](#)).

1.04 Site Safety Monitors

The district will establish a District-wide Safety Manager(s) 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	Jeff Gorman Michael Pelliccio	(914)665-5226 (914)665-5189	jgorman@mtvernoncsd.org mpelliccio@mtvernoncsd.org
Cecil H. Parker School	Jacqueline Green	(914)665-5041	jgreen@mtvernoncsd.org
Columbus School	Dr. Colleen Seivright- Crawford	(914)358-2701	cseivrightcrawford@mtvernoncsd.org
Edward Williams School	Dr. Crystal Waterman	(914)665-5069	CWaterman@mtvernoncsd.org
Graham School	Dr. Natasha Hunter- McGregor	(914)358-2803	nhuntermcgregor@mtvernoncsd.org
Grimes School	Marc Molina	(914)358-2428	MMOLINA@mtvernoncsd.org
Hamilton School	Jennifer Wesolowski	(914)358-2434	JWesolowski@mtvernoncsd.org
Lincoln School	Rebecca Jones	(914)665-5031	rjones@mtvernoncsd.org
Rebecca Turner Elementary School	Jamal Doggett	(914)358-2445	jdoggett@mtvernoncsd.org
Pennington Elementary School	Alan Gonzalez	(914)358-2461	agonzalez1@mtvernoncsd.org
The Nelson Mandela / Dr. Hosea Zollicoffer School	Michael Vicario	(914)665-5090	jwalters@mtvernoncsd.org
Traphagen School	Carol Quinones-Smith	(914)358-2448	CQuinones-Smith@mtvernoncsd.org
Holmes School	Danielle Davis	(914)358-2402	ddavis1@mtvernoncsd.org
Mount Vernon STEAM Academy	Sharon Bradley	(914)358-2455	SBradley@mtvernoncsd.org
Benjamin Turner Middle School	Pauline Pearce	(914)665-5217	ppearce@mtvernoncsd.org
Mount Vernon High School	Ronald Gonzalez	(914)665-5302	rgonzalez1@mtvernoncsd.org
Denzel Washington School of the Arts at The Nellie Thornton Campus	Charles Brown	(914)358-2753	CBrown@mtvernoncsd.org

1.05 Policy and Procedure Modifications

Implementation of recommended safety actions will require modification or addition of district policies. The district will adopt a resolution suspending policies that conflict with the district's Reopening plan and /or statutory waivers or extensions granted by the Governor. The district is performing a continuous review of district policies and procedures to identify those which require suspension or addition. Additional district policy references can be found throughout this plan. The district is working with the New York State School Boards Association (NYSSBA) and legal counsel to look at and create policies that are specific to schools during the Pandemic. This includes but is not limited to:

- Technology, Online Learning, and Course Credit
- Student and Staff Attendance
- School Safety Plan and Teams
- Pandemic Planning

1.06 Human Resources

- Adopt Human Resources procedures and supports to meet the needs of our school community as we reopen schools in the Fall
- Develop and support a plan for the identified vulnerable population

The district will implement the following actions:

- COVID-19 federal leave information will be posted in all the buildings.
 - (See the [U.S. Department of Labor's Employee Rights poster](#))
- See also [Persons at High Risk](#) for the procedure to identify this population

The office of Human Resources will support the district in its reopening plan by moving forward in the following areas:

- Evaluate staffing needs based on the [Learning model](#)
- Increase district substitutes to accommodate for COVID-19 documented cases
- Adjust onboarding procedures to include virtual interviews and processes
- Communicate return-to-work plan for employees that have contracted COVID-19
- Provide information on the districts Employee Assistance Program (EAP)
- Work with Superintendent's Advisory team on what remote work options are available based on the employees' position
- Verify that current procedures to ensure information relating to employee illness are maintained as confidential medical records

2.0 Health and Safety

2.01 Persons at High Risk

- Identify staff and students who may be at higher risk for severe illness

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 30 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

The district will be informed by staff and students that have medical conditions that meet the above criteria through medical facilities and documentation. The district is currently developing a procedure to be utilized by employees if an employee is identifying themselves as “at risk” and is seeking accommodations. Such accommodations shall be made at the discretion of the Superintendent or designee.

2.02 Screening and Monitoring

- If feasible, conduct daily health checks of staff and students safely, respectfully, as well as in accordance with any applicable privacy laws or regulations.

Screening

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

- Staff will be encouraged to stay home if they are sick and parents to keep sick children home.
- Parents will be encouraged to keep sick children home.

- All employees, parents, and regular contractors will be required to complete a mandatory health screening assessment when they enter our facilities. Employees 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
 - If they have had a positive COVID-19 test in the past 14 days
 - If they have had close contact with a confirmed or suspected COVID-19 case in the past 14 days
 - If they have exhibited a temperature of over 100.0 F degrees in the past 14 days
 - Has traveled internationally to 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 also use software to encourage self-screenings and parental screenings for students before leaving their home. The software will be available via a website and will conduct the following functions:
 - Contacts will be required to certify “No” to all of the above questions with one click and then entering their name and email address.
 - Specified school staff will be notified via email of all contacts that respond with yes to any of the questions.
 - Contacts that reply “Yes” will be denied regular school access and students may be directed to a holding room if they attempt to enter the building and are unable to immediately return home.
 - The nurse will follow up with the contact and appropriate actions will be taken.

As of July 23, 2020, the CDC has updated their recommendations on the screening of students entering schools. ([CDC Recommendations for student screening](#)) These recommendations include but are not limited to:

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in-person.

2.03 Self-reporting Exposures and Infections

- Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for home isolation.

Prior to the opening of schools, employees and families will be advised of the requirement that individuals who are alerted if 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 building supervisor at the time of the alert and shall not be permitted to remain or return to the building until they have completed quarantine or reported COVID-19 testing results whichever comes first.

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 the district head nurse, Mireya Cuadra-Hibbert in the district administration office at (914) 665-5186
 - The employee should also be sure to communicate this information to their direct supervisor and to enter it into the AESOP attendance system
- If a student or staff member 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 have had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

2.04 Management of Sick Persons

- In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, schools may consider closing for a short time (1-2 days) for cleaning and disinfection.
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.
- Establish procedures for safe transportation arrangements of anyone sick to their home or healthcare facility.
- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

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

- The person will be moved to a predetermined isolation room or an area to separate anyone who exhibits COVID-like symptoms.
- Transportation arrangements will be made to transport the sick person home or to a healthcare facility.

- Where applicable, parents shall be required to pick up students who are presumed to be ill immediately.
- Areas used by a sick person will be closed off and not used before cleaning and disinfection takes place.
- 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](#).

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 10 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 also be excluded from school. However, students will still receive a distance learning education while at home.
- The custodial staff will be informed so that all desks, lockers, and workspaces of the person(s) are thoroughly disinfected.

2.05 Contact Tracing

- Contact Tracing, assessing, and informing those with potential exposure to COVID-19 is a fundamental control strategy for minimizing spread within a group or school setting.

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 utilize general principles of contact tracing to begin closely monitoring other potentially exposed individuals.
- Health staff will receive contact tracing awareness training.

2.06 Returning to School

- Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.

The following procedure will be followed for allowing persons to return to school following quarantine:

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC. Currently, 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 Fourteen (14) 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 fourteen (14) 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 their health care provider.

2.07 Healthy Hygiene Practices

- Implement and maintain a “Stop the Spread” campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The following healthy hygiene practices will be in place at all school and district buildings:

- Hand sanitizer for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Signage will be installed near hand sanitizer stations.
- Employees, students, and visitors will be required to perform hand hygiene as follows:
 - Arrival at the building
 - Before and after eating or handling food
 - Before and after administering medication
 - After using the toilet or helping a child use the bathroom
 - After coming in contact with bodily fluid
 - After playing outdoors

- After handling garbage
- Posters describing handwashing steps will be installed in all buildings.
- Additional practices are listed in each applicable section in the [Operations](#) section of this plan

2.08 Face Coverings

- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The following procedures regarding face coverings will be in place at all schools and district buildings:

- The district will provide employees and students with face masks at no cost if needed.
- Face coverings are to be worn by staff and required for students (particularly older students) where feasible.
- Face masks will be required by age-appropriate students at arrival and dismissal, during hallway transitions and other building movements, on school buses, and where social distancing is not possible.
- 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 gowns 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.

2.09 Stop the Spread of COVID-19 Signage

- Install signage on how to Stop the Spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

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 put on, take off and properly wear a face mask
- How to engage in good daily hygiene measure

Signage Resources:

- [CDC Printable Posters](#)
- [Free Sign Templates](#)
- [COVID Signage](#)

2.10 Social Distancing

- Promote social distancing throughout school operations.

All building occupants will be required to maintain social distancing of at least 6' from one another. Anytime a student or adult breeches the 6' distance protocol from any other person, they are required to wear a mask. In those instances where social distancing is not possible, face masks will be worn. Additionally, Personal Protective Equipment (PPE) may also be necessary.

In order to determine how many students can fit in instructional spaces, the district will utilize the following method¹:

1. Measure and record the room dimensions (width x depth).
2. Subtract any square footage taken up by furnishings.
3. Divide the available space by 44 square feet per person to allow for students to have 3 feet of personal space and 6-foot perimeter of socially distanced space.
4. Reserve one of the available spaces for a teacher and another for an instructional aide if necessary.

In order to accommodate social distancing in each school building, the district will take the following general actions, which are detailed throughout the [Operations](#) section of this plan:

- 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.
- Outdoor or off-site spaces may be utilized as appropriate. New line-specific isolation rooms will be designated in each school building for health screenings (see [Health and Safety Section](#)).

2.11 Security

- Promote a safe environment for students, staff, and schools

In order to ensure the safety of our schools, the Mount Vernon City School District utilizes Security Guards and School Resource Officers (SRO) in our schools to help in:

- Enforcing visitor's movement in and out of our schools and the maintaining of scheduled appointments.
- Regulate the movement in and out of schools to maintain social distancing.
- Assist with arrival and dismissal procedures.
- Monitor student movement during school hours.
- Assist in monitoring the number of students in and out of restrooms during the school day.
- Maintain social distancing requirements if the district starts to engage in extra-curricular events and face-to-face graduations.

¹ Council on School Facilities and Cooperative Strategies

3.0 Operations

3.01 Transportation (All County Bus Co., First Mile Square)

- Create social distance between children on school buses where possible.
- Clean and disinfect frequently touched surfaces within the school and on school buses at least daily.

In order to maintain social distancing, buses will need to operate at reduced capacity and students and the driver will need to utilize Personal Protective Equipment (PPE). The following are other safety actions that will be taken:

- Students will be encouraged to find alternative modes of transportation if possible (e.g., walking or parent drop off), to reduce bus occupancy.
- Weather permitting, drivers will increase bus ventilation by opening the top hatches of buses or opening windows.
- Additional bus monitors will be utilized to enforce social distancing on buses as deemed appropriate by district administration.
- Hand sanitizer will be available on schools' buses and required for use by students and bus drivers upon entry.
- Boarding children will occupy seats from back to front, where feasible.
- Students will be required to wear face masks/coverings prior to boarding the bus.
- Students will sit one student per seat, every other row (25% capacity).
- Siblings may sit together to increase capacity on the bus.
- Seats will be marked with tape to show students where they may sit.
- Field trips and other extracurricular activities requiring bus use will be suspended.
- Bus drivers will be required to conduct pre and post-trip inspections to include the cleaning of high use areas of the bus, (e.g., steering wheel, handles, seatbacks, etc.).
- Drivers will maintain a passenger log for each run to assist with contact tracing when needed.

3.02 Arrival and Dismissal

- Stagger arrival and drop-off times or locations or put in place other protocols to limit close contact with parents or caregivers as much as possible.

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.
- Utilize multiple supervised points of entry into each school building to reduce bottlenecks, close contact and hallway travel to classrooms.
- SROs to coordinate and work with district and building administration to support safe movement in the schools.

- Require face masks to be worn by students, staff, and parents during the arrival and dismissal process.
- Implement a detailed traffic management plan to include:
 - Separate parent drop-off and pick-up locations.
 - Consideration for multiple, supervised building points of entry. Schools should be prepared for an increased number of parents transporting their own children to and from school due to health concerns.
- Install hand sanitizer dispensers at all entrances to the facility and require students, employees, and visitors to clean their hands upon entry. Frequent handwashing is more effective than the use of hand sanitizers.

3.03 Visitor Management

- Stagger arrival and drop-off times or locations, or put in place other protocols to limit close contact with parents or caregivers as much as possible

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 by appointment only.
- Essential visits consist of:
 - Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually including parent/teacher conferences, which should be limited to virtual meetings.
 - Picking up of sick persons
 - Other visits deemed essential by the school administration
- School administration will contact visitors prior to their scheduled appointment to confirm their visit.
- 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 (see [Screening and Monitoring](#)).
- Visitors will be required to clean their hands with sanitizer prior to the check-in process.
- Floor markers will be installed to designate places where visitors should wait to be checked in.
- Visitors will be required to answer mandatory screening questions, and access declined when indicated. This will also assist in contact tracing when needed.
- 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.
 - Badges will be printed prior to the visitors' arrival.
 - Stickers should be discarded by visitor(s) upon exiting.
- 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 building administrator.

- 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.

3.05 Classrooms

- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.
- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- Restrict mixing between groups.

Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (art supplies, equipment, etc. assigned to a single student) or limit the use of supplies and equipment by one group of children at a time and clean and disinfect regularly.

All Students

- Desks will be spaced to allow for 6' distancing of students. See ([Social Distancing](#)).
- Students will not share supplies.
- Handwashing and Healthy Hygiene Practices will be required. See ([Healthy Hygiene Practices](#)).
- Use of shared equipment will be limited and when necessary, cleaned between each use.
- Physical education will be a virtual process coordinated with the guidance department and will support Social and Emotional Learning in addition to curricular integration of SEL. We will utilize a curriculum that allows for social distancing and students will be encouraged to spread out.
- Boxed/bagged lunches will be available and either delivered or picked up to each classroom daily (see also [Food Service](#)) dependent on the school schedule and reopening plan.

Grade Pre-K-6 Students (except BTMS)

Classes will remain in their assigned rooms for the majority of the school day.

- Class groups will not be allowed to mix with other class groups whenever possible.
- Toys will not be shared between groups of children.
- Children will be restricted from bringing toys from home.
- Children's books and other paper-based materials are not considered high risk for transmission and do not need additional cleaning or disinfection.
- Each school will consider virtual formats for guest speakers and reading programs.

3.06 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.
- 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.

3.07 Restrooms

- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The district will take the following safety actions:

- The number of people permitted in bathrooms at one time will be restricted utilizing the use of signage indicating when a restroom is “in use” (Bathroom Duty will be assigned as a teacher responsibility when appropriate).
- Each school may consider the use of scheduled restroom usage to maintain separate classrooms or student groups.
- Signs asking employees to wash hands before and after using the restroom will be installed.
- The number of students in a restroom at any given time will be limited.
- Frequent cleaning of restrooms will be required.

3.08 Cafeteria

- Close communal use spaces such as dining halls and gymnasiums if possible. Otherwise, stagger activity use and disinfect in between usage.
- Where food is offered, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.

Cafeterias will generally be closed in all buildings and food services available as a grab and go or delivery to classrooms only. The district will 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.
- Should cafeterias be deemed safe to open with restrictions, the following safety actions will be implemented:
 - Distancing
 - Cafeterias will have reduced capacity to allow for distancing and limiting 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 will be installed.
- Congregating in kitchen areas will be prohibited.
- Limit Sharing
 - Self-serve food items will be removed.
 - Hot and cold food bars with open food items and communal serving stations will be eliminated.
 - Dinnerware/drinkware will be removed from communal spaces and only issue as needed.
 - Communal condiments will be replaced with single serving, individually wrapped items.

Cleaning and Disinfection

- At a minimum, kitchen areas should be cleaned and disinfected on a daily basis.
- Kitchen equipment should also be cleaned on a routine basis:
 - Coffee machines, refrigerator handles, and the ice machine handles should be disinfected at least three times per day.
 - The outside of dishwashers should be cleaned at the beginning and end of each shift.
 - All silverware and dinnerware should be cleaned in the dishwasher. This helps ensure thorough cleaning and disinfection.
 - Silverware should be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece.
 - Water/beverage faucets that require workers to operate them with their hands should also be disinfected three times per day.
 - If silverware and dishes cannot be kept clean and covered, disposable options are recommended.
 - See also [Cleaning and Disinfecting](#).

3.09 Faculty Break Rooms

- Employees will be required to wash their hands before and after touching break room appliances.

Generally, the use of faculty rooms will be restricted with the exception of microwave and refrigerator use.

3.10 Office Spaces

- Stagger arrival and drop-off times or locations or put in place other protocols to limit close contact with parents or caregivers as much as possible.
- Implement and maintain a Stop the Spread campaign that includes reinforcing washing hands and covering coughs and sneezes among children and staff.

The district will take the following safety actions to conform with the above CDC guideline:

- Discourage workers from using other workers' phones, desks, offices, or other work tools and equipment, when possible.
- Install hand sanitizer dispensers
- Move parent-teacher conferences, 504, and individualized education program (IEP) meetings to phone conferences or a virtual format.
 - See [Sample Virtual IEP Meeting Agenda](#)
- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, meetings will be held in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.
- Conference rooms that are used should be disinfected on a daily basis at a minimum².
- Disinfectant wipes or spray should be left in each conference room, and employees should be encouraged to wipe down all surfaces and equipment (e.g., mouse, keyboard, phone) touched during conference room meetings.

3.11 Food Service

- Where food is offered, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- Have children bring their own meals as feasible, only serve individually meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- Require gloves for all back of house (BOH) staff and ensure the gloves are changed per current industry standards.
- ³Although not necessary, if hand-washing protocols are rigorously followed, consider providing gloves to servers.
 - If they are worn, they must be changed regularly and are not a substitution for handwashing.
- Require face coverings for BOH staff from Whiston's – type depends on local requirements and availability.
- Provide or encourage all other employees to wear face coverings and gloves, and to use hand sanitizer. (NOTE: Homemade face coverings primarily protect others, not yourself).

³ https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Reopening-Guidance-for-General-Office-Settings_GuidanceDocument.pdf

- Provide transportation methods (e.g., carts) for meals and snacks of food served in classrooms.
- Consider the safety concerns related to collecting money and using POS pin pads to keep track of meals that are served to students.
- Alternative points of service may need to be set up in different areas on campus to allow students to pick up meals and eat in designated areas.

3.12 Cleaning and Disinfecting

- See CDC [Cleaning and Disinfecting Your Facility](#)

The district will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health (DOH) in addition to the following:

- Classroom and office spaces will be provided with appropriate cleaning /disinfection supplies for self-cleaning of shared and frequently touched surfaces.
- 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 cans
 - phones
- The head custodian of each building will be responsible for maintaining all completed cleaning tasks.
- Staff will be required to use applicable personal protective equipment (PPE) to perform cleaning and disinfecting.
- Due to the district academic plan for the sake of health and safety, schools will receive additional cleaning on Wednesday when students are not occupying the schools.
- 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.
- The following cleaning and disinfecting training will be provided to all employees.
 - Hand washing
 - Cleaning and disinfection protocol for suspected and positive cases
 - Personal Protective Equipment (PPE)
 - When to use PPE
 - What PPE is necessary
 - How to properly put on, use, and take off PPE
 - How to properly dispose of PPE

3.14 Emergency Drills

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. With schools beginning to reopen, it is still incumbent upon administrators to ensure that the required number of drills are conducted per legislative mandate. However, with the COVID-19 crisis still ongoing, we recognize that the carrying out of such drills may result in an inability and/or difficulty in maintaining health department and national guidelines surrounding safety and proper social distancing techniques. As such, we will follow the strategies listed below for the varied drill types. Schools should employ the options listed below that best suit the needs of their students in their classroom and school environment.

- Lockdown Drills
 - Option One:
 - Move students to the hard corner of the classroom.
 - Ensure students wear facemasks while in the hard corner.
 - If they are not wearing face coverings, consider requiring students not to face each other and not speak for the duration of the drill.
 - Practice and assign students to by row on how they will face the wall, to the right, left, etc., and opposite direction from each other.
 - Option Two
 - Move a small number of students to the hard corner, moving them in ‘shifts’ per se so that distancing can be maintained. For example, 2-3 students with dots on the floor in the corner so they know where to stand as socially distant as possible, facing opposite each other for only a few seconds
 - Have first group go back to their desks and repeat the process.
 - Have those students going to the hard corner wear a face covering and/or face opposite each other.
 - Option Three
 - ‘Simulate’ a hard corner lockdown. Once the drill is initiated, have students all point to the location they should go to; what they should do once there, etc.
 - Select one student to actually carry out the responsibilities of a lockdown.
*NOTE: In the event of an actual lockdown, ensure students are fully aware that they must ALL retreat to the hard corner and be focused on that above all else to include delays of putting on face coverings, etc.

Hold/Shelter-in-Place Drill

- Option One
 - Rather than congregate in pre-selected sheltering locations (i.e. hallways, gymnasiums, cafeterias, etc.) students remain at their desks and simulate sheltering in place from there. Ensure teachers remind and call upon students to describe their role and responsibility during such a drill.
- Option Two
 - If the school has the space and does decide to shelter in pre-designated large areas such as a hallway or gym, ensure social distancing can be maintained. If not, all students and faculty should wear facial coverings.

Students should be aligned in rows within the space with each row facing opposite the next row and so on.

Lockout Drill

- Option One
 - Students remain at their desks and simulate the lockout from there. Ensure teachers remind and call upon students to describe their role and responsibility during such a drill. Students trapped outside the classroom and/or building should be escorted to interior hallways and remain there for the duration of the drill maintaining CDC-AAP guidelines, where feasible and reasonable.
- Option Two
 - Students go to designated lockout locations. Social distancing guidelines are maintained per CDC/AAP. Face coverings required where social distancing is not feasible.

Fire/Evacuation

- Option One
 - Faculty/staff establish pre-designated rows at the exterior location assigned for evacuation and fire drills. Cones or similar objects should mark the rows. Students should maintain social distancing per the CDC/AAP guidelines where reasonable and feasible and/or wear face coverings if not. Rows of students should be instructed to face in an opposing fashion to other rows of students.
- Option Two
 - Conduct the drill in the same manner as always. Students must wear face coverings and face opposite their opposing rows.

Implement Social Distancing Strategies: Though complete social distancing is difficult to achieve in a school environment because school staff will be in close contact with children, schools are required to implement strategies to minimize chances of viral transmission as indicated throughout this plan.

Children and staff should always wash hands immediately after drills. Shared equipment should be limited and cleaned after each period. Hard corners should be cleaned following any use.

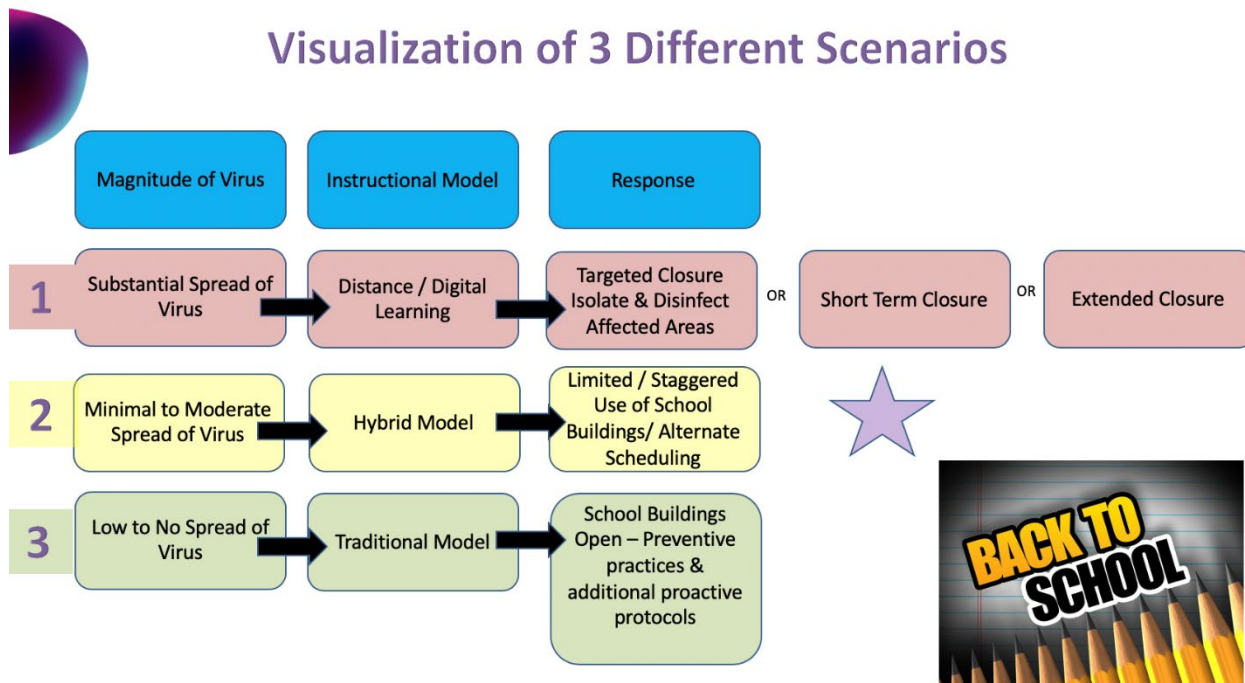
4.0 Instruction

4.01 Learning Models

In order to maintain high-quality continuity of learning for all students, the district will use one of the approaches based on the current pandemic phase as indicated by the State, including:

- **Distance Learning:** Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore, cannot meet in a traditional physical classroom setting.
- **Blended Learning Model** — Half the students at a school will attend in-person classes on campus for two full days per week Monday and Tuesday while the others take online classes from home. Then the students will alternate with Thursdays and Fridays. One day a week, all students will participate in distance learning while teachers use that time for planning or taking professional development courses. Special Education, ELL and PreK-4 students will attend four days a week.
- **Face to Face:** The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place

The following instructional models will be utilized based on the current mitigation phase:



Due to the COVID-19 Virus, our instructional model will have ½ of our students attend school on Mondays and Tuesdays and the other ½ on Thursdays and Fridays. Wednesdays will be dedicated to extra cleaning and disinfecting and all school staff to deal with the everchanging needs of the Pandemic. However, instruction for students will be uninterrupted in a virtual environment. Our standard for students will be 10-12 students per room depending on classroom size and social distancing requirements. This will include but not be limited to planning for weekly Units of Study, connecting with students to ensure that they are accountable to a blended or distance learning environment, professional learning opportunities, and looking at data to inform instructional decisions. Due to the potential spread of the virus, physical education will be conducted virtually but will still be conducted through our Units of Study along with partnering with our guidance team to further address the social and emotional learning standards for students.

Certain subgroups of students will receive instruction 4 days a week such as pre-kindergarten students, ELL students and special education students.

Within the confines of these instructional models, we see an opportunity to innovate and transform the way students learn, receive, process and demonstrate their understanding of content in Mount Vernon. We have chosen from best research-based practices in education and from numerous networking meetings with local, state, and national school districts. One of our goals is to close the digital divide in Mount Vernon and we are pleased to be able to offer a computing device to each of our students in the fall. We are actively seeking ways to bring internet access to those that need it as well. We believe that this plan provides considerations for school leaders and provides a flexible framework to address challenges that may develop throughout the 2020-2021 school year instead of a one-size-fits-all approach.

The district will be in a hybrid-model to begin the school year, administrators and teachers will help to create weekly Units of Studies for our students. As of July 13, 2020, the NYSED amended their definition of a Unit of Study *shall mean at least 180 minutes of instructional time per week for instruction delivered in a traditional face to face model, or through alternative instructional experiences, including but not limited to through digital or blended learning, that represents standards –based learning under the guidance of a certified teacher. Instructional experiences shall include but need not be limited to meaningful and frequent interaction with a certified teacher and instructional content that reflects consistent academic expectations as in-person instruction.* The Unit of Study will include the following educational concepts:

- Flipped Classroom - students review lecture materials before class while they are at home. In-class time is dedicated to discussions, interactive exercises, and independent work that would have previously been completed at home — all under the guidance of the teacher, who is present and available to respond to any questions that may arise. The materials reviewed prior to class can take the form of recorded lectures, curated videos, reading assignments, video broadcasts — any material that the instructor assigns as relevant to the topic at hand.
- Understanding by Design (UbD) - Understanding by Design, or UbD, is an educational planning approach. UbD is an example of backward design, the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. UbD focuses on teaching to achieve understanding.

- Differentiated Instruction (DI) - the process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning." Teachers can differentiate in four ways: 1) through content, 2) process, 3) product, and 4) learning environment based on the individual learner. Summative and formative assessments will be used to identify learning gaps that may have occurred over the last year and will be used to inform instruction and remediation.
- Technology tools that create and share content – According to the US Department of Education, Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. (See [Technology](#))

Our Model is based on 3-possibilities for September and is flexible in that:

Option A – If there is substantial Spread of the virus, we would delve into full Distance Learning – Weekly Units of study as described above are still created and instead of face-to-face instruction, teachers will utilize videoconferencing as per the hybrid schedule model. Additionally, we will utilize strategies that we used in our virtual summer school program which may include but not be limited to provide direct, explicit instruction to whole groups and differentiated instruction to small groups, remotely. Teachers will provide live instruction via videoconferencing and assignments housed in Schoology. Screencast-O-Matic will be used as a secondary instructional resource.

Option B – If there is Minimal / Moderate Spread of the virus which we predict will be how we open the school year; half of our students will come to school on Mondays and Tuesdays while the rest will come to school on Thursdays and Fridays. Wednesday will be a day of cleaning our schools, professional development and planning for teachers and administrators and 1 on 1 check ins with students to ensure they are accountable and connected to the course load being delivered in Schoology and the weekly units of study. If a school has a confirmed case, it may close for a period of time. Students in that school would still be receiving full Distance Learning and synchronous instruction from their teachers. If the school is open, then social distancing and modeling of best safety practices are the standard as ½ of the students come in on Monday/Tuesday & Thursday/Friday

Option C- Low/No Spread of the virus: Units of Study will still be utilized because of the benefits of the technology tools and skills that students must possess as they enter and exit our school system, Students would physically attend school using many of the methods in option A and combining it with aspects of direct instruction and still utilizing aspects of the Flipped Classroom. The district will be proactive regarding safety and health practices to ensure that we remain in low/no virus spread environment.

*At the Superintendent of School's discretion, this model may be suspended at any time based on the changing nature of existing conditions of the Pandemic

Further details of schedules will be uploaded to each school's reopening plan. They will include the following:

- The grade level will be divided into two groups (A and B) based on the following:
 - Students that share the same household
 - Other logistical needs as identified by the school
- Additional support for students if needed will be available through teacher office hours or remote assistance from teachers that may be teaching virtually due to documented underlined medical conditions.
- Students and teachers who are identified as high-risk (see [Persons at High Risk](#)) may, upon approval of the district, be permitted to attend all classes virtually. Instruction for these students will mirror our summer school program from this summer where teachers and students will engage in synchronous and asynchronous learning 5 days a week.

Recognizing the need for an enhanced remote instructional program, the district will:

- Survey families to determine access to equipment such as laptops and decisions as it relates to returning to school in the Fall. Equipment will be provided accordingly.

Services for Special Education Students

- The Mount Vernon City School District reopening plan considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible.
- Our district's reopening plans contains a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Provision of Services

- Each student with a learning disability will be provided a special education and related services identified in the student's IEP without exception. During the 2020-21 school year, the Mount Vernon City School District will determine which methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities. This will be communicated to families as soon as a determination is made in their home language. When providing services, the Mount Vernon City School District will continue to reference the information included in Office of Special Education's March 27, 2020 and April 27, 2020 guidance documents to be consistent with best practices and the NYS Commissioners' Part 200 Regulations.
- In the event of a distance learning environment, the related services of occupational therapy, physical therapy, counseling and speech services will be available in one or more of the following modes:
 - Teletherapy
 - individual or group, push into digital classroom or the use of a consultation model.

- Each clinician will maintain related services and contact logs documenting the service provided and the attempts to provide the service during the instructional day.

Progress Monitoring

- Teachers and related service providers will continue to collect data, whether programs and services are delivered in-person or remotely and use these data points to monitor each student's progress toward the annual IEP goals and to evaluate the effectiveness of the student's special education services.
- Progress reports will be provided to parents at the same time as the district's report cards. Case managers will meet will review data associated with IEP goals every 5 weeks to make informed data-based decisions.

Accommodations and Modifications

- The school-based teams will determine which instructional practices to use and review the students IEPs plan for the necessary accommodations and modifications necessary for students with disabilities to progress in the general education curriculum.

Supplementary Aids and Services

- Supplementary aides and services is defined as additional services, and supports that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment.
- Schools will ensure students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.

Teachers of Self-Contained Classes

- Teachers will deliver direct instruction Monday, Tuesday, Thursday and Friday for all self-contained classes. The entire class will attend in person classes four (4) days per week if possible given social distancing protocols. If we are in a distance learning environment, the same instruction will be delivered through means of synchronous learning and asynchronous activities when appropriate. Additional enrichment learning activities through Schoology and video-based content (See [Technology](#)) may be utilized but are not meant to replace direct instruction.
- On Wednesday's teachers will provide grade level and IEP aligned lessons through the posting of instructional videos which will include the teacher delivering a lesson utilizing Explicit Direct Instruction for English Language Arts and Mathematics. The lesson will be reinforced by independent work and/or activities for the day. Classes with teaching assistants will engage in synchronous small group targeted learning on Wednesdays as well.

Teachers of ICT (Kindergarten & Secondary English & Math)

- The Special Education Teacher will plan activities in collaboration with their general education partner and deliver direct instruction aligned to grade level standards and IEP

goals through a synchronous parallel model. Breakout rooms will be utilized to ensure the modification of the content delivery is conducive to the needs of the students with disabilities. Additionally, differentiated activities and content must be prepared for Students with Disabilities in the ICT sections. Modifications to assignments should be disseminated to students through a non-public platform i.e. email.

- On Wednesdays teachers will provide grade level and IEP aligned lessons through the posting of instructional videos which will include the teacher delivering a lesson utilizing Explicit Direct Instruction for English Language Arts and Mathematics. The lesson will be reinforced by independent work and/or activities for the day.

Resource Room Teachers & Consultant Teachers

- The Resource Room & Consultant Teachers will synchronously deliver IEP goal aligned lessons and activities for students on their caseload daily as mandated on each student's IEP. Video conferences and Office hours are encouraged to consult with the parent and student regarding goal aligned activities and modifications to grade level assignments. The teachers will plan to deliver direct instruction aligned to grade level standards and IEP goals. The Consultant teacher will push into the general education digital classroom and support the learning through the modification of grade level content and the provision of strategies to support each learner.
- On Wednesday's teachers will provide IEP aligned lessons through the posting of instructional videos which will include the teacher delivering a lesson utilizing Explicit Direct Instruction for English Language Arts and Mathematics IEP goals. The lesson will be reinforced by independent work and/or activities for the day.

Services for English Language Learners (ELL)

- Registration and Identification of potential ELLs:
 - The Mount Vernon City School District will identify all newly enrolled students whose Home Language Questionnaire (HLQ) reflects that a language other than English is spoken will be enrolled and identified according to Commissioner's Regulations Part 154-2.3(d).
 - The identification interview protocol for newly enrolled bilingual families and students will be done via ZOOM meeting or through the use of other digital means, Google phone, What's APP, etc. In-person appointments will be considered by appointment only if other methods are not successful due to language barriers.
 - If the interview session yields to the administration that the student needs the New York State Identification Test for English Language Learners (NYSITELL) to identify the level of ELL instruction as the next screening step, we will make an appointment to administer the assessment.
- Communication/Engagement with Parents:
 - Provide professional development opportunities for parents and guardians regarding use of Technology in their preferred language through the use of translated screencasts, Microsoft Immersive Reader, Interpreters, etc. (See [Training](#))

- Ensure that all communication regarding school reopening plan and all critical information regarding students' education are also posted in ELL native languages as resources on our districts' websites, and all our social media platforms.
- Support our families and students through the use of the CASEL's Framework for Systemic Social and Emotional Learning (SEL) as part of our efforts to; 1) re-establish the trust between District and families regarding student needs and safety; and 2) provide consistency for parental re-engagement into school building activities/community.
- Instructional Considerations:
 - Ensure that all teachers and administrators receive professional development on topics related to use of technology, hybrid or remote learning strategies in topics related to ELLs in order promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction (See [Training](#)).
 - Adherence to CR Part 154.2 mandates regarding ELLs Units of Study when scheduling ELLs during in-person, hybrid/remote learning models, and/or synchronous and asynchronous learning will be upheld. Special consideration is being given to our most vulnerable students, i.e. Entering, Emerging, SIFE, and ELLs with IEPs. These students will be scheduled for 4 days attendance during our hybrid or distance learning model as research and students' surveys have shown, students engaged more when they have face to face interaction with their teacher.
 - Provide continuous ELL support for students at Commanding Years. 1, 2 as well as those whose 2-year extended support would have ended at the close of the 2019-2020 school year.
 - Implementing collaborative models of instruction: co-planning, sharing best practices to support standards-based curriculum accessibility for ELLs will be utilized.
 - Implementing progress monitoring tools to analyze and interpret data to inform instructional decisions; differentiating instruction; designing lessons that accelerate learning; and addressing instructional gaps will be utilized.
 - Utilize the [Resource Collection for ELLs and World Language Students](#) created by OBEWL to support educators in adapting and developing lessons and units of study to meet the needs of ELLs at all levels of proficiency and develop appropriate scaffolds for use in the virtual classroom.
 - Collaborate and support participating schools to ensure completion of students' projects for the Seal of Biliteracy.

4.02 Identification of Instructional Gaps

- The district recognizes that instructional gaps may have developed as a result of the prolonged school closure. The following methods will be utilized in identifying those gaps:

Academic Intervention Services (AIS): Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English

Language Arts, Mathematics, Social Studies, and or Science are entitled to receive Academic Intervention Services in accordance with Commissioner's Regulations section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, districts shall use a district developed procedure to be applied uniformly at each grade level for determining which students are entitled to such services. Districts may consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:

- Developmental reading assessment
- I-Ready Beginning or Year, Middle of Year and End of Year assessments
- Benchmark and lesson embedded assessments
- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioners Regulations Part 117

4.03 Technology

The issuance of school property will be as follows:

- A survey will be conducted in advance to determine current access to equipment such as laptops, internet access and equipment will be provided accordingly
- Information on cleaning and disinfection of equipment will be provided with all equipment, including the use of electronic equipment. The use of aerosol cleaning sprays or wipes that contain bleach should not be utilized. Manufacturer's instructions should be followed for all cleaning and disinfection of products.
- Students and parents will be provided with permission and accountability forms online which need to be signed off on in order for students to utilize district equipment and software.
- Technology will be distributed to students during their time at school. The district will provide procedures for those students who do not physically attend school.

The district will provide the following during the 2020-2021 school year from a technology standpoint to students and families

- Students in Pre-Kindergarten will receive a district issued iPad that will remain in school, since those students are attending school 4 days a week during the hybrid model.
- Kindergarten and First grade students will receive a district issued iPad.
- 2nd through 12th grade students will receive a district issued laptop.
 - Students may opt to use their own device to access their schoolwork.
- Parents will be asked to opt in and complete a district form in order for their child to receive a device.
- Students with disabilities requiring assistive technology that is used to increase, maintain, or improve their functional capabilities will be provided as per their Individual Education Plan (IEP).

Technology Support

- First level Technical support for student devices will be provided by Media Specialists / Librarians, “School Links”
- Second level support will be provided by referrals from the district work order system by school staff
- Parents / students can initiate a work order directly through an online student help desk provided on the school and district website
- Technical support will be provided remotely for those not physically attending school and/or if we are on a full distance learning model platform
- If a technician determines a need to physically interact with a device, the technology department will schedule an appointment with the student/parent as soon as possible. Loaner devices will be deployed if available

Currently, the district is utilizing various different technologies to deliver and enhance instruction. They include but are not limited to the following:

Structural Technologies

- Schoology – Learning Management System
- Zoom – Video Conferencing and Daily Digital Learning Instruction
- What’s App – Helpful with students/parents who did not speak English
- Office 365 – Word, Excel, OneNote, Forms, Sway
- Screen Cast-O-Matic
- SMART Exchange

Program-based Technologies

- Pearson/Savvas enVisionmath 2.0/enVision - K-12 Math Program (inclusive of Algebra 1, Geometry, Algebra 2, Intermediate Algebra 2)
- Discovery Education Science Techbook – K-12 Science Program (inclusive of Living Environment, Chemistry, Physics, Environmental Science)
- Discovery Education Math Techbook – MV STEAM Academy Math Program (inclusive of Algebra 1, Geometry, Algebra 2)
- Pearson/Savvas AP Biology – Biology in Focus
- Discovery Education Channel – All Content Areas
- Houghton Mifflin Harcourt Journeys – 1-5 ELA Program
- Houghton Mifflin Harcourt Collections – 6-12 ELA Program
- Houghton Mifflin Harcourt Senderos – K-5 Bilingual Program
- Houghton Mifflin Harcourt Escalate – 6-8 ELL Companion to Collections
- McGraw-Hill Networks NY Custom Edition 2018 – K-5 Social Studies Program
- Houghton Mifflin Harcourt Social Studies – 7-12 Social Studies Program
- Curriculum Associates iReady – Grades 2-12 Reading and Math
- EdPuzzle, BrainPOP for ELLs - <https://ell.brainpop.com/> , Rosetta Stone, LessonBee (New Health video-based software), Waterford – PreK-1, Starfall for ELLs - <https://store.starfall.com/app-catalog> , SeeSaw (Pre K-1 digital portfolio, parent content sharing), Wixie (PreK content consumption), SORA/Overdrive (online libraries), DBQ Online , Learning A-Z/RAZ Kids, Learning A to Z ELL component , Castle Learning - <https://www.castlelearning.com/> , Achieve3000

- Pre K technologies - DIG (Develop, Inspire, Grow), Kinems, Really Good Stuff

Open Resource Technologies

- Padlet, FLipgrid, Kahoot!, AnswerGarden, Twitter, Edji, Yippy, Vialogues, PhotoCircle, Khan Academy, Adobe Spark (Post, Pages, Video), NearPod, Popplet, NewsELA (content), Common Lit (content), Quizlet, Backchannel, YouTube/TeacherTube, Flocabulary, Epic Books (online library), International Children's Library free e-books (Culturally diverse readers for newcomer ELLs - <http://en.childrenslibrary.org/>), Jefferson Math Project <http://www.jmap.org/> (Algebra, Geometry, Algebra 2), Regents Review Resources <http://schooltool.us/regents2.html> ((Algebra 1, Geometry, Algebra 2, English, Global History, US History & Government, Living Environment, Chemistry, Physics), <https://illuminations.nctm.org/> (Math), <https://www.billnye.com/the-science-guy> (Science), <https://studyspanish.com/> (Spanish resource for World Language Students), Poll Everywhere, <https://nj.pbslearningmedia.org/>

5.0 Communications

5.01 Overview

Dramatic changes to normal school operations will require the district to effectively communicate with stakeholders to:

- Identify pain points that will need to be addressed (e.g., fear of infection) prior to the opening of school.
- Gauge anticipated attendance for a potential Fall reopening based on:
 - Unwillingness to return (fear-related)
 - High-risk group (student or family)
- Gauge transportation needs - (see also [Arrival and Dismissal](#))
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection routine, health policies for staff, and health & safety measures in place).
- Establish formal and informal routes of communication for stakeholders to express concerns, questions, comments, and feedback (fireside virtual chats, parent liaisons, PTAs....)
- Establish formal communication protocols throughout the district when
 - A staff or student reports positive to COVID-19

5.02 Calendar of Communications

The district recognizes the need to communicate with each of the various stakeholder groups. The district will communicate with stakeholders BEFORE, DURING, and in the event of a CLOSURE utilizing multiple channels of communication, including:

- School Mass Communication System – email, text messages, district APP, robocalls...
- Website - dedicated Reopening of Schools and COVID sections
- Social Media - Facebook, Twitter, Instagram
- Other communication mechanisms – Blackboard, DoJo, phone calls, Seesaw platform

Prior to Opening Schools

For **Employees**, the district will:

- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Provide information on social emotional learning and the mental health of student’s family members.
- Provide information and training on new workplace policies and changes.
- Communicate new or modified working schedules for staff.
- Notify staff of required employee training programs to be completed prior to schools opening (see [Training](#)) inclusive of GCN and Reentry trainings.

- Provide information on how to self-report exposures and infections (See [Health and Safety](#)).
 - ⁴Employer HR Policies, HIPAA guidelines, and other laws should be followed at all times.
- Provide information on the requirements for the use of face-covering
- Provide a list of Frequently Asked Questions (FAQ) that reflect the unique operating conditions of the district
- Offer virtual employee support groups via online platforms (e.g., coffee/tea with parents)
- Communicate expectations on technology related items (district provided devices, procedures for login, access and usage...)
- Provide training opportunities for parents via Zoom for How to Support Education from Home in a Distance learning environment (See [Training](#))

For **Students & Families**, the district will:

- Conduct regular virtual stakeholder meetings and town hall sessions regarding reopening procedures
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Continue to communicate resources (Daycare for essential responders, grab & go meals, community food pantries...)
- Instruct parents on the requirement and procedure for labeling of personal property and preventing it from mixing with another students' property.
- Instruct parents on the purchasing and non-sharing of COVID-19 related items (gloves, masks, headphone, technology devices)
- Provide information on how to self-report exposures and infections.
- Provide information on the requirements for the use of face-covering
- Discourage students from congregating in large groups before and after school.
- Provide a list of Frequently Asked Questions (FAQ) that reflect the unique operating conditions of the district
- Share information on the district website containing crisis hotlines, and county mental health resources
- Offer virtual parent support groups via online platforms (e.g., coffee/tea with parents)
- Communicate expectations on technology related items (district provided devices, procedures for login, access and usage...)

While Schools are Open, the district will:

- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Conduct a virtual Back to School Night for parents
- Provide students on-going, easy to implement tips and tools for behavior support (e.g., time management in a distance learning environment)
- Provide staff professional development on engagement strategies for online learning

⁴ CDC: Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.

- Provide frequent and ongoing communication for families regarding school updates and access to resources
- Offer virtual parent support groups via online platforms (e.g., coffee/tea with parents)
- Share information on the district website containing crisis hotlines, and county mental health resources
- Communicate expectations on technology related items (district provided devices, procedures for login, access and usage...)

When Schools are Closed the district will:

- Provide information on Continuity of Instruction Procedures
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health & safety measures in place).
- Share information on the district website containing crisis hotlines, and county mental health resources
- Communicate expectations on technology related items (district provided devices, procedures for login, access and usage...)

5.03 Communication with Vendors

- If contractors are employed in the workplace, develop plans to communicate with the contracting company regarding modifications to work processes and requirements for the contractors to prevent transmission of COVID-19.

In order to safeguard building occupants, the district will implement restrictions as follows:

- Notify vendors that access to the facilities will be restricted.
- Request that vendors reduce the frequency of deliveries while simultaneously meeting the demand of ordered goods.
- Request vendors to suspend deliveries and/or adjust maintenance schedules for services in the event school is closed for health reasons.
- Notify vendors that, during deliveries, they are required to take precautions including:
 - Maintain physical distancing between themselves and building occupants.
 - Wear appropriate PPE (a face mask and gloves).
 - Do not make deliveries if they have symptoms associated with COVID-19.

6.0 Extracurricular Activities

- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas.
- Cancel all field trips, inter-group events, and extracurricular activities if deemed not necessary.

Generally, most Extracurricular Activities will be on pause during the school year. The district will continue to evaluate opportunities to make these activities available based on NYSED guidance. The use of school facilities by outside groups will be limited to only those deemed essential by the district. Should the district make a determination to provide some Extracurricular Activities, they will generally focus on those with little or no physical contact.

6.01 Athletics

The district will follow the guidance of the National Federation of State High School Associations⁵ as well as the New York State Department of Health. We continue to meet with Section 1 representatives that focus on our locale, which writes the rules of competition for most high school athletic programs. Some sports may be added that involve less physical contact and do not involve shared equipment. Sports will be made available as conditions permit and based on their respective risk levels as follows:

- Lower-risk sports and activities include:
 - Cross country
 - Weightlifting
 - Batting Cages
 - Tennis (singles)
 - Swimming (no relays)
- Moderate-risk sports include:
 - Baseball
 - Tennis (doubles)
 - Swimming (relays)
 - Soccer
- High-risk sports include
 - Wrestling
 - Football
 - Competitive Cheerleading
 - Basketball
 - Volleyball

⁵ https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf

As the district proceeds with an abundance of caution, the following procedures may or may not be followed based on what phase the State is in: (Phase 2)

- Locker rooms will remain closed or used on a limited basis.
- Student-athletes will be required to wear face coverings except during swimming, distance running, or other high-intensity aerobic activities.
- Workouts may be conducted in cohorts with the same 5 to 10 students always working out together.
- Students should avoid sharing balls during workouts.

As the district proceeds with an abundance of caution the following procedures may or may not will be followed based on what phase the State is in: (Phase 3 or 4)

- Students will continue working out in cohort groups
- Locker rooms may reopen if social distancing is maintained
- Practices and competitions for lower-risk sports may resume
- Moderate-risk sports practices may resume with modifications for social distancing and sharing
- Gatherings of up to 50 people both outdoors and indoors may be permitted (based on State guidance)
- Competitions for moderate-risk sports may begin, and high-risk sports practices can begin with some modifications. In all phases, increased hygiene and sanitation measures will be critical. Student-athletes should wear face coverings in phase one and two, except during swimming, distance running, or other high-intensity aerobic activities

As of July 24, 2020, NYSED has pushed back the start of Fall Athletics until September 21st. The district will continue to modify its plans accordingly.

7.0 Training

- Train all teachers and staff in curricular and instructional programs as per the district professional development plan.
- Create a Parent Training Academy in August and throughout the year to assist students to succeed academically during the 2020-2021 school year with a focus on technology and social emotional learning (See [Mental Health](#)).

The district will provide professional learning training related to safety actions contained in this plan (See [Reentry Training](#)). The following table indicates training that will be necessary for each employee role within the district.

District Professional Development Plan:

- The Mount Vernon City School District (MVCSD) intends to build capacity of all educational staff, where all students receive a rigorous education to compete in a global society. Guided by the pillars of professional learning and the needs of educators and students, MVCSD will provide ongoing, differentiated, job-embedded professional development, using systems of accountability and feedback as evidence of this support.

The end of the 2019-2020 school year brought a need for shifting, responsive, on-demand professional learning in a new virtual environment. Offerings included initial technology know how (including Schoology organizational strategies, tools and interactive discussions, Flipgrid, Screencast-o-matic, EdPuzzle, Office 365 basics and Microsoft Immersive Reader), ongoing Discovery Education virtual learning (including Spotlight on Strategies, Social and Emotional Learning, and virtual field trips), and application of tools for effective digital teaching and learning (including Using Zoom as an Instructional Tool, SOS Strategies and Growing Up the SAMR Model).

We will use a series of self-assessment tools with our staff to gauge where they are in different professional development areas such as technology and racial awareness. Our goal is for staff members to move along a continuum as adult learners to refine their practice.

As we enter the reopening of schools in the fall, we plan on offering an ongoing course catalogue where staff members will be able to receive continuous professional development sessions. Some of these opportunities will be live and some will be virtual. Topics will evolve but will include the following topics:

- Continued Partnerships with Discovery Education and AVID
- ASCD – Unit planning that is standards-based using backward design
- Understanding by Design (UbD) book study included
- Differentiated Instruction (DI) book study included
- AVID Digital XP – Summer 2020 and continued support throughout the year
- SAMR Digital tool for assessing impact of technology learning
- Future job-embedded PD opportunities

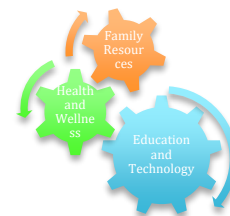
- Digital Development Series courses
- Advanced Train-the-Trainer – Supporting adult learning in a digital world
- New Teacher Digital Orientation - Induction to curriculum, digital learning, and pedagogical expectations
- Every Student Succeeds Act (ESSA)
- Next Generation Standards
- Digital teaching and learning; Flipped classroom
- Project/problem-based learning
- GCN – Global Compliance Network training
- Focused Administrator trainings
- Racial equity training
- Parent Academy and Engagement in Re-Entry and Digital Practices

Parent and Family Professional Learning Opportunities

- increase student success through the creation of “bite-sized” professional learning opportunities for our families by utilizing screen casting tools in combination with how-to guides.
- Further develop buy-in to our digital learning opportunities, while building parent capacity with digital learning.
- Engage families through positive interactions and assistance. Through collaboration with teachers and staff, as well as outside resources, professional learning opportunities for our families will be informative and engaging, while meeting the goal of increasing student success in our district.

The content for the professional learning is divided into three main areas:

- Education and technology.
- Health and safety
- Family resources.



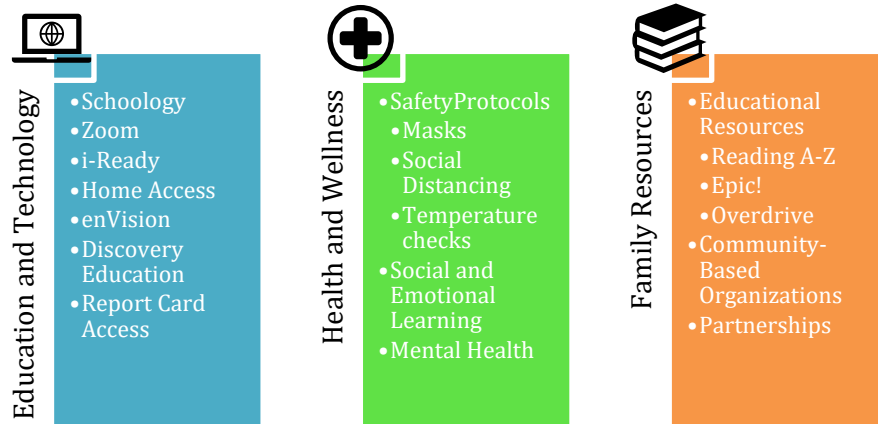
The creation of professional learning opportunities focused on education and technology will be vital no matter the school model, whether the district is engaged in full distance learning, a hybrid model, or a traditional school schedule.

Topics for the education and technology professional learning include using the educational features of Schoology and Zoom, as well as online etiquette protocols for our students when engaging with these platforms. Home Access will be an important component as it allows families to update contact information easily. Communication during the school year is necessary, and the ease of using Home Access will help keep the lines of communication open. Discovery Education, enVisions 2.0 Mathematics, and i-Ready will be addressed, as well as a webinar for families on how to access their child’s report card online. Health and Wellness will be an important area of focus as the district navigates through the Covid-19 pandemic and its resulting changes. The topic of daily prevention with a focus on preparing our families now with tasks they can practice at

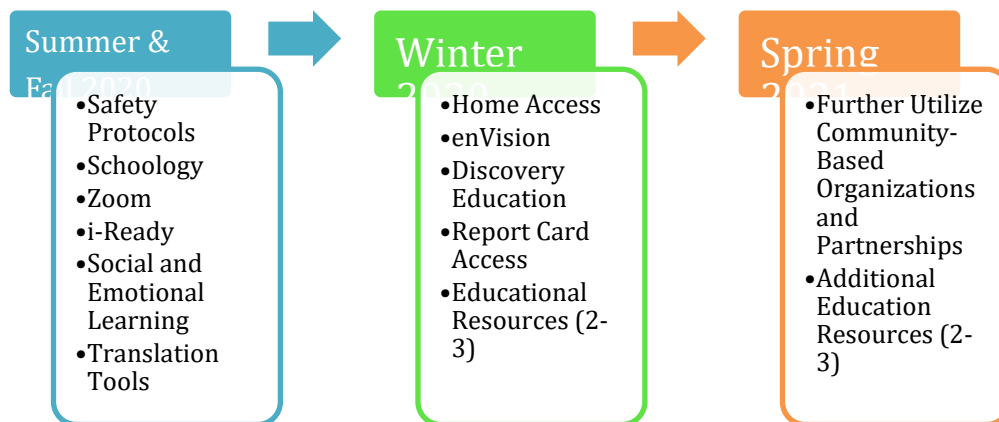
home such as wearing a mask, proper handwashing technique, social distancing, covering coughs and sneezes, and avoiding touching your face. Parents will also need to learn about the health and safety protocols that are in place in the district and school as well. New policies such as daily temperature screenings and the discouraging of shared items will need to be addressed. A

community resource guide that outlines food banks, health centers, and mental health services is another important component of the plan. Additionally, professional learning about resources for families including community-based organizations and partnerships, as well as digital

learning resources offered through the district, such as Reading A-Z, Overdrive, and Epic will be created. Opportunities for online courses for families including financial planning, computer courses, and social and emotional health should be explored and utilized when possible.



The timeline for implementation of these trainings has been created using the district’s re-opening plan as a guide to identify the most important components to address first. In the late summer and fall, families will be provided with learning opportunities focused on health and safety and the crucial components of digital learning focusing on Schoology and Zoom. It is important to also educate our families on the translation components of the programs the district uses, as well as translation tools and add-ons that are available. As the year continues and families are more familiar with digital learning, and the district utilizes additional opportunities with technology, there will be opportunities for expansion into specific resources.



8.0 Reentry Training Programs

- Train all teachers and staff in the above safety actions. Consider conducting the training virtually, or, if in-person, ensure that social distancing is maintained.
- Teach and reinforce washing hands and covering coughs and sneezes among children and staff.
- Teach and reinforce the use of face coverings among all staff. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.

The district will provide role-specific training programs related to this plan for all employees. The following table indicates topics for each role. Programs will be delivered using the districts online learning management tool and may be supplemented by live training sessions when safe to do so. Training will be provided virtually using a platform that will track employee compliance. All new employees, including temporary employees will be required to complete training prior to working in school buildings. The training will take place through a multitude of platforms:

- Global Compliance Network (GCN) video trainings
- CDC related [video trainings](#).
- District virtual training conducted by professional development staff, train-the-trainer staff members, administrators, outside consultants...

Topics will include but not be limited to:

- Personal Protective Equipment (PPE)
- How to assess the mental health of students
- New workplace policies and changes
- How to self-report exposures and infections
- The use of face covering
- CDC Frequently Asked Questions
- Hand hygiene procedures for employees, students and visitors will be required to perform
- Safety drills
- Social Distancing
- Personal Protective Equipment (PPE)
- Hand washing
- Signs and symptoms of infection
- Staying home when ill
- Awareness training on cleaning and disinfection products used
- 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
- Food Service procedures
- Transportation procedures

- COVID-19 Plan, Prepare, and Respond (Educational Institutions)
- COVID-19 Video: How to wear a Mask (OSHA)
- COVID-19 Video: Proper Handwashing (CDC)
- COVID-19 Workplace Guideline

9.0 Mental Health & Social Emotional Learning

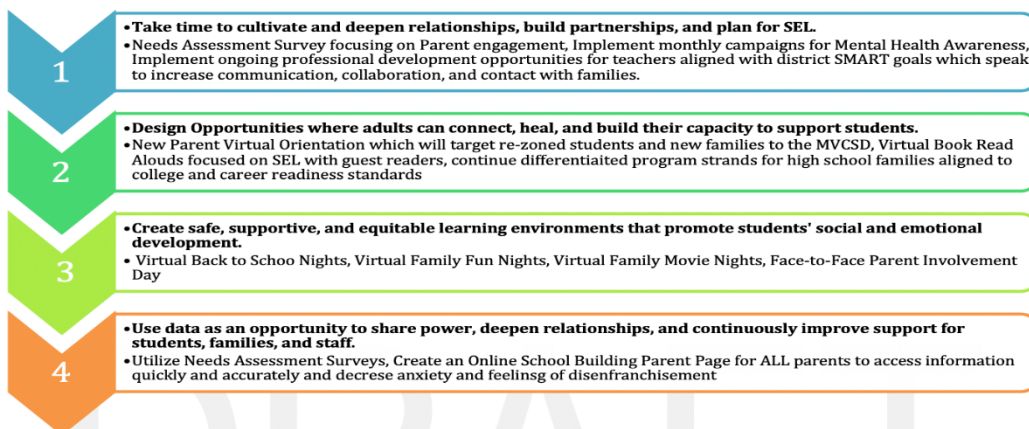
MVCSD strives to prioritize relationships with the families of our students in the district. We intend to engage in two-way communication to support stakeholders and ensure our practices promote social, emotional, and academic learning for all students. We will provide continuous activities and opportunities to help our families feel connected, empowered, supported, and valued while we provide ongoing professional learning. Our students must also feel a sense of belonging through opportunities to learn about, reflect upon, and practice SEL. Lastly, our plan highlights the importance of partnering with students, families, staff, and the community to learn about students' and families' ongoing needs and strengths, while we continuously improve SEL efforts.

Mount Vernon City School District (MVCSD) created a plan for continued Social and Emotional Learning opportunities by utilizing CASEL's Framework for Systemic Social and Emotional Learning (SEL). Our District goals are to:

- Re-establish the trust between District and families regarding student needs and safety.
- Provide consistency for parental re-engagement into school building activities/community.
- Successfully implement this approach into the systems of the district.

The Critical Practices for creating systemic SEL are:

1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
2. Design opportunities where adults can connect, heal, and build their capacity to support students.
3. Create safe, supportive, and equitable learning environments that promote students' social and emotional development.
4. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.



Universal screening

Universal screening is one such tool, whereby teachers or students complete a brief (20 items or less) survey to assess both social-emotional and behavioral needs, and areas of strength for all students. Screening should include multiple contributors take less than one minute per student to complete. Screening is not intended to be diagnostic but rather to identify general pre-symptomology that can drive early intervention efforts.

This data-driven approach will assist the teachers with consistently recognizing the signs of social-emotional risk, making the use of a universal screening tool essential to an effective prevention system.

The Check-In System

The Check-in System helps educators develop a more informed/nuanced view of who needs support. This can be done through a community meeting or one on one check ins upon arrival to school and on an as needed basis. To this end, schools/teachers will be provided with the resources and training they need to identify students who need help.

Professional Development

The District will be providing professional development through BOCES to develop resources and systems for both symptom reduction and skill building. With the support of BOCES Regional Training Centers we will adopt an integrated and tiered approach supported through a robust data-driven decision-making process to determine individual needs.

Communication

Our districts will develop a mechanism for reaching out to families in need and connecting them with the appropriate resources. This includes identifying and addressing the needs of students and families who are homeless or in transitional living situations, may not have easy access to computers or internet, receive free or reduced-price meals through school, or rely on support services at their schools.