Scarsdale Schools’ Restart Plan

August 2020

Scarsdale Union Free School District
2 Brewster Rd
Scarsdale, NY 10583
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Executive Summary

The Context:

Governor Cuomo has stated that the metrics for reopening school will be both the phase of reopening and the rolling average daily infection rate of the region. He has stated that if a region is in Phase Four and the rolling weekly average rate of infection is below 9% and the rolling two-week average rate of infection is below 5%, then schools can open for in-person learning. Additionally, the NYS Department of Health and the NYS Department of Education has released guidance for the reopening of schools (Appendix here). This guidance prioritizes health and safety, flexibility, creativity, collaboration, and iteration, as well as in-person learning for populations that are least likely to benefit from remote learning, such as special education, ELL, and younger students. Governor Cuomo has indicated that he will make a more formal announcement regarding the start of school during the first week of August. Originally, school districts were required to submit reopening plans by July 31st. Scarsdale Public Schools requested and received a one-week extension until August 7th in order to further refine our plans after input from stakeholders.

School districts across the State are required to submit three plans for each level of schooling: a full in-person return to school (100% capacity), a hybrid (some in-school learning, some remote learning), and all-remote eLearning.

While the Governor will dictate which plans are permissible to enact in the fall, it is important to note that this decision will not be made because there is an absence of risk for viral transmission in schools, but because the priorities of students need to be addressed in the face of that risk. This plan is being developed with the understanding there will most likely be COVID-19 spread in our community over the next school year. Our risk mitigation strategies and adherence to cohorting seek to reduce that risk to the greatest extent possible while still providing an educationally beneficial experience to our students.

In addition to the State mandates and the health and safety challenges, this plan asks a lot of our students and teachers. In some cases, the following plans reduce the amount of time students are with their teachers; at the same time, it asks teachers to fundamentally change the way they interact with students from both relational and pedagogic perspectives. On any given year, teachers spend hours planning their lessons and filling them with a mix of whole and small group work, creative and collaborative projects, and opportunities for real-life application. In the event we start in a hybrid model, this year, teachers will start from scratch. They will be restricted from the more intimate interactions that small group work brings and collaboration will look physically very different with social-distancing and mask-wearing. This will require a significant shift in practice and planning and the allowance for that work must be made in our planning processes.

In the light of these apparent challenges, we believe the following plan provides students with the most beneficial educational experience within what the constraints allow. As this school year unfolds, the District is committed to flexibly addressing challenges, expanding successes, increasing in-person learning as conditions permit, and working to continuously improve the experience for our students.

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Description of our Activities:

Over the past months, the Restart Steering Committee and its 10 Task-Specific Groups have discussed and planned for full, hybrid, and remote learning scenarios. These groups (representing well over 100 individuals) consist of parents, faculty and staff, administrators, and Board members. Their collective thinking, along with the parent and staff surveys and the recently released guidance, has now been synthesized into actionable plans. There are still many details that will need to be worked through and finalized, and all plans should be considered dynamic, as they will change over time, depending on any number of conditions and variables.

Vision for Restart:

The Scarsdale Schools Restart efforts commit to providing an educational environment that is physically and emotionally safe, to establishing and nurturing connections within the full school community; and to fostering meaningful learning opportunities for each student regardless of the structure of schooling which takes place in the future.

Administrative Beliefs:

The Administration of the Scarsdale Public Schools supports the vision statement developed by our Restart Steering Committee. Moreover, our thinking and planning are guided by the following beliefs:

- We must follow the applicable laws and guidance set forth by the State of New York.
- COVID-19 emergency plans require stringent health and safety protocols to mitigate risks for all members of our learning community.
- In-person learning is generally preferable to remote learning for students, and that students benefit both academically and socially from in-person interactions with peers and teachers.
- Precautions needed for in-person learning will have an impact on the type of instruction delivered and will require regular and thoughtful adjustments with regard to curriculum and its pacing.
- There are certain populations of students for which in-person learning is the best way to reasonably provide for their academic needs, as well as circumstances that might warrant limited or temporary in-person experiences that can best be fulfilled in that mode (school orientation, social-emotional, extracurricular, etc.).
- COVID-19 pandemic and the necessary changes it causes in practice may make remote learning more appropriate to in-person learning, in some circumstances, and may ultimately require it in all circumstances.

Risk Mitigation Strategies:

Since risks associated with this pandemic can only be thoughtfully mitigated and not completely eliminated, we have developed the following strategies to help control community spread of COVID-19:

- Social Distancing: While State guidance currently states districts may choose social-distancing OR mask-wearing in the instructional environment, we have taken the position that social distancing (6 feet) AND mask-wearing are essential elements to a safe...
After health and safety concerns, educational programming for our students is the next highest priority. The following sections detail plans by school level for all in-person school learning, a hybrid model, and all-remote eLearning, including priorities for each plan scenario. The charts included in the following section highlights the primary benefits, concerns, and options for each mode at each level. This summary concludes with a description of our current selection from among these options, along with a rationale for these determinations.

Plans and Educational Priorities for Elementary Students:

- In-person learning is preferred, due to a host of issues, ranging from independent technology use to the need for adult/teacher supervision and guidance in real-time
- Balancing screen-time with teacher-time
- Equity in access to books, materials, and other resources
- The importance of connection and socialization for young learners
- Differentiation that includes support and enrichment as needed
- The developmental need for structures and predictability of schedules and routines
- Ongoing, real-time, and meaningful formative assessments
- The need for “in the moment” refocusing and redirection
- The importance of frequent student to student conversations and interactions
- Coherent, appropriately adapted, and common learning outcomes by grade

<table>
<thead>
<tr>
<th>Level</th>
<th>ELEMENTARY SCHOOLS (K-5) MODEL HIGHLIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% In-person Daily</td>
<td>Primary Benefits:</td>
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<tr>
<td></td>
<td>● 100% in-person learning for all elementary students is ideal for establishing essential relationships for learning and creating a supervised learning environment. This model meets most of our priorities:</td>
</tr>
<tr>
<td></td>
<td>○ The importance of connection and socialization for young learners</td>
</tr>
<tr>
<td></td>
<td>○ The need for “in the moment” refocusing and redirection</td>
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<tr>
<td></td>
<td>○ The importance of frequent student to student conversations and interactions</td>
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<td></td>
<td>○ Ongoing, real-time, and meaningful formative assessments</td>
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<tr>
<td></td>
<td>Primary Concerns:</td>
</tr>
<tr>
<td></td>
<td>● 100% in-person learning is NOT POSSIBLE in a way that adheres to the guidance and our beliefs around social distancing at a minimum of 6 feet, as our current building and classroom configurations don’t allow for it.</td>
</tr>
</tbody>
</table>
### Hybrid Model

- **Primary Benefits:**
  - This model adheres to the guidance and our beliefs around social distancing at a minimum of 6 feet and mask wearing within our existing spaces
  - Hybrid learning for all elementary students **is better than remote learning** to develop essential relationships for learning. This model meets some of our priorities:
    - The importance of **connection and socialization** for young learners
    - The need for “in the moment” **refocusing and redirection**
    - The importance of frequent **student to student conversations and interactions**
    - Ongoing and meaningful **formative assessments**
  - **Will reflect eLearning improvements from experience** based on research, planning, and revision from the spring

- **Primary Concerns:**
  - All day mask-wearing on in school days will be a very significant challenge
  - PPE and health related scheduling will have an impact on instruction and curriculum
  - Cohorting will **require edits to the quantity and quality of curriculum and instruction**
  - **Planning time needs to be embedded** to allow for asynchronous planning
  - Family care for working parents on at-home days

- **Potential Schedules & Variations:**
  - A/B days (and various alternates, AA/BB, or AAAA/BBBB [week on/week off])
  - AM/PM schedule: Half-days with ½ cohort classes for each half
  - Professional development days with remote asynchronous learning for students
  - Asynchronous and synchronous balance
  - Would require additional spaces outside of each elementary building, requiring other District or outside facilities
<table>
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<tr>
<th>All Remote</th>
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<tr>
<td><strong>Primary Benefits:</strong></td>
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<tr>
<td>● Allows maximum social-distancing and disease risk mitigation</td>
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<tr>
<td>● <strong>Will reflect improvements from experience</strong> based on research, planning, and revision from the spring</td>
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</tbody>
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| **Primary Concerns:** |
| ● 100% remote learning does **not facilitate the learning of social skills** |
| ● **Equity issues** arise because this model relies heavily on family involvement |
| ● Parents with primary level students have reported **difficulty with keeping children engaged** |
| ● Elementary school students require substantial support in all aspects of remote eLearning |
| ● Appropriate access to materials, tools, and learning environments |
| ● Screen time can be excessive |
| ● Family care for working parents |

| **Potential Schedule & Variations:** |
| ● Need for additional professional development/curriculum alignment/asynchronous design days for teachers |

**Plans and Educational Priorities for Middle School Students:**

● Recognition that the middle school population **shares developmental needs with both elementary and high school students**
● Recognition that 6th grade students **need specific supports to transition to secondary education** and need to develop in-person relationships with their teachers
● **Small group instruction and collaboration** is a key component of a middle level education
● Ongoing, **in-person support services** for middle school students
● Opportunities for **hands-on learning experiences** for students who are moving from concrete to a more abstract understanding of content
● Cohorting students by team maintains the “**school within a school**” model and supports students in their transition to the secondary level
● Opportunities for students to **build social skills and relationships** during a period of tremendous transition (socially, emotionally, and physically)
● Opportunities for independent learning and the **development of executive functioning skills** through planning for and presenting individual and group projects
<table>
<thead>
<tr>
<th>Level</th>
<th>MIDDLE SCHOOL (6-8) MODEL HIGHLIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Benefits:</strong></td>
<td>100% in-person learning for all middle school students is ideal for establishing essential relationships for learning, and creating a supervised learning environment. This model meets most of our priorities:</td>
</tr>
<tr>
<td></td>
<td>○ Recognition that 6th grade students need specific supports to transition to secondary education and need to develop in-person relationships with their teachers</td>
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<td>○ Ongoing, in-person support services for middle school students</td>
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<td>○ Opportunities for students to build social skills and relationships during a period of tremendous transition (socially, emotionally, and physically)</td>
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<td><strong>Primary Concerns:</strong></td>
<td>100% in person learning is NOT POSSIBLE in a way that adheres to the guidance and our beliefs around social distancing at a minimum of 6 feet</td>
</tr>
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<td>○ Current science indicates that middle and high school students are at higher risk of contracting and spreading COVID-19 than younger students</td>
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<td>○ All day mask-wearing will be a serious challenge</td>
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<td>○ PPE and health related scheduling will have an impact on instruction and curriculum</td>
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<td></td>
<td>○ Cohorting will dilute quantity and quality of instruction</td>
</tr>
<tr>
<td><strong>Potential Schedules &amp; Variations:</strong></td>
<td>To facilitate 100% return with adherence to appropriate social-distancing requirements in NYS guidance additional spaces outside of the Middle School building will be required.</td>
</tr>
<tr>
<td>Hybrid Model</td>
<td>Hybrid learning for all middle school students is better than remote learning to develop essential relationships for learning. This model meets some of our priorities:</td>
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</table>
### Primary Concerns:
- All day mask-wearing on in-school days will be a very significant challenge
- PPE and health related scheduling will have an impact on instruction and curriculum
- Cohorting will require edits to the quantity and quality of curriculum and instruction
- Planning time needs to be embedded to allow for asynchronous planning

### Potential Schedules & Variations:
- A/B days, AA/BB, or AAAAA/BBBB (week on/week off) with remote learning for alternating cohorts
- Half-days with ½ cohort classes for each half
- Professional development days with remote asynchronous learning for students
- Asynchronous and synchronous balance

### Primary Benefits:
- Allows maximum social-distancing and disease risk mitigation
- Will reflect improvements from experience based on research, planning, and revision from the spring and summer work

### Potential Schedule & Variations:
- Need for additional professional development/curriculum alignment/asynchronous design days for teachers

## Plans and Educational Priorities for High School Students:
- **Student choice in scheduling** (students can take the electives and programs they want to the greatest extent possible)
- **Student differentiation** through scheduling (placing students in classes best matched to their academic interests and needs)
- **Grouping students heterogeneously** in the humanities for the first two years of high school
- **Scheduling different levels of each subject individually**, with one choice in one subject not affecting choices in other subjects (i.e., not tracking students)
- **Movement for students between levels of classes** during the school year (i.e., the opportunity to try one level of a subject and move to another level during the school year)
- Providing **teamed programs** (Civ Ed, Freshman Seminar, American Studies)
- **Attention to students with special circumstantial needs**, such as incoming 9th graders, seniors in the college admission process, and students with learning differences
- Opportunities for students and teachers to meet in *tutorial sessions* (office hours) for differentiated instruction and to develop meaningful relationships
- Opportunities to engage in athletic and extracurricular activities that allow students to pursue their interests and develop leadership skills

<table>
<thead>
<tr>
<th>Level</th>
<th>HIGH SCHOOL (9-12) MODEL HIGHLIGHTS</th>
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<tr>
<td><strong>Primary Benefits:</strong></td>
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<td>- 100% in person learning for all high school students is ideal for establishing essential relationships for learning, and creating a supervised learning environment. This model meets most of our priorities:</td>
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<td>- <strong>Student choice in scheduling</strong> (students can take the electives and programs they want to the greatest extent possible)</td>
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<td>- Cohorting will <strong>dilute quantity and quality of instruction</strong></td>
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**Potential Schedules & Variations:**

- To facilitate 100% return with adherence to appropriate social-distancing requirements in NYS guidance additional spaces outside of the High School building.

<table>
<thead>
<tr>
<th>Hybrid Model</th>
<th>Primary Benefits:</th>
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<tbody>
<tr>
<td></td>
<td>- Hybrid learning for all high school presents unique challenges but <strong>meets a number of our priorities</strong>:</td>
</tr>
</tbody>
</table>
- **Attention to students with special circumstantial needs**, such as incoming 9th graders, seniors in the college admission process, and students with learning differences
- Opportunities for students and teachers to meet in **tutorial sessions** (office hours) for differentiated instruction and to develop meaningful relationships
- **Student choice in scheduling** (students can take the electives and programs they want to the greatest extent possible)
- **Student differentiation** through scheduling (placing students in classes best matched to their academic interests and needs)
- **Grouping students heterogeneously** in the humanities for the first two years of high school
- **Scheduling different levels of each subject individually**, with one choice in one subject not affecting choices in other subjects (i.e., not tracking students)

**Primary Concerns:**
- Hybrid learning **reduces the amount of synchronous time** students would have with teachers in a remote model
- Planning complications for teachers will reduce the amount of content coverage possible for all courses
- **Larger asynchronous work load** than a remote model

**Potential Schedules & Variations:**
- A/B days (or, AA/BB) with remote learning for alternating cohorts
- Half-days with ½ cohort classes for each half
- Professional development days with remote asynchronous learning for students
- Asynchronous and synchronous balance

**Primary Benefits:**
- Allows maximum social-distancing and disease risk mitigation for a higher risk population
- Has a higher capacity for synchronous instruction than the hybrid model
- **Will reflect improvements from experience** based on research, planning, and revision from the spring and summer work
- Given the unique educational priorities around High School scheduling and the need for students to have classes that both fit educationally and maximize post-secondary options, remote learning is more educationally viable than Hybrid Learning. It fulfills some of our priorities:
  - **Student choice in scheduling** (students can take the electives, selectives, and programs they want to the greatest extent possible)
  - **Student differentiation** through scheduling (placing students in classes best matched to their academic interests and needs)
  - **Grouping students heterogeneously** in the humanities for the first two years of high school
  - **Scheduling different levels of each subject individually**, with one choice in one subject not affecting choices in other subjects (i.e., not tracking students)
  - **Movement for students between levels of classes** during the school year

**All Remote**

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(i.e., the opportunity to try one level of a subject and move to another level during the school year)
  ○ Attention to students with special circumstantial needs, such as incoming 9th graders, seniors in the college admission process, and students with learning differences
    - While this structure does have high school students at home for all direct content delivery, small groups of students could be brought together on a regular basis to encourage social and emotional well-being and relationship building if the infection rates in the region remain low.

**Primary Concerns:**
- 100% remote learning does not allow students regular live contact with friends and teachers
- Appropriate access to materials, tools, and learning environments
- Excessive screen time

**Potential Schedule & Variations:**
- Need for additional professional development/curriculum alignment/asynchronous design days for teachers

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### Summary & Conclusions

Over the months of May, June, and July, the District has worked to address the many challenges inherent in reopening schools in the face of a global pandemic. This work has been guided through our Vision Statement and the belief that representatives from the administration, faculty, staff, Board, and parents should work together to understand priorities and provide their best thinking towards our ultimate solution. This has been facilitated by the Restart Steering Committee and its 10 Task Groups, parent (2) and staff (1) surveys, numerous community updates, Board updates and presentations, and the development of the Restart Website, which documents all of this work to date.

While we share the common goal of having all students back to in-person learning as soon as it is safe and feasible to do so, the following conclusions evolved around a central tension between:

1) The health and safety of our students, faculty/staff, and broader community by adhering to the most effective risk mitigation practices (namely mask-wearing, social-distancing, cleaning/disinfecting, environmental modifications, etc.); and
2) Addressing the educational and social emotional needs of all of our students to the best of our ability.

These tensions play out in our submissions to the State regarding our plans for full, hybrid, and remote learning scenarios. At all three levels, elementary, middle school, and high school, it is impossible to return with 100% of students to school and maintain the required level of social distancing (6 ft. in all directions). So, although required to submit a plan for an all in-person return, this is not possible until State guidance changes on this requirement. Given the current state of COVID-19, we do not believe that will be likely in the near future. Thus, our local efforts have been focused on planning for hybrid and remote learning models. These models are listed in summary below and represent the plans the District will enact in September.

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Scarsdale Elementary Schools

Our youngest learners have the most difficulty with asynchronous work, this reality drives the development of a plan with an understanding that it must also allow the District to balance the educational and health and safety needs of all students.

Hybrid Learning

Assuming in-person learning is permitted, Scarsdale will institute an AM/PM cohort model for grades K-5. This plan prioritizes uninterrupted teaching time in the core subjects while students are in the building. The details are as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Model: AM/PM Schedule</th>
</tr>
</thead>
</table>
| **Busing Schedules AM/PM** [M,T,W,Th,F] | • **Arrival Morning:**  
  ○ Assuming 1 bus run, 8:45 am  
  ○ Assuming 2 bus runs, 8:20 am and 8:55 am  
  • **Arrival Afternoon:**  
  ○ Assuming 1 bus run, 12:45 pm  
  ○ Assuming 2 bus runs, 12:20 pm and 12:55 pm  
  • **Dismissal Morning:**  
  ○ Assuming 1 bus run, 11:15 am  
  ○ Assuming 2 bus runs, 11:15 am and 11:50 am  
  • **Dismissal Afternoon:**  
  ○ Assuming 1 bus run, 3:10 pm  
  ○ Assuming 2 bus runs, 3:10 pm and 3:45 pm |
| **Instructional Time (In-Person Learning)** [M,T,W,Th,F] | Students will receive the following during the morning or afternoon at school:  
  • Daily Instructional Time: 2 hrs. 15 mins.  
    ○ 5 days a week  
    ○ 11 hours in person instructional time per week  
    ○ Virtual specials  
    ○ Short snack and appropriate mask breaks |
| **At Home (Remote Learning)** [M,T,W,Th,F] | Students will receive the following during the morning or afternoon at home:  
  • Specials: One (30 minutes) |
| **Students with Unique Learning Needs**  
  **Special Education**  
  **English as a New Language** | • SPED: Per IEP. Special classes will be full-time (4 days per week).  
   ○ Resource Room, Consultant Teacher, and Related Services will be prioritized for in-person learning  
   ○ ICT - Scheduling is under review to prioritize services in-person  
   • ENL: Pullout model, either individually or in small groups |
| **Cleaning/Disinfecting** | • Disinfecting in the middle of the day between cohorts and at end of the day  
  • Bathrooms and other common use spaces cleaned throughout the day  
  • Buses disinfected between all routes |
Cohorts
● Students are divided into two groups (AM/PM) with the classroom teacher (10-12 students).

Equity
● Half assigned AM and half assigned PM, special requests not able to be considered.
● Half-day schedules for students and families.

Food Services [M,T,W,Th,F]
● Bagged lunch to go for a.m.
● Alternate lunch pick-up options will be available

Alignment with Secondary Hybrid Plans
● Inconsistent with SMS and SHS models
● Does not allow for A/B day alignment in families. Only allows for AM/PM alignment for families.

Below are examples of an AM/PM Model from the point of view of a student in Cohort A and from Cohort B.

**Elementary 50% Capacity: AM/PM Hybrid Model**

**Sample Schedule**

| Cohort A AM Sample Schedule (Student Perspective) |
|---|---|---|---|---|---|
| **Cohort A** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 9:00-11:15 AM | Instructional Time | Instructional Time | Instructional Time | Instructional Time | Instructional Time |
| 11:15AM-12:45 PM | CLEANING & DISINFECTING | CLEANING & DISINFECTING | CLEANING & DISINFECTING | CLEANING & DISINFECTING | CLEANING & DISINFECTING |
| 12:45-3:00 PM | Daily Independent Work & Synchronous Special | Daily Independent Work & Synchronous Special | Daily Independent Work & Synchronous Special | Daily Independent Work & Synchronous Special | Daily Independent Work & Synchronous Special |
In developing this hybrid plan, and in addition to this AM/PM model, the Committees and Administration explored many options including various adaptations of an A/B day, and a full-day, every day instructional model (requiring the use of outside space). The decisions guiding the selection of the above model included, but were not limited to, the ability of the District to maintain social-distancing, the highest level possible of cleaning and disinfection and other risk mitigation factors, the ability of the District to maximize staff assignments to teaching and educational support, and developing a plan that balanced the learning needs of all students District-wide.

As part of the hybrid planning process, an A/B model was also seriously considered and preferred by the Restart Steering Committee. The AB Model was considered because it allowed longer blocks for instruction, seven hours over two days. In addition to synchronous opportunities with specials, and opportunities to set students up for curricular content at home before leaving for the day. It was highly considered, in that it provided students to be engaged in high quality learning activities, in and out of school. It also required only a beginning and end of the day bus run and was a less expensive model overall.

A variation of A/B, the **AA/BB Model**, allowed for the least continuity of instruction because in-school instruction was separated by 5 days at home including the weekend. The main reason for rejecting this model was the lack of daily in-person contact for students.

The AM/PM model provides daily in-person instructional time for students (2.25 hours daily, 11 hours weekly), educational support staff will be diverted from classrooms to manage student transitions, and teachers will be required to vacate their educational spaces mid-day between cohorts to facilitate disinfecting. In addition, the AM/PM split will require additional annual expenses for the District in the form of cleaning and material costs ($80,000), additional bus runs.
(approximately $300,000), and the need for 2.5 more custodian positions (approximately $170,000) to disinfect the 5 elementary schools between student cohorts. This additional $550,000 would be needed beyond the anticipated increase of 7 custodians ($595,000) necessary to manage the daily disinfection in the A/B schedule. Moreover, this model will require a significant increase in teacher aide hours ($180,000) to manage arrival and dismissal, reducing the available hours for classroom support and would create recruitment pressure due to the part-time structure of these positions. The AM/PM model will cost approximately $730,000 more than the A/B schedule.

Finally, the District anticipates that inequities between the more desirable AM cohort assignment and PM cohort assignment may lead to parent discontent or a rotation that could prove difficult for students. For a side by side examination of the AM/PM and A/B model, please see the comparison chart in Appendix B, [click here](#).

As noted above, the District considered a full-time learning model for K-5 students. The plan would require significant additional space to accommodate the required 6ft social-distancing (in all directions). It would require the movement of at least two grades out of their current elementary buildings. The District explored both outside spaces in the community and using in-District space, assuming that it was available given the various models being considered at other levels. The decision to reject this model stemmed from two major challenges: First, the availability of appropriate space outside of the District. Second, the ability to appropriately staff this model. Given the chosen hybrid learning plans on the secondary level, the ability to use in-District space was limited. Additionally, no suitable community spaces were available that met State-imposed regulations for instructional space. In part, these regulations include: requirements for construction documents, access roads, location, seating plans, means of egress, illumination, exit signs, construction issues, and compliance with NYS fire code. Instructional spaces must also be ADA accessible and have appropriate bathroom access. Moreover, we currently use our open spaces (such as fields and playgrounds) as evacuation sites for emergency drills. Using these spaces would push evacuations into village streets or other spaces which might pose a danger to students and staff. More importantly, the ability to staff and supervise an additional elementary school space is not achievable due to the pressures the health crisis has placed on our staff with existing medical conditions and the ability to spread vital support services across a 6th “elementary school/space” with approximately 650-750 students attending (combined total of two elementary grades from each current building).

**Remote eLearning**

If in-person learning is not permitted, Scarsdale will use remote eLearning for students in grades K-5. This plan will engage the research, practice, and professional learning during the spring and summer to maximize the learning possible for K-5 students. Summer planning days are dedicated to the creation of flexible, online learning materials, resources and lessons in preparation for the methodology and curriculum adaptations of remote and hybrid learning models. The details are as follows (pending STA-District negotiations):
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Elementary Remote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Alignment</td>
<td>● Curriculum will be aligned to maximize the ability of teachers to collaborate and share resources across the District</td>
</tr>
<tr>
<td>Curriculum Adaptation</td>
<td>● Curriculum will be adapted to account for instructional time lost due to remote learning limitations at the elementary level.</td>
</tr>
<tr>
<td>Synchronous Learning</td>
<td>● Parameters of eLearning will be determined to address “best and sustainable” practice which will include:&lt;br&gt;  ○ Students will receive multiple synchronous opportunities a day&lt;br&gt;  ○ Consistency in the minimum number of daily synchronous sessions&lt;br&gt;  ○ Building in consistent opportunities for small group and/or individual sessions through the week&lt;br&gt;  ○ Integration of small-group dependent programs (LRC, Reading, etc.)&lt;br&gt;  ○ Developmentally appropriate length of synchronous sessions&lt;br&gt;  ○ An appropriate balance of asynchronous/synchronous workload&lt;br&gt;  ○ Streamlined platforms and accessible synchronous sessions</td>
</tr>
<tr>
<td>Students with Unique Learning Needs</td>
<td>● The District will take opportunities under state guidance to prioritize students with learning challenges or ENL for in-person learning if possible</td>
</tr>
<tr>
<td>Accessibility of teachers</td>
<td>● There will be office hours and communication expectations for teachers and families</td>
</tr>
<tr>
<td>Transparency of aligned learning outcomes</td>
<td>● Learning outcomes will be made available through the District website and will include adaptations needed to reflect the unique elements of distance learning.</td>
</tr>
<tr>
<td>Teacher Planning Time</td>
<td>● Planning time will be embedded in the schedule to allow for grade-wide collaboration and curation and design of asynchronous materials</td>
</tr>
<tr>
<td>Parent/Family Training and Support</td>
<td>● “Parents as Partners” workshops will be provided to guide at-home learning and make clear the expectations for learning environments, support and independence</td>
</tr>
<tr>
<td>Asynchronous materials</td>
<td>● Asynchronous materials will be meaningful and connected and may include shared and published materials</td>
</tr>
<tr>
<td>Student Schedules</td>
<td>● Student schedules will be consistent and shared in a timely way with families</td>
</tr>
</tbody>
</table>

If we start with, or are required to return to, eLearning in the 2020-21 year, there will be significant improvements from the spring. These changes will reflect the active engagement, learning, and feedback from educators, families, students, and outside researchers and experts. They will also reflect more District-wide alignment of content and best practices.

**Students Opting for Remote eLearning**

The District will be setting up at-home, virtual class sections. These sections will potentially include students from each of the five elementary schools, and will be staffed by appropriately certified Scarsdale teachers who are not teaching in-person classes. Each class will be made up of the students who opt for the Virtual Only Learning Model. Every effort will be made to schedule classes...
at each grade level, however enrollment in this model and staffing capacity will dictate whether we need to schedule mixed grade level cohorts or not. That determination will be made by late August.

The virtual learning schedule will largely mirror the hybrid elementary schedule (see sample schedule in the virtual option summary document). Students will be assigned to a class cohort and receive synchronous instruction (Zoom) during the time their cohort is scheduled—either AM or PM. Each full class (the AM group and the PM group together) will also receive a morning opening meeting to set the stage, and an end-of-day closing meeting to reflect and prepare for the next day. The afternoon (for the AM cohort) and the morning (for the PM cohort) will be devoted to daily independent work, and will include a daily synchronous special with grade level peers who are learning in the hybrid model.

**Scarsdale Middle School**

Middle level learners are entering a time of transition in their lives as they move from the elementary model to the secondary model. They are changing emotionally, socially and academically and are moving to a greater sense of independence. While independence is a goal of a middle school education, it requires careful guidance and structure from the faculty.

**Hybrid Learning**

In the hybrid schedule, students will be assigned to one of four groups and attend school at least two days each week. Cohort size will be approximately 50 students (half of a typical team).

| Group A attends school in person on Monday and Thursday, eLearning takes place on Tuesday, Wednesday and Friday. |
| Group B attends school in person on Tuesday and Friday, eLearning takes place on Monday, Wednesday and Thursday. |
| Group C includes some special education students and some ELL students who attend school on Monday, Tuesday, Thursday and Friday, eLearning takes place on Wednesday. |
| Group D attends school through 100% eLearning (parent choice). |

Students will physically change classes during a staggered dismissal process and time will be built into the schedule for this process. The day will follow an 8 period schedule and will include lunch in the building. Students will have two 50 minute in-person classes and asynchronous learning experiences each week. These experiences will support the in-person instruction and may take the form of self-guided learning activities and independent practice.
Weekly Schedule for all Groups:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group A:</strong></td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
</tr>
<tr>
<td>In-person</td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
</tr>
<tr>
<td>Monday/Thursday</td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
<td>![sms]</td>
</tr>
</tbody>
</table>

| **Group B:**     | ![sms]            | ![sms]            | ![sms]            | ![sms]            | ![sms]            |
| In-person        | ![sms]            | ![sms]            | ![sms]            | ![sms]            | ![sms]            |
| Tuesday/Friday   | ![sms]            | ![sms]            | ![sms]            | ![sms]            | ![sms]            |

| **Group C:**     | ![sms]            | ![sms]            | ![sms]            | ![sms]            | ![sms]            |
| (Certain SPED    | ![sms]            | ![sms]            | ![sms]            | ![sms]            | ![sms]            |
| and ELL students)| ![sms]            | ![sms]            | ![sms]            | ![sms]            | ![sms]            |

| **Group D:**     | ![sms]            | ![sms]            | ![sms]            | ![sms]            | ![sms]            |
| (Remote only)    | ![sms]            | ![sms]            | ![sms]            | ![sms]            | ![sms]            |

Sample Schedule for one House:
*Please note, each house will have a different schedule. Times subject to change based on transportation needs.*

<table>
<thead>
<tr>
<th>Time</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:10</td>
<td>Staggered Arrival</td>
<td>Staggered Arrival</td>
<td>Staggered Arrival</td>
</tr>
<tr>
<td><strong>Period 1:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:10-8:47</td>
<td>House class</td>
<td>Quarterly</td>
<td>House class</td>
</tr>
<tr>
<td>8:47-8:57</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td><strong>Period 2:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:57-9:34</td>
<td>Quarterly Class</td>
<td>PE/Music</td>
<td>House Class</td>
</tr>
<tr>
<td>9:34-9:44</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td><strong>Period 3:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:44-10:21</td>
<td>Reading/TAS/World Language</td>
<td>House class</td>
<td>Quarterly Class</td>
</tr>
<tr>
<td>10:21-10:31</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td><strong>Period 4:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:31-11:08</td>
<td>Lunch</td>
<td>House</td>
<td>World Language/TAS</td>
</tr>
<tr>
<td>Time</td>
<td>Class 1</td>
<td>Class 2</td>
<td>Class 3</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>11:08-11:18</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td><strong>Period 5:</strong></td>
<td><strong>11:18-11:55</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>House class</td>
<td>Lunch</td>
<td>PE/Music</td>
</tr>
<tr>
<td>11:55-12:05</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td><strong>Period 6:</strong></td>
<td><strong>12:05-12:42</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>House Class</td>
<td>World Language/TAS</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:42-12:52</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>12:52-1:29</td>
<td>House Class</td>
<td>House Class</td>
<td>House Class</td>
</tr>
<tr>
<td>1:29-1:39</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>1:39-2:16</td>
<td>PE/Music</td>
<td>House Class</td>
<td>House Class</td>
</tr>
<tr>
<td>2:16-2:36</td>
<td>Staggered Dismissal</td>
<td>Staggered Dismissal</td>
<td>Staggered Dismissal</td>
</tr>
</tbody>
</table>

The SMS Restart Committee sees the importance of in-person instruction as a way of building relationships and connections. These connections are essential at any level, but especially for middle level learners who are highly responsive to social connections. With these relationships, students will then be able to more fully engage in their academic learning.

**Students Not Attending School**

Students with medical conditions or who are uncomfortable attending school will attend their scheduled classes remotely. They will follow the same schedule at home as their peers who are physically in the building. These students will also engage in remote learning and asynchronous experiences on days when they are scheduled to be learning from home.

**Remote Learning**

If the Middle School must move to remote learning, we have created a schedule that incorporates both synchronous and asynchronous experiences. Based on feedback, the schedule builds in consistent opportunities for small instruction and follows a consistent schedule each day and week.

In the schedule, students would engage in whole class instruction for the first 25 minutes of class. **Small group (SG)** instruction would take place for the second 20 minutes of class. Students in each class would be divided into Group A or Group B. They would engage in small group instruction on a rotating basis. Students would receive 140 minutes of instruction each week in each class (the exception is PE and Music which would be 70 minutes). This would include 4 whole classes and 2 small group classes per week in each subject (the exception is PE and Music which would be 2 classes and 1 small group class). The schedule also gives students screen breaks during their day.
### Sample Student Schedule:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:10-8:55</td>
<td>Whole class/SML Group</td>
<td>Whole Class</td>
<td>Whole class/SML Group</td>
<td>Whole Class</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:00-9:45</td>
<td>Whole class/SML Group</td>
<td>Whole Class</td>
<td>Core 9:00 - 9:30</td>
<td>Whole Class</td>
</tr>
<tr>
<td>Period 3</td>
<td>9:50-10:35</td>
<td>Whole Class/SML Group</td>
<td>Whole Class</td>
<td>Whole Class/SML Group</td>
<td>Whole Class</td>
</tr>
<tr>
<td>Period 4</td>
<td>10:40-11:25</td>
<td>Whole Class/SML Group</td>
<td>Whole Class</td>
<td>Whole Class/SML Group</td>
<td>Whole Class</td>
</tr>
<tr>
<td>Period 5</td>
<td>11:30-12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Period 6</td>
<td>12:05-12:50</td>
<td>Whole class/SML Group</td>
<td>Whole Class</td>
<td>Whole class/SML Group</td>
<td>Whole Class</td>
</tr>
<tr>
<td>Period 7</td>
<td>12:55-1:40</td>
<td>Whole Class/SML Group</td>
<td>Whole Class</td>
<td>Whole class/SML Group</td>
<td>Whole Class</td>
</tr>
<tr>
<td>Period 8</td>
<td>1:45-2:30</td>
<td>Whole Class/SML Group</td>
<td>Whole Class</td>
<td>Whole Class/SML Group</td>
<td>Whole Class</td>
</tr>
</tbody>
</table>

***Wednesday will include time for students to receive extra help and participate in some extracurricular activities. Specific schedules are under development.***

### Scarsdale High School

While adolescents have more independence than our younger learners, they still need the guidance of their teachers and interaction with their peers to maximize engagement and effect social development. This reality drives the development of a plan with an understanding that it must also allow the District to balance the educational and health and safety needs of all students.

### Hybrid Learning

The hybrid schedule for Scarsdale High School allows students to come to school for two half-days per week in the morning to receive in-person instruction in school and provides students four half-days per week in the afternoon to receive remote synchronous instruction at home. This schedule splits the school population into two cohorts, A and B. The A group comes to school on Monday and Thursday mornings for 5 periods and the B group comes to school on Tuesday and Friday mornings for 5 periods. Each group will participate in virtual, synchronous instruction on Monday, Tuesday, Thursday, and Friday afternoons which corresponds to the in-person sessions. So, for a class that would meet four times a week in regular school, the student will have a 50-minute in-person class and two 30-minute zoom sessions for that class. Wednesday mornings will be used for department meetings and teacher team meetings and professional development, and Wednesday afternoons will be used for in-person special education services and virtual teacher tutorials for all students. While students will be able to livestream into an in-person class in
their assigned cohort if they are home, the cohorts will not live stream into one another’s in-person classes so that students can enjoy as much as possible the benefits of the in-person experience.

The schedule accomplishes several goals:
1. It preserves the architecture of the overall course schedule and preserves student choice and differentiation, allowing us to offer students the full complement of courses they would have had if school had opened without restrictions;
2. It limits the amount of times students change classes, from 7 periods per day to 5;
3. It increases the amount of synchronous instruction students would be getting in a full-day A/B program, from 80 minutes to 110 minutes;
4. It provides more frequent contact points per course for each student, three times per week versus once per week in a full-day A/B program;
5. It avoids having student eat lunch in school, as students go home at 11:35 or 12:05;
6. It reduces the number of times we would have students with free periods to only twice per day;
7. It allows teachers who are unable to come to school to teach their assigned classes using the existing remote periods and by converting in-person meetings to remote sessions;
8. It allows students who are unable to come to school to have a largely equivalent experience by allowing them to "zoom into" the in-person meetings and share the virtual meetings that all other students have for a given course; and
9. It allows for a smoother transition from hybrid to full remote to full in-person than other models because the schedule remains consistent and the amount of time per teaching block is consistent regardless of the plan we are operating (full, hybrid, or remote).

There are drawbacks to the schedule, namely:

1. Students are physically in school for two half-days per week, instead of 2 full days per week in a full-day A/B model;
2. It offers less synchronous time than the remote schedule would, 110 minutes vs. a maximum of 160 minutes in remote, per week per course; and
3. Teachers will see some classes in-person first followed by a remote session, and others remote first followed by an in-person session, every week.

The students, parents, and teachers on the SHS Restart Committee were unanimous that this schedule is the best hybrid schedule we could devise because of how it offers in-person experiences and flexibility for students and teachers who are not in school. The consensus was predicated on protecting and supporting vulnerable members of our community and not penalizing students or teachers who cannot come to school.
Weekly schedule for students:

<table>
<thead>
<tr>
<th>COHORT A</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>In school for</td>
<td>At home for asynchronous</td>
<td>At home for asynchronous</td>
<td>In school for</td>
<td>At home for asynchronous</td>
</tr>
<tr>
<td>8:00-12:05</td>
<td>synchronous instruction</td>
<td>instruction</td>
<td>instruction</td>
<td>synchronous instruction</td>
<td>instruction</td>
</tr>
<tr>
<td>Afternoon</td>
<td>At home for remote</td>
<td>At home for remote</td>
<td>Virtual and in-person</td>
<td>At home for remote</td>
<td>At home for remote</td>
</tr>
<tr>
<td>12:50-3:05</td>
<td>synchronous instruction</td>
<td>synchronous instruction</td>
<td>small-group meetings</td>
<td>synchronous instruction</td>
<td>synchronous instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and teacher tutorials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COHORT B</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>At home for asynchronous</td>
<td>In school for synchronous</td>
<td>At home for asynchronous</td>
<td>At home for</td>
<td>In school for synchronous</td>
</tr>
<tr>
<td>8:00-12:05</td>
<td>instruction</td>
<td>instruction</td>
<td>instruction</td>
<td>synchronous instruction</td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td>At home for remote</td>
<td>At home for remote</td>
<td>Virtual and in-person</td>
<td>At home for remote</td>
<td>At home for remote</td>
</tr>
<tr>
<td>12:50-3:05</td>
<td>synchronous instruction</td>
<td>synchronous instruction</td>
<td>small-group meetings</td>
<td>synchronous instruction</td>
<td>synchronous instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and teacher tutorials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remote Learning

If the High School needs to open in or transition to remote learning, the committee agreed upon a schedule that would provide three or four meetings per week of 30-40 minutes (for a class that meets four times per week. All 34 periods of the regular high school schedule are preserved in the remote-learning schedule and available for use by teachers. As a result, the remote-learning schedule provides all students with the course selections they would have had if school were to open without restrictions.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1  8:30-9:10</td>
<td>Class 1A (M1 T2)</td>
<td>Class 4B (R2 F1)</td>
<td>Time dedicated to asynchronous and collaborative learning activities for students and to meeting and planning time for teachers</td>
<td>Class 1A (M1 T2)</td>
<td>Class 4B (R2 F1)</td>
</tr>
<tr>
<td>Period 2  9:15-9:55</td>
<td>Class 2A (M2 T1)</td>
<td>Class 5B (R6 F5)</td>
<td></td>
<td>Class 2A (M2 T1)</td>
<td>Class 5B (R6 F5)</td>
</tr>
<tr>
<td>Period 3  10:00-10:40</td>
<td>Class 3A (M3 R3)</td>
<td>Class X6B (W5 R5)</td>
<td></td>
<td>Class 3A (M3 R3)</td>
<td>Class X6B (W5 R5)</td>
</tr>
<tr>
<td>Period 4  10:45-11:25</td>
<td>Class X4A (T4 F3)</td>
<td>Class 6B (T5 R7)</td>
<td></td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Period 5  12:00-12:40</td>
<td>Class 4A (M4 T3)</td>
<td>Class 1B (W3 F2)</td>
<td>Time dedicated to office hours (tutorial time) for teachers to meet with individual and small groups of students</td>
<td>Class 4A (M4 T3)</td>
<td>Class 1B (W3 F2)</td>
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<td>Class 5A (M5 T7)</td>
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<td>Class 2B (W4 R4)</td>
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<td>Class X6A (T6 F6)</td>
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<td>Class 3B (W1 F4)</td>
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<td>Class 6A (M6 W6)</td>
<td>Class X4B (W2 R1)</td>
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<td>Class 6A (M6 W6)</td>
<td>Class X4B (W2 R1)</td>
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<td>Period 9  3:00-3:40</td>
<td>Class 7A (M7)</td>
<td>Club meetings</td>
<td>Club meetings</td>
<td>Club meetings</td>
<td>Class 7A (W7)</td>
</tr>
</tbody>
</table>

**Students Not Attending School**

Students with medical conditions or who are uncomfortable attending school will attend their scheduled classes remotely. They will follow the same schedule at home as their peers who are physically in the building. These students will also engage in remote learning and asynchronous experiences on days when they are scheduled to be learning from home.

**Concluding Remarks**

In all of the plans outlined above, the mitigation of risk and the health and safety of our students, faculty, staff, families, and wider community have been of paramount importance. Following health and safety concerns, our plans are based on operationalising our vision, administrative beliefs, and educational priorities. We have developed hybrid and eLearning plans that we believe are achievable given the lingering questions around staffing, logistical operational needs, COVID-19 hygiene, and the overall safety of returning to school. As a District, we are committed to continually
look for ways to improve the educational experience for children and prioritize additional in-person learning for our youngest learners as we start school.

It is important to note that the plans outlined in this document are not static or in “final” form. We fully anticipate the need to move in and out of these learning structures, based on changing virus conditions in our area over the course of the year ahead. Moreover, these plans can and will be adjusted in real-time, according to our implementation experiences and ongoing feedback.

In the end, we believe we share a common goal: the return of all students physically back in school as soon as it is safe and feasible to do so. We recognize that not all individual family priorities and values are accounted for in this work, but as a District-wide enterprise solution, we believe these plans, in aggregate, provide the most comprehensive approach that meets the needs of students throughout the District.
1.0 Overview

The District has developed this plan in conjunction with our Restart Steering Committee and its component Task Specific Groups. The Committee and Task Specific Groups include representation from administration, faculty, staff, parents, our school physician, and students. The District has affirmed via the NYSED portal that it has reviewed and understands the State-issued industry guidelines and must submit reopening plans, as outlined above and instructed below, prior to reopening.

1.01 Vision for Restart

COVID-19 has caused one of the most impactful health crises in modern times. Scarsdale Public Schools are committed to thoughtfully planning out the restart of school that adheres to our mission and principles while maintaining the health and safety of students, staff, and the community. We have developed a structure to include voices from all of our stakeholders to assure our plan is built on a broad understanding of the needs of students, faculty, staff, administrators, and families. We have seen schools around the world starting to reopen, and all of these schools have opened with some level of social distancing, reduced capacity, and/or hybrid learning models. These examples are instructive but ultimately our plan will need to be based around the guidance we receive from New York State. Scarsdale schools will implement any State guidance in a way that aligns with our educational philosophy and keeps meaningful connections for students and high-quality instruction at the center.

Vision Statement:
The Scarsdale Schools Restart efforts commit to providing an educational environment that is physically and emotionally safe; to establishing and nurturing connections within the full school community; and to fostering meaningful learning opportunities for each student regardless of the structure of schooling which takes place in the future.

1.02 Scenario Planning

The following scenarios for reopening are contained in the Center for Disease Control (CDC), New York State Department of Education (NYSED) Reopening Guidance, and the New York State Department of Health (NYSDOH) Guidance for Schools.

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1 SED and DOH page 17: Districts/schools must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing health and safety reopening plans. District/school plan should identify the groups of people involved and engaged throughout the planning process.

2 DOH, pg 17 & 22: Responsible Parties must affirm that they have reviewed and understand the State-issued industry guidelines and must submit reopening plans, as outlined above and instructed below, prior to reopening.
The core objectives of the guidance provide by these organizations includes:

- Safety actions to implement Non-pharmaceutical Interventions (NPIs)
  - Promote healthy hygiene practices
  - Intensify cleaning, disinfection, and ventilation
  - Ensure physical distancing
  - Limit sharing of materials, supplies, and equipment
  - Train all staff, students, and parents on 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 risk-reduction strategies are in use

**Substantial Spread: Schools Closed (Remote Instruction):**

The District will support the provision of student services such as school meal programs as feasible. Daycare may be provided to children of essential workers and who live in the local geographic area only.³

The District will:

- Implement distance/remote learning and provide essential childcare and meal services (see Food Service).
- Restrict only essential staff to report in-person to carry out functions that are deemed essential by the Superintendent.
- 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 if possible, wait 24 hours before cleaning and disinfecting.

**Schools Open: Minimal/Moderate Spread (Enhanced Distancing):**

The District will:

- Remain open with enhanced social distancing measures.
- Prioritize in-person learning for academically vulnerable populations.
- Reduce building density to allow for adequate social distancing (6ft. In all areas including classrooms).
- Use a Hybrid instruction Model (See Instruction).
- Cancel most extracurricular activities or provide them in a remote structure (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).

³ SED, pg 19 District/school has written a plan for District/school run before and aftercare programs.
Schools Open: Low/No Spread (Cohort Groups):

The District will:

- Utilize normal class sizes, appropriate social distancing will not be possible in this model, but limit the interaction of classes with other groups on the elementary and middle school level.
- Limit gatherings in shifts - *recess, cafeteria, and hallway passing*.
- Assess group gatherings and events on an ongoing basis to consider 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)

1.03 Site Safety Monitors

The District will establish a District-wide Safety Manager who 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.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Site Monitor Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Manager</td>
<td>Eric Rauschenbach</td>
<td>914-721-2445</td>
<td><a href="mailto:erauschenbach@scarsdaleschools.org">erauschenbach@scarsdaleschools.org</a></td>
</tr>
<tr>
<td>Scarsdale High School</td>
<td>Kenneth Bonamo</td>
<td>914-721-2450</td>
<td><a href="mailto:kbonamo@scarsdaleschools.org">kbonamo@scarsdaleschools.org</a></td>
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<tr>
<td>Scarsdale Middle School</td>
<td>Meghan Troy</td>
<td>914-721-2600</td>
<td><a href="mailto:mfroy@scarsdaleschools.org">mfroy@scarsdaleschools.org</a></td>
</tr>
<tr>
<td>Edgewood School</td>
<td>Tashia Brown</td>
<td>914-721-2700</td>
<td><a href="mailto:tbrown@scarsdaleschools.org">tbrown@scarsdaleschools.org</a></td>
</tr>
<tr>
<td>Fox Meadow School</td>
<td>Melissa Feinberg</td>
<td>914-721-2720</td>
<td><a href="mailto:mfeinberg@scarsdaleschools.org">mfeinberg@scarsdaleschools.org</a></td>
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<tr>
<td>Greenacres School</td>
<td>Sharon Hill</td>
<td>914-721-2740</td>
<td><a href="mailto:shill@scarsdaleschools.org">shill@scarsdaleschools.org</a></td>
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<tr>
<td>Heathcote School</td>
<td>Maria Stile</td>
<td>914-721-2760</td>
<td><a href="mailto:mstile@scarsdaleschools.org">mstile@scarsdaleschools.org</a></td>
</tr>
<tr>
<td>Quaker Ridge School</td>
<td>Felix Gil</td>
<td>914-721-2780</td>
<td><a href="mailto:fgil@scarsdaleschools.org">fgil@scarsdaleschools.org</a></td>
</tr>
</tbody>
</table>

1.04 Human Resources

The District will implement the following actions:

- COVID-19 federal and New York State leave information will be shared with all employees and posted in all the buildings.
  - U.S. Department of Labor’s Employee Rights poster
  - New York State COVID-19 Paid Sick and Family Leave
  - Scarsdale’s COVID & Absences During Pandemic and Reopening summary
- Allowable absences for COVID-19 quarantine and isolation will be granted and used in lieu of personal accruals to the extent allowable by federal and state law.

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4 DOH-Responsible Parties are recommended to cohort students to the extent practicable to limit potential exposure. Faculty may instruct more than one cohort so long as appropriate social distancing is maintained.

5 SED, pg 19 - District/school must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.
A process for identifying vulnerable individuals will be established, and a determination will be made as to what accommodation(s) will be provided, including (but not limited to):

- Telework
- Modified work settings
- Additional PPE

**Note:** See also [Persons at High Risk](Persons at High Risk) for the procedure to identify this population.
2.0 Health and Safety

2.01 Persons at High Risk

Currently, information indicates that older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19. Those at high risk for severe illness from COVID-19 are people aged 65 years and older and people who live in a nursing home or long-term care facility. The CDC also maintains a list of underlying medical conditions that may indicate a higher risk for severe illness in people of all ages. This list can be found here:


The District will identify persons at high risk utilizing the following procedure:

Students:
- The District will survey families to determine which students are at high risk.
- Each family will be engaged by school staff to determine if these students need additional health and safety accommodations.

Faculty and Staff:
- The District's reopening plans include a comprehensive list of safety precautions, including:
  - Required face coverings for students and adults
  - Maintaining social distancing of at least six feet whenever possible
  - Daily screenings of students and adults for COVID-19 symptoms and other community-spread indicators
  - Comprehensive cleaning, handwashing, and respiratory hygiene protocols
  - Training for staff, students, and families on safety protocols

With these safety precautions in place, and in accordance with State Department of Health (DOH) and Department of Education (SED) Guidance, staff will return to work and resume their professional responsibilities as needed.

CDC guidelines, along with NYS DOH and SED guidance, indicate that certain underlying health conditions may put individuals at increased risk should they be exposed to COVID-19. Having one of these underlying health conditions does not automatically disqualify or exempt an employee from reporting to work, but the employee may request a reasonable workplace accommodation under the Americans with Disabilities Act and the New York Human Rights Law.

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SED, pg 18 District/school plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
At any time, staff are invited (but not required) to complete a survey to provide information that will help the District to plan for a safe return to school. In it, staff will be asked to indicate any need for a workplace accommodation. In advance of that question, we have provided all staff with important information that represents our best thinking to date.

**Individuals with Underlying Health Conditions:**

If you are a staff member with an underlying health condition that is associated with increased risks from COVID-19 according to the CDC and you request a workplace accommodation, your request will be considered on an individual basis. We will comply with the ADA and all applicable laws, and it is important to note that working remotely is only one of a range of accommodations that might be applicable to any particular situation. Should there be a need, based on student health and wellbeing, for exclusively remote teaching assignments, every effort will be made to match qualified individuals needing workplace accommodations to such responsibilities.

**Individuals Living with Persons at High Risk:**

While guidance indicates that we must have a, “written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk,” we are compelled to staff the chosen program of instruction in accordance with State law and guidance from the Governor, the DOH, and SED. Accordingly, such accommodations will in all likelihood involve such measures as enhanced masking and barriers rather than permission to work remotely.

**Individuals Who are “Uncomfortable”:**

It is an unprecedented time, and our survey data suggest many people are uncomfortable with the unknowns of a return to work during the pandemic. Our obligation under the law is to educate students while maintaining the health and safety of all. While eliminating risk is impossible at the present time, our commitment to the safety precautions listed above have led to the design of an instructional model that puts these considerations first. It is our hope and expectation that this begins to help the entire Scarsdale Schools community feel more comfortable about the risks and implications of our return. Where appropriate, the District will consider accommodations such as enhanced masking and barriers for staff members who still have a strong feeling of discomfort.

The Assistant Superintendent for Human Resources has set up a process for employees to request workplace accommodations during the public health emergency, and to meet individually with employees who wish to express concerns and ask questions. Determinations will be made on a case-by-case basis.

### 2.02 Screening and Monitoring

**Screening**

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

*Note: New York State Travel Advisory includes up-to-date information on included States.*
**Students:**

1. Parents are required to have children stay home if they are sick.7
2. All families will receive an automated message each school day at 5:30 AM requiring them to complete the Daily Health Screening, including a temperature check.8 9
3. The Daily Health Screening conforms to the CDC and DOH guidelines for health screening, and all parents/guardians of students must respond to the survey.
4. The Daily Health Screening should be filled out at least 30 minutes prior to the start of school.
5. To enable follow-up, the nurse’s office will have access to all contacts that do and do not respond prior to the start of school. All contacts will be re-queued for the following day.
6. As necessary, the nurse will follow up with the contact and take appropriate actions.
7. Students answering yes for one or more indicators for increased community spread will be instructed, based on their response, not to attend school until released to do so by the school administration, and detailed health instructions will be shared with that student's family.
8. Students not responding to the survey will be screened upon arrival to school. Repeated non-compliance will result in administrative follow-up to the student’s family and may result in the inability to attend school.

**Faculty and Staff:**

1. Staff will be instructed to stay home if they are sick.10
2. The Daily Health Screening survey will be distributed via email by 5:30 a.m. each workday to all staff scheduled to work in the building that day:11 12
3. The survey conforms to the CDC and DOH guidelines for health screening, and staff must respond to the survey.
4. Any staff member reporting one or more risk indicators for increased community spread will be instructed, based on their responses, to stay home and follow-up with their supervisor via telephone or email.
5. Supervisors and Human Resources are automatically notified via the survey of this report.
6. Appropriate next steps will be determined collaboratively, including contact tracing, isolation or quarantine as appropriate, following CDC and DOH guidelines.
7. If a faculty or staff member reports to work and reports symptoms or other risk factors for community spread, the employee will be instructed to return home immediately, or will be isolated from the rest of the population until transportation home can be arranged if necessary.

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7 SED, pg 18 District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
8 SED, pg 18; DOH, pg 19 District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.
9 SED, pg 61 School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;
10 SED, pg 18 District/school plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
11 SED, pg 18; DOH, pg 19 District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.
12 SED, pg 61 School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;
Visitors:

1. All visitors, including parents, regular contractors, and delivery personnel will be required to complete a mandatory health screening assessment at each building’s single point of entry.\(^\text{13}\)
2. The Raptor software system will record a verbal screening of each visitor.
3. The survey conforms to the CDC and DOH guidelines for health screening, and all visitors must respond to the survey.
4. Any visitor reporting one or more risk indicators for increased community spread will be instructed, based on their responses, to leave the building immediately.

**Note:** See also [Contact Tracing; Returning to School](#)

### 2.03 Self-reporting Exposures and Infections

Prior to the opening of schools, employees and families will be advised of the following requirement:

Individuals who have tested positive or have been alerted via tracing, tracking or another mechanism that they have come into close or proximate contact with a person with COVID-19, are required to self-report to their employer at the time of alert and shall not be permitted to remain or return to the building until they have completed quarantine.

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

- The student or District employee should immediately notify the District by contacting:
  - The nurse’s office (student) or administration (staff) at the school in which they attend or work.
  - If not assigned to any one school building, the employee should contact their immediate supervisor or Andrew Patrick in the Human Resources office at apatrick@scarsdaleschools.org.
- If a student or staff tests positive for COVID-19, the District will immediately notify state and local health departments and cooperate with [contact tracing](#) efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

\(^\text{13}\) SED, pg 18; DOH, pg 19 District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

\(^\text{14}\) SED, pg 61 School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention;
2.04 Management of Sick Persons

In the event a person becomes ill with COVID-like symptoms while at school, the following procedure will be followed.\(^\text{15}\) Below are the key considerations taken into account by our protocol:

- Staff has been provided training on how to identify signs of illness in students and staff and the procedure to send symptomatic persons to the school nurse or other designated personnel in each building.\(^\text{16}\)
- The person will be moved to a predetermined isolation room or area to separate anyone who exhibits COVID-like symptoms. These spaces will be separate and apart from the Nurse’s Office.\(^\text{17}\)
- The person will be assessed by a registered nurse at the school.\(^\text{18}\)
- Transportation arrangements will be made to transport the sick person home or to a healthcare facility.\(^\text{19}\)
- Areas used by a sick person will be closed off and not used before cleaning and disinfection.
- When possible, custodial staff will wait 24 hours (or as long as possible) before cleaning and disinfecting the area in accordance with procedures contained in this plan. If it is not possible to wait 24 hours, wait as long as possible. See also the Cleaning and Disinfecting section.
- 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.\(^\text{20}\)
- The District will consult with the local health department regarding the current Local Hospital Capacity when making decisions on school closures.\(^\text{20}\)

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

- Personnel and students with known exposure to someone with diagnosed or presumed COVID-19 will be instructed to self-quarantine at home for 14 days. Siblings or relatives of students or personnel with known exposure to someone diagnosed or presumed to have COVID-19 and who work or attend Scarsdale Schools will be interviewed to determine

\(^{15}\) SED, pg 19; DOH, pg 20 District/school plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.


\(^{17}\) SED, pg 18, DOH, pg 20 District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

\(^{18}\) SED, pg 18 District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

\(^{19}\) SED, pg 18; DOH pg 20 District/school plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

\(^{20}\) SED, pg 17 Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction:
whether they have had similar contact; if so, they will be instructed to self-quarantine at home for 14 days.

- If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will also be excluded from school.
- The custodial staff will be informed so that all desks, lockers, and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.

School Districts must develop protocols for asthma-related acute respiratory treatment care using up to date standard of care: 21

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

2.05 Contact Tracing

Contact Tracing and assessing and informing those with potential exposure are fundamental control strategies for minimizing spread within a group or camp population. NYS DoH defines close contact as interactions within 6 feet for more than 10 minutes.

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

- School health staff will utilize general principles of contact tracing to begin closely monitoring other potentially exposed individuals in conjunction with the Westchester County Department of Health.
- Health staff will receive awareness contact tracing training.
- All learning models will employ cohorting to the extent possible to assist in the need for contact tracing and the mitigation of spread.
- The School will identify the responsible party to work directly with the Westchester Department of Health in all contact tracing investigations.
- The District will follow all health and safety guidelines outlined in this document to mitigate the spread of the virus.

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21 DOH, pg 21 - Responsible Parties must develop protocols for asthma-related acute respiratory treatment care using up to date standard of care:
2.06 Returning to School

The following procedures will be followed for allowing persons to return to school following illness or diagnosis of a confirmed case of COVID-19 or following quarantine. 22

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of the CDC and their return is coordinated with the local health department. 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 24 hours (that is one full day of no fever without the use of medicine that reduces fever); and
   b. Other symptoms have improved (for example, when your cough or shortness of breath has improved); and
   c. At least ten (10) calendar days have passed since your symptoms first appeared.

2. **Tested**: Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following three conditions are met:
   a. They no longer have a fever (without the use of medicine that reduces fevers); and
   b. Other symptoms have improved (for example, when your cough or shortness of breath has improved); and
   c. Documentation from the primary care provider for safe return to school/work is provided to the school nurse for students or the Human Resources office for staff.

3. **Tested with no symptoms**: Persons who have not had symptoms but test positive for COVID-19 may return when they have gone ten (10) calendar days without symptoms and have been released by a healthcare provider. Documentation must be provided to the school nurse for students or the Human Resources office for staff.

2.07 Healthy Hygiene Practices

The following healthy hygiene practices will be in place at all District buildings to maintain an ongoing *Stop the Spread* campaign:

- Alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not available/practical, including throughout common areas of all school buildings.
- Signage will be installed near hand sanitizer stations indicating that “visibly soiled hands should be washed with soap and water” as hand sanitizer is not effective on visibly soiled hands.
- Employees, students, and visitors will be required to perform hand hygiene as follows:

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22 SED, pg 19 District/school plan has written protocol that complies with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.
2.08 Face Coverings

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

- Face masks will be required for students at arrival and dismissal, during hallway transitions and other building movements, in classrooms, at recesses, and on school buses.
- Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.
- Excluded mask types:
  - All masks with exhalation ports
  - Any face coverings not made specifically as masks (i.e., gaiters, bandanas)
- Cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines.
- The District will provide employees and students cloth face masks at no cost if needed.

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23 DOH-Responsible Parties should remind individuals that alcohol-based hand sanitizers can be flammable and may not be suitable for certain areas in school facilities and on school grounds.

24 DOH-All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance; and for this reason, individuals — including students — must wear face coverings in common areas, such as entrances/exits, lobbies, and when traveling around the school.

25 DOH-Acceptable face coverings for COVID-19 include but are not limited to cloth-based face coverings (e.g., homemade sewn, quick cut, bandana), and surgical masks that cover both the mouth and nose. Face shields worn without other face coverings are not considered adequate protection or source control against COVID-19 and should not be used.

26 DOH-However, cloth-based face coverings or disposable masks shall not be considered acceptable face coverings for workplace activities that require a higher degree of protection for PPE due to the nature of the work. For those types of activities, N-95 respirators or other PPE used under existing industry standards should continue to be used, in accordance with OSHA guidelines.

27 DOH-Responsible Parties must allow students, faculty, and staff to use their own acceptable face coverings, but cannot require faculty and staff to supply their own face coverings. Further, this guidance shall not prevent employees from wearing their personally owned protective coverings (e.g., surgical masks, N-95 respirators, face shields), as long as they adhere to the minimum standards of protection for the specific activity.
The District will obtain and maintain adequate supplies of cloth or disposable face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.28

- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- Face shields and smocks will be utilized by staff when required to be in close contact with students and when there is a high risk of transmission of bodily fluids.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, will not be subject to the required use of a face covering.29
- Each school in the District will instruct staff to provide mask breaks as needed.30
- The District will train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will be extended to contractors and vendors, if the District will be supplying the contractors and vendors with PPE.31 See the Training Section.

2.09 Stop the Spread of COVID-19 Signage

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

- Instruct building occupants on the proper way to wash hands
- How to use an acceptable face covering when unable to maintain social distancing
- How to put on, take off and properly wear, discard and store PPE
- How to engage in good daily hygiene measure
- To stay home if they feel sick.
- How to report symptoms of exposure to COVID-1932

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28 SED, pg 18 District/school has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.

29 DOH-Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.

30 SED, pg 18 District/school plan has written protocol regarding students taking mask breaks.

31 DOH-Responsible Parties must train all students, faculty, and staff on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training should be extended to contractors and vendors, if the Responsible Parties will be supplying the contractors and vendors with PPE.

32 DOH-Responsible Parties must post signs throughout the school and should regularly share similar messages with the school community, consistent with DOH COVID-19 signage regarding public health protections against COVID-19. Responsible Parties can develop their own customized and age appropriate signage specific to their school or educational setting, provided that such signage is consistent with the Department’s signage. Signage should be used to remind individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19, and how they should do so.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.
2.10 Social Distancing

**Full In-Person Learning:**

- Regular class size will be maintained.
- Social distancing will be maintained to the extent possible within the limitations of room space. Given the current building space, the regular maintenance of 6ft. social distance is not feasible.
- Class movement will be staggered to avoid crowding.
- No groupings larger than a class will be allowed.
- Only essential items will be stored in classrooms in order to maximize the space available in all classrooms.
- Arrival and dismissal procedures will prioritize social distancing for students, parents, and staff.

**Hybrid Model:**

All building occupants will be required to maintain social distancing of at least 6ft. from one another and wear face masks. Additionally, Personal Protective Equipment may also be necessary.\(^{33, 34, 35}\)

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
- Furnishings may be removed from rooms to maximize capacity
- 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)
- School Districts will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes).\(^{36}\)
- The District will limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy will not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.\(^{37}\)

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\(^{33}\) SED- Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: Ability to maintain appropriate social distance, PPE and cloth face mask availability

\(^{34}\) SED, pg 18 District/school plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

\(^{35}\) DOH- Responsible Parties must ensure that appropriate social distancing is maintained between individuals while in school facilities and on school grounds, inclusive of students, faculty, and staff, unless safety or the core activity (e.g., instruction, moving equipment, using an elevator, traveling in common areas) requires a shorter distance or individuals are of the same household.

\(^{36}\) DOH- Responsible Parties should ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity resulting in heavy breathing (e.g., participating in gym classes).

\(^{37}\) DOH- Responsible Parties should limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy should not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.
3.0 Operations

3.01 Transportation

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

- Students should social distance (six feet separation) on the bus whenever possible.\(^{38}\)
- Students, school bus drivers, monitors, attendants and mechanics will be required to wear face masks/coverings prior to boarding the bus unless they have been provided a medical exemption.\(^{39,40}\)
- 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 may be utilized to enforce social distancing on buses as deemed appropriate by District administration.
- School buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or the District. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses\(^{41}\)
- Boarding children will occupy seats from back to front, where feasible.
- Students will sit one student per seat, alternating left and right positions; approximately at one-third capacity.
- Wheelchair school buses will be configured to ensure social distancing of 6 feet.\(^{42}\)
- Siblings may sit together to increase capacity on the bus.
- 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.).\(^{43}\)
- Drivers will be required to complete a checklist after each cleaning, which should be forwarded to the District’s Director of Transportation.
- Drivers will maintain a passenger log for each run to assist with contact tracing when needed.
- Whenever possible, a single driver will be assigned to the same bus and same routes to minimize mixing.

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\(^{38}\) SED, pg 62 Students must social distance (six feet separation) on the bus;
\(^{39}\) SED, pg 60 Students who are able will be required to wear masks and social distance on the bus;
\(^{40}\) SED, pg 61 School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;
\(^{41}\) SED, pg 60 School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses;
\(^{42}\) SED, pg 60 Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet;
\(^{43}\) SED, pg. 60 All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/ disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);
● The District will communicate with parents and students regarding the need to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.

● The District will fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools.  

● Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be provided initial training and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

● Transportation departments will be provided Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

● Drivers, monitors and attendants who must have direct physical contact with a child will wear gloves.

● Students who do not have a mask will not be denied transportation and will be provided a mask.

● Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

3.02 Arrival and Dismissal

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

● May stagger arrival and dismissal times of both buses and parent transportation to reduce density.

● Will establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.

● Will utilize multiple supervised points of entry into each school building to reduce bottlenecks, close contact and hallway travel to classrooms.

● Will require face masks to be worn by students, staff, and parents during the arrival and dismissal process.

● Will install hand sanitizer dispensers at all entrances to the facility and require students, employees, and visitors to clean their hands upon entry.

44 SED, pg. 59-60 School districts and other applicable schools are expected to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly.

45 SED, pg 61 Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;

46 SED, pg 61 Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

47 SED, pg 61 Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

48 SED, pg 61 Students who do not have a mask can NOT be denied transportation;

49 SED, pg 61 Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

50 DOH-Responsible Parties should consider staggered arrival and pick-up times to facilitate proper social distancing, and assign lockers or other student storage areas by cohort or eliminate their use. However, students should not carry an unreasonable number of books or materials throughout the day.

51 DOH-Responsible Parties should establish designated areas for student drop-off and pick-up, limiting contact and entry of parents/legal guardians into the building, to the greatest extent possible.
3.03 Visitor Management

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

- Only essential visitors, including parents, will be permitted into the school buildings.
- Essential visits consist of:
  - Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually via Google Meet or Zoom including parent/teacher conferences, which should be limited to virtual meetings
  - Picking up of sick persons
  - Other visits deemed essential by the school administration
- 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.
- Touchless sanitizer dispensers will be installed at building entrances, check-in locations and any delivery locations such as loading docks.
- “Stand Here” signage and floor markers will be installed to designate places where visitors should wait to be checked in.
- Appropriate shields or other barriers will be installed at check-in locations where it is necessary to physically separate building service staff from visitors during the check-in process.
  - Note: Plexiglass barriers are not permissible as they violate fire code (see NYSED guidance.)
- Visitors will be required to answer mandatory screening questions, and access declined when indicated. This will also assist contact tracing when needed (see Screening and Monitoring).
- Mandatory screening questions will be added to the visitor management system (e.g., Raptor) sign-in process.
- Visitors will display their driver’s 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.
  - Lanyards will not be used.
  - Stickers should be discarded by visitors upon exiting.
- Visitor Management Systems will be configured to allow visitors to scan their license and remove the printed visitor badge from the printer without contact with the building employee.
- Visitors and greeters will be required to clean their hands with hand sanitizer upon completion of the check-in process.
- Contractors shall be required to wear PPE when moving through the building and where 6ft. 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.
  - Drop off bins will be eliminated.
  - Medication drop-offs should be coordinated with the school health office.
Forgotten lunch drop-offs will be prohibited with the exception of students who may have a food allergy and cannot safely be provided a school lunch.

- A designated drop-off area will be established for all deliveries (e.g., FedEx, UPS) to prevent delivery persons from entering the building.

Note: See also Screening and Monitoring

3.05 Classrooms

The following action will be taken when any students attend school. The protocols defined below are irrespective of whether the full student population of each school is attending or the school is following a hybrid model.

The District will take the following safety actions (see also Instruction):

- Desks will be spaced to allow for 6ft. distancing of students (see Social Distancing).
- Students will not share supplies.
- Handwashing will be required at regular intervals. See Healthy Hygiene Practices.
- Use of shared equipment will be limited and when necessary, cleaned between each use.
- Electronic equipment wipes specifically for keyboards and other technology will be provided in each classroom. The use of aerosol cleaning sprays or wipes that contain bleach will not be utilized. Manufacturer’s instructions should be followed for all cleaning and disinfection of products.
- Specialist teachers will rotate through individual classrooms using a modified curriculum based on a lack of resources (e.g., sporting equipment, art supplies, etc.).
- Physical education will utilize a curriculum that allows for social distancing and students will be encouraged to spread out.
- Teachers will utilize outdoor spaces for instruction whenever possible; however, this will likely be limited in scope.
- Boxed/bag lunches will be available daily (see also Food Service).
- Schools should assign lockers or other student storage areas by cohort or eliminate their use. However, students should not carry an unreasonable number of books or materials throughout the day.52

Grade K-5 Students:

- 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.
- Toys will not be shared between groups of children unless they have been washed and disinfected.
- Toys that can be put in the mouth should be cleaned and disinfected frequently and before being shared with another child. Set aside toys that need to be disinfected; washing with soapy water is the ideal method of cleaning. Toys that cannot be cleaned or disinfected should not be used. Rotate toys/games throughout the day for disinfecting.
- Children will be restricted from bringing toys from home.

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52 DOH-Responsible Parties should consider staggered arrival and pick-up times to facilitate proper social distancing, and assign lockers or other student storage areas by cohort or eliminate their use. However, students should not carry an unreasonable number of books or materials throughout the day.
● 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.

**Grade 6-8 Students:**

● Class groups will remain with their cohort (35-50) of students for all of their classes and lunch. Cohorts will not mix.
● Lockers will not be used and students will keep their belongings in their backpacks and carry it with them to classes.
● Students will not change their clothes for P.E. classes.
● Supplies and devices will not be shared between students unless they have been washed and disinfected.
● Schools may utilize larger spaces (library, auditorium, NEST) for instruction to allow for larger class sizes while still providing adequate distancing. This could be used for instruction when a teacher is home due to health concerns and students are in the building. Supervision will be needed for these students.

**Grade 9-12 Students:**

● Students will not change their clothes for P.E. classes.
● Supplies and devices will not be shared between students unless they have been washed and disinfected.

3.06 **Hallways and Stairways**

Strategic movement and a density reduction 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 social distancing.
● Hallway movement will be evaluated in each building, and a modified traffic pattern may be utilized to reduce population density.

3.07 **Restrooms**

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

● 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”.
● Each school will consider the use of scheduled restroom usage to maintain separate classrooms or student groups.
● Some toilets/sinks will be taped off to promote distancing during bathroom use.
● Signage indicating that toilet lids (if present) should be closed before flushing will be installed.
● Signs asking employees to wash hands before and after using the restroom will be installed.
● No-touch trash cans will be placed by restroom doors.
● Paper towels will be made available and any hand air dryers disconnected or taped-off.
● The number of students in a restroom at any given time will be limited.
● Restrooms will be cleaned multiple times during the school day and disinfected at least twice per day.

3.08 Cafeteria

Cafeterias will generally be closed in all buildings and food services available as a grab and go only.

The District will take the following safety actions:

● Grab and Go boxed or bagged 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 based to allow for appropriate social distancing.
    ■ Seating capacity will be reduced to ensure distancing between tables.
    ■ Physical distancing will be required while on service lines, and floor signage and floor prompts installed.
    ■ 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 issued as needed.
    ■ Communal condiments will be replaced with single serving, individually wrapped items.

Cleaning and Disinfection:

○ At a minimum, kitchen areas will be cleaned and disinfected on a daily basis.
○ Kitchen equipment will also be cleaned on a routine basis:
  ■ Coffee machines, refrigerator handles, and the ice machine handles will be disinfected at least three times per day.
  ■ The outside of dishwashers will be cleaned at the beginning and end of each shift.
  ■ All silverware and dinnerware will be cleaned in the dishwasher where applicable.
  ■ Silverware will be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece.
  ■ Ice machines that require a handheld scoop will not be used, as it is difficult to control potential contamination in this case.
  ■ Water/beverage faucets that require workers to operate them with their hands will be disinfected three times per day.
3.09 Faculty Break Rooms

Generally, the use of faculty rooms will be restricted with regard to socially distancing practices.

- Employees will be required to wash their hands before and after touching break room appliances.
- Break room furniture will be arranged to maintain social distancing and furniture may not be moved.
- Only disposable hand towels, plates, and silverware will be utilized.

3.10 Office Spaces

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 and make disinfecting supplies available near shared equipment.
- Install no-touch trash cans.
- Move parent-teacher conferences, 504, and individualized education program (IEP) meetings to phone conferences or a virtual format.
- 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 social distance as the space allows and wear cloth face coverings.
- Conference rooms that are used should be disinfected on a daily basis at a minimum. Disinfectant wipes or spray will be left in each conference room, and employees will be encouraged to wipe down all surfaces and equipment (e.g., mouse, keyboard, phone) touched during conference room meetings.

3.11 Food Service

The District will adhere to the following CDC guidelines.

- If food is offered at any event, pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal will be made available. Sharing of foods and utensils will not be permitted.

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● Children will be encouraged to bring their own meals as feasible. Grab and Go lunches will be made available, while ensuring the safety of children with food allergies.

● The District will use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, the District will 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 will wash their hands after removing their gloves or after directly handling used food service items.

● Gloves will be required for all kitchen staff. Gloves will be changed per current industry standards.

● Although not necessary, if hand-washing protocols are rigorously followed, gloves may be provided to servers. 54
  ○ If they are worn, they must be changed regularly and are not a substitution for handwashing.

● Face coverings will be required for all food service staff.

● Safety measures will be implemented related to collecting money and using POS pin pads to keep track of meals that are served to students.

### 3.12 Cleaning and Disinfecting

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 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
  ○ cash register counters
  ○ credit card machines

● Daily cleaning log checklists will be completed for each area of the building.

● Registered disinfectants identified by the Environmental Protection Agency (EPA) as effective against COVID-19 will be utilized.

● Logs will contain the following at a minimum:
  ○ Date of cleaning
  ○ Time of cleaning
  ○ Scope of cleaning (checkboxes)

● The head custodian of each building will be responsible for maintaining all completed cleaning logs, which will be forwarded to the Director of Facilities on a weekly basis.

● Staff will be required to use applicable personal protective equipment to perform cleaning and disinfecting.
● If buildings are closed for seven days or more, normal routine cleaning will be performed. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time.
● Cleaning and Disinfecting training will be provided to all employees (see Training section) including:
  ○ Hazards of the cleaning chemicals used in the workplace in accordance with OSHA’s Hazard Communication standard
  ○ Cleaning and disinfection protocol for suspected and positive cases
  ○ Personal Protective Equipment (PPE)
    ■ When to use PPE
    ■ What PPE is necessary
    ■ How to properly don (put on), use, and doff (take off) PPE
    ■ How to properly dispose of PPE

The terms *cleaning*, *sanitizing*, and *disinfecting* are sometimes used interchangeably, which can lead to confusion and result in cleaning procedures that are not effective. For example, if there is visible soil on a surface, *clean* it with detergent and water before spraying the surface with a sanitizer or disinfectant. Using a sanitizer or disinfectant as this “first step” is not effective because the purpose of the solution is to either *sanitize* or *disinfect*. Each term has a specific purpose, and there are many methods that may be used to achieve such purpose.

<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean</td>
<td>To remove dirt and debris by scrubbing and washing with a detergent solution and rinsing with water. The friction of cleaning removes most germs and exposes any remaining germs to the effects of a sanitizer or disinfectant used later.</td>
</tr>
<tr>
<td>Sanitize</td>
<td>To reduce germs on inanimate surfaces to levels considered safe by public health codes or regulations.</td>
</tr>
<tr>
<td>Disinfect</td>
<td>To destroy or inactivate most germs on any inanimate object, but not bacterial spores.</td>
</tr>
</tbody>
</table>

Note: The term “germs” refers to bacteria, viruses, fungi, and molds that may cause infectious disease. Bacterial spores are dormant bacteria that have formed a protective shell, enabling them to survive extreme conditions for years. The spores reactivate after entry into a host (such as a person), where conditions are favorable for them to live and reproduce.

In the event of a suspected or confirmed case of COVID-19, the following procedures will be followed:

- Any and all areas that have been identified as being occupied by someone with a suspected or confirmed case of COVID-19 will be immediately closed off. Classrooms, offices, corridors, restrooms, lockers, etc. will be marked and closed with physical barriers and caution tape.
- If possible, areas will be closed off and unoccupied for 24 hours prior to cleaning, sanitizing, and disinfecting. Additional fresh air will be introduced into the space(s) as much as possible before re-entry.
- If 24 hours is not possible, crews will wait as long as possible to enter the space(s).
- Crews will wear all proper PPE and enter. They will first clean the space(s) following all Primary and Secondary school cleaning guidelines provided by the NYS DOH.
- Spaces will be dusted and vacuumed. All high touch, hard surfaces will be wiped down with Morning Mist disinfectant cleaner. Following the wipe down the entire space(s) will be fogged using an atomizing fogger. The District has ordered multiple EMist electrostatic sprayers. Once they arrive they will become the main method to spray any space and the foggers will serve as a supplement to them. The District uses Concrobium as its preferred disinfectant. The main active ingredient thymol is a green botanical product that is listed as an effective COVID-19 fighter.
- Upon leaving the space, crews will disinfect their equipment, permanently discard their PPE, and notify staff that the space has been treated.
- According to the NYS DOH Master guidance this space can now be used again.
- This space and all others will return to a normal cleaning, sanitizing and disinfecting schedule.

Only the U.S. Environmental Protection Agency (EPA)-registered products that have an EPA registration number on the label will be relied on for reducing or destroying germs. The EPA registration label will also describe the product as a cleaner, sanitizer, or disinfectant. The District will utilize "green cleaning products". As new environmentally-friendly cleaning products appear in the market, the District will check to see if they are 3rd party certified by Green Seal: http://www.greenseal.org, UL/EcoLogic: http://www.ecologo.org, and/or EPA's Safer Choice: http://www.epa.gov/saferchoice. The District will use fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution (6). If other products are used for sanitizing or disinfecting, they will also be fragrance-free and EPA-registered (7). All products will be used according to the manufacturer’s instructions. The following resource will also be used: Green Cleaning, Sanitizing, and Disinfecting: A Toolkit for Early Care and Education.

The District will provide staff with hazard information, including access to and review of the Safety Data Sheets (SDS) as required by the Occupational Safety and Health Administration (OSHA), about the presence of toxic substances such as cleaning, sanitizing, and disinfecting supplies in use in the facility.

### 3.13 Building Systems and Maintenance

The District will take a series of steps to ensure the operations of mechanical systems, water systems, elevators, and HVAC systems are safe to operate after the prolonged closure.
**Heating and Cooling:**

- The percentage of outdoor air will be increased to the extent possible (e.g., using economizer modes of HVAC operations) up to 100% and with consideration for temperature, humidity, and outdoor/indoor air quality.
- Total airflow supply to occupied spaces will be increased, where possible.
- Demand-control ventilation (DCV) controls that reduce air supply based on temperature or occupancy will be disabled.
- Natural ventilation will be increased by opening windows if possible and if safe to do so to increase outdoor air dilution of indoor air when environmental conditions allow.
- Building ventilation systems will be run during unoccupied times to maximize dilution ventilation.
- Merv-13 filters will be installed where possible.

**Fire Protection Systems:**

- The fire protection system will be tested to ensure all devices are working.
- Fire inspection records will be verified that they are up to date.

**Plumbing:**

The District will follow steps recommended in the CDC’s “Guidance for Building Water Systems” including:

- Inspect flushing of hot water at plumbing fixtures.
- Raise hot water temperature to at least 120 degrees if possible.
- Flush hot water at all sinks (run for 5-15 minutes).
- Check water for proper pH and disinfectant levels.

**3.14 Emergency Drills**

Emergency drills will be modified to meet the health and safety standards as outlined by the NYS Department of Health. The use of face masks and social distancing, at a minimum of 6 feet, will be incorporated with the use of face masks as a priority. Drills will be conducted in accordance with Education Law § 807. At least eight drills will be performed before December 31, 2020.

**Summary of Education Law § 807**

Education Law § 807 requires that schools conduct 8 evacuation and 4 lockdown drills each school year. When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. As such, it may be necessary for schools to conduct drills in the 2020-21 school year using different protocols.

Regardless of the modification used when conducting a drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.
Modifications to evacuation drill protocols may include, but are not limited to:

- Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose; and,
- If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools will ensure that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person. Modifications to Lockdown Drills may include, but are not limited to:
  - Conduct lockdown drill in classroom setting while maintaining social distancing and using masks;
  - Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
  - Conduct lockdown drills in the classroom without “hiding” / “sheltering” but provide an overview of how to shelter or hide in the classroom.

**Types of Drills:**

- **Shelter in Place** - Sheltering in place will be required when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

- **Hold in Place** - Holding in place will be required if there is an internal incident or administrative matters such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited. This is intended to keep students and staff out of the affected area until the situation can be rectified.

- **Evacuation** - Evacuation will be required if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger. Evacuation on-site or off-site plans include evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

- **Lock Out** - A lock out will be required to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.
• **Lock Down** - A lock down will be required to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger. A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

**Drill Requirements:**
NYS requires **twelve drills be conducted each school year**, four of which must be lockdown drills. The remaining eight are required to be evacuation (fire) drills. The date to complete the first eight drills is **December 31st**. The first eight drills should be some combination of the two types of drills, however, the legislation does not specify the combination. The following Lockdown drill schedule is recommended:

- 1 - Lockdown drill – Announced (first marking period)
- 3 - Lockdown drills – Unannounced (quarterly - following first announced drill)

Whenever a lockdown drill is conducted, whether announced or unannounced, the school should notify local law enforcement prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill should be preceded and ended with the phrase “This is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “May I have your attention, this is a drill – LOCKDOWN – this is a drill”).

A clearly visible sign stating, **“SAFETY DRILL IN PROGRESS - PLEASE WAIT”** should be placed at all public entrances indicating that a drill is in progress and to wait for service. This will serve to notify any uninformed parents or visitors, and prevent unwarranted panic.

**NOTE:** Some school administrators have a contrarian view on announcing, “this a drill” for fear that building occupants will not take the exercise seriously. Attempting to confuse occupants as to whether the event is real can cause panic at all ages and trigger inaccurate outbound communications from mobile devices to parents and family members. Not announcing the drill may also desensitize occupants into believing all lockdowns are actually drills when one may in fact be real. Rather than not announcing, “this is a drill”, school administrators and emergency teams should evaluate each drill carefully and address and shortfalls with specific individuals. Schools should also discuss with their staff how to manage a medical emergency within their room in a drill or an actual event. Please contact your Altaris consultant for guidance.
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 following approaches based on the current pandemic phase as indicated by the State and the structure’s ability to address identified educational priorities across grade levels including:

- **Full Capacity Opening**: All students attend daily. No group activities larger than an individual class. Procedures for social distancing and mitigations of crowding will be followed as possible. The District cannot maintain 6ft social distancing in classrooms in the full capacity opening.

- **Hybrid Learning Model**: Students attend on a regular reduced schedule to facilitate a reduction in population density and reduce contact between students. Virtual and asynchronous learning opportunities provided on days students do not attend school.

- **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.

**Full Capacity Opening**:

**Scarsdale Elementary Schools**:

- School may revert to hybrid or online learning during the year, so community-building and digital fluency will be focused on early in the year.
- Safety and hygiene protocols will be explicitly taught to, and practiced, by students.
- Curriculum will be aligned to maximize the ability of teachers to jump in and engage in skills/concepts that are common across the grade and District, if online or hybrid learning is required.
- Summer planning days will be dedicated to creating flexible, online learning materials, resources and lessons in preparation for methodology and curriculum adaptations.
- Students who cannot attend school will be assigned to teachers working from home for virtual learning.
- Each building will create a time and location schedule for outdoor recess and free play which allows for distancing and isolation of class groups.
- Curriculum will be adapted to account for instructional time lost due to COVID-19 safety procedures and protocols.
- Furniture in rooms will be adjusted to maximize open and flexible use of space to allow for learning and safety.
- Educators will receive appropriate professional training related to safety measures, pedagogy, and technology to adapt to the adapted school environments.
- Furniture will be adjusted to maximize space, and desks will be faced in the same direction; additional furniture will be removed from classrooms to allow more space.
- Specials will be taught in the classrooms or learning spaces large enough to accommodate...
the entire classroom cohort (i.e. - gymnasiums, libraries):

- Personal supplies kits will be supplied for each room and individuals as needed
- Outside space will be utilized as possible to allow students alternate locations.

**Scarsdale Middle School:**

- Students will be assigned to a group of 20-25 students and will remain with that group for their House and Quarterly classes. Students will remain in one classroom/desk (homebase) and teachers will rotate from room to room.
- Students will leave the group for PE and Music, but remain with their team for those two classes. They will be in an additional grouping for World Language, but remain with their House (7th and 8th grades). For the purposes of contact tracing, the cohort will be approximately the size of a team or 100 students.
- In order to create smaller class sizes in Music, students will attend a teacher support period during the PE/Music period.
- Furniture will be adjusted to maximize the space and desks will be faced in the same direction. Additional furniture will be removed from classrooms to allow for more space.
- Passing time will be built into the schedule to allow for movement breaks and cleaning of shared equipment.
- Staggered dismissal when students move outside of their homebase classroom.
- Lunch will be eaten in classrooms or dining rooms and be the same length of time as all other periods in the day. Lunch and recess will be staggered so that half the students have recess first and the other half have lunch first. The groups will flip mid-periods.
- Lockers will not be used in school and students will carry a backpack to their homebase. They will bring their necessary supplies to their classes outside the House.
- The initial plan is to return to pre-pandemic models for report cards and grading, and students will receive letter grades for their classes. If the District moves to eLearning during the year, this model will be reviewed.
- Educators will receive appropriate professional training related to safety measures, pedagogy, and technology to adapt to the adapted school environment.

**Scarsdale High School:**

- Students will be assigned to a schedule that maintains our rotation structure which can easily be converted to 50% capacity, distance learning, and/or our regular in-building schedule.
- The full opening schedule will preserve many of the core values that our schedule represents: student choice and the tutorial model, chief among them.
- Reduces the number of periods in the week from 34 to 18 (47% reduction).
- Reduces the number of transitions from 34 to 14 (59% reduction). Maintains the envelope of our traditional school day.
- Without any students or teachers in the building on Wednesday, there would be increased opportunities for disinfecting and/or other maintenance to comply with State directives.
- Teachers will use meeting time to meet with teams and departments to modify and streamline curriculum and align instructional goals based on the scenario and mode of instruction.
- School may revert to hybrid or online learning during the year so community building and digital fluency will be a focus early in the year.
- Curriculum will be adapted to account for instructional time lost due to COVID-19 safety
procedures and protocols.
- Furniture will be adjusted to maximize space and desks will be faced in the same direction; additional furniture will be removed from classrooms to allocate for more space.
- Lockers will not be used in school.
- Report cards and grading will return to pre-pandemic models and students will receive letter grades for their classes. If the District moves to eLearning during the year, this model will continue.

Hybrid Instruction:

Elementary Schools:

Assuming in-person learning is permitted, Scarsdale will institute an AM/PM cohort model for grades K-5. This plan prioritizes uninterrupted teaching time in the core subjects while students are in the building. The details are as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Model: AM/PM Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busing Schedules AM/PM [M,T,W,Th,F]</td>
<td><strong>Arrival Morning:</strong>&lt;br&gt;○ Assuming 1 bus run, 8:45 am&lt;br&gt;○ Assuming 2 bus runs, 8:20 am and 8:55 am&lt;br&gt;<strong>Arrival Afternoon:</strong>&lt;br&gt;○ Assuming 1 bus run, 12:45 pm&lt;br&gt;○ Assuming 2 bus runs, 12:20 pm and 12:55 pm&lt;br&gt;<strong>Dismissal Morning:</strong>&lt;br&gt;○ Assuming 1 bus run, 11:15 am&lt;br&gt;○ Assuming 2 bus runs, 11:15 am and 11:50 am&lt;br&gt;<strong>Dismissal Afternoon:</strong>&lt;br&gt;○ Assuming 1 bus run, 3:10 pm&lt;br&gt;○ Assuming 2 bus runs, 3:10 pm and 3:45 pm</td>
</tr>
<tr>
<td>Instructional Time (In-Person Learning) [M,T,W,Th,F]</td>
<td>Students will receive the following during the morning or afternoon at school:&lt;br&gt;● Daily Instructional Time: 2 hrs. 15 mins.&lt;br&gt;○ 5 days a week&lt;br&gt;○ 11 hours in person instructional time per week&lt;br&gt;○ Virtual specials&lt;br&gt;○ Short snack and appropriate mask breaks</td>
</tr>
<tr>
<td>At Home (Remote Learning) [M,T,W,Th,F]</td>
<td>● Students will receive the following during the morning or afternoon at home:&lt;br&gt;● Specials: One (30 minutes)</td>
</tr>
<tr>
<td>Students with Unique Learning Needs</td>
<td>Students with Unique Learning Needs</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Special Education</td>
<td>SPED: Per IEP. Special classes will be full-time (4 days per week).</td>
</tr>
<tr>
<td>English as a New Language</td>
<td>○ Resource Room, Consultant Teacher, and Related Services will be prioritized for in-person learning</td>
</tr>
<tr>
<td></td>
<td>○ ICT - Scheduling is under review to prioritize services in-person</td>
</tr>
<tr>
<td></td>
<td>○ ENL: Pullout model, either individually or in small groups</td>
</tr>
<tr>
<td>Cleaning/Disinfecting</td>
<td>Disinfecting in the middle of the day between cohorts and at end of the day</td>
</tr>
<tr>
<td></td>
<td>Bathrooms and other common use spaces cleaned throughout the day</td>
</tr>
<tr>
<td></td>
<td>Buses disinfected between all routes</td>
</tr>
<tr>
<td>Cohorts</td>
<td>Students are divided into two groups (AM/PM) with the classroom teacher (10-12 students).</td>
</tr>
<tr>
<td>Equity</td>
<td>Half assigned AM and half assigned PM, special requests not able to be considered.</td>
</tr>
<tr>
<td></td>
<td>Half-day schedules for students and families.</td>
</tr>
<tr>
<td>Food Services [M,T,W,Th,F]</td>
<td>Bagged lunch to go for a.m.</td>
</tr>
<tr>
<td></td>
<td>Alternate lunch pick-up options will be available</td>
</tr>
<tr>
<td>Alignment with Secondary Hybrid Plans</td>
<td>Inconsistent with SMS and SHS models</td>
</tr>
<tr>
<td></td>
<td>Does not allow for A/B day alignment in families. Only allows for AM/PM alignment for families.</td>
</tr>
</tbody>
</table>
Below are examples of an AM/PM Model from the point of view of a student in cohort A and from Cohort B.

### Elementary 50% Capacity: AM/PM Hybrid Model

#### Sample Schedule

<table>
<thead>
<tr>
<th>Cohort A AM Sample Schedule (Student Perspective)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort A</strong></td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>9:00-11:15 AM</td>
</tr>
<tr>
<td>11:15AM-12:45 PM</td>
</tr>
<tr>
<td>12:45-3:00 PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort B Sample Schedule (Student Perspective)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort B</strong></td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>11:15AM-12:45 PM</td>
</tr>
<tr>
<td>12:45-3:00 PM</td>
</tr>
</tbody>
</table>
Scarsdale Middle School:

- Students will be assigned one of four groups and attend school at least two days each week. (Group A attends school in person on Monday and Thursday, eLearning takes place on Tuesday, Wednesday and Friday. Group B attends school in person on Tuesday and Friday, eLearning takes place on Monday, Wednesday and Thursday. Group C includes some special education students and some ELL students who attend school on Monday, Tuesday, Thursday and Friday, eLearning takes place on Wednesday. Group D attends school through 100% eLearning.)

- Cohort size will be approximately 50 students (half of a typical team). Students will physically change classes during a staggered dismissal process. Surfaces will be wiped down by teachers between classes. Students will not share equipment or supplies during the school day.

- School may revert to online learning during the year so community building and digital fluency will be a focus early in the year.

- Curriculum will be adapted to account for instructional time lost due to COVID-19 safety procedures and protocols.

- Furniture will be adjusted to maximize space and desks will be faced in the same direction; additional furniture will be removed from classrooms to allocate for more space.

- Lockers will not be used in school.

- Report cards and grading will return to pre-pandemic models and students will receive letter grades for their classes. If the District moves to eLearning during the year, this model will continue.

Weekly Schedule for all Groups:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group A:</strong> In-person Monday/Thursday</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
</tr>
<tr>
<td><strong>Group B:</strong> In-person Tuesday/Friday</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
</tr>
<tr>
<td><strong>Group C:</strong> (Certain SPED and ELL students)</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
</tr>
<tr>
<td><strong>Group D:</strong> (Remote only)</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
<td>![Laptop]</td>
</tr>
</tbody>
</table>
Sample Schedule for one House:
*Each house will have a different schedule. Times subject to change based on transportation needs.

<table>
<thead>
<tr>
<th>Time</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:10</td>
<td>Staggered Arrival</td>
<td>Staggered Arrival</td>
<td>Staggered Arrival</td>
</tr>
<tr>
<td>Period 1:</td>
<td>House class</td>
<td>Quarterly</td>
<td>House class</td>
</tr>
<tr>
<td>8:10-8:47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:47-8:57</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>Period 2:</td>
<td>Quarterly Class</td>
<td>PE/Music</td>
<td>House Class</td>
</tr>
<tr>
<td>8:57-9:34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:34-9:44</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>Period 3:</td>
<td>Reading/TAS/World Language</td>
<td>House class</td>
<td>Quarterly Class</td>
</tr>
<tr>
<td>9:44-10:21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:21-10:31</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>Period 4:</td>
<td>Lunch</td>
<td>House</td>
<td>World Language/TAS</td>
</tr>
<tr>
<td>10:31-11:08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:08-11:18</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>Period 5:</td>
<td>House class</td>
<td>Lunch</td>
<td>PE/Music</td>
</tr>
<tr>
<td>11:18-11:55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:55-12:05</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>Period 6:</td>
<td>House Class</td>
<td>World Language/TAS</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:05-12:42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:42-12:52</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>12:52-1:29</td>
<td>House Class</td>
<td>House Class</td>
<td>House Class</td>
</tr>
<tr>
<td>1:29-1:39</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
<td>Passing/Cleaning</td>
</tr>
<tr>
<td>1:39-2:16</td>
<td>PE/Music</td>
<td>House Class</td>
<td>House Class</td>
</tr>
<tr>
<td>2:16-2:36</td>
<td>Staggered Dismissal</td>
<td>Staggered Dismissal</td>
<td>Staggered Dismissal</td>
</tr>
</tbody>
</table>
Scarsdale High School:

- Schedule will divide students into two groups (A & B), operating on a 50 percent capacity.
  - **Group A**: Group A students would attend class in person on Monday and Thursday mornings and virtually on Tuesday and Friday afternoons
  - **Group B**: Group B students would attend class in person on Tuesday and Friday mornings and virtually on Monday and Thursday afternoons
  - Wednesdays will be used for virtual office hours, small group work via videoconferencing, additional special education support services, and teacher collaboration opportunities.
- For in-person instruction, the parameters set forth in the Full Capacity model will be followed; this includes the block schedule which provides for fewer class periods and transitions.
- For distance learning days, students will participate in asynchronous activities and/or use videoconferencing to participate in office hours and complete small group projects.
- Students will be prepared for blended learning through an early focus on community building, independence skills, and technology fluency.
- Summer planning days will be dedicated to create flexible, online learning materials, resources and lessons.
- Curriculum adaptations will be made at the department level to reflect the hybrid model.
- Grade level/subject area teams will work together to develop lessons, instructional tools, and shared materials.

Sample Student Schedule for a student in Cohort A

**Regular Schedule**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spanish</td>
<td>Free Period</td>
<td>Concert Choir</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>Free Period</td>
<td>Spanish</td>
<td>English</td>
<td>Mandarin</td>
</tr>
<tr>
<td>3</td>
<td>Concert Choir</td>
<td>Mandarin</td>
<td>Spanish</td>
<td>Concert Choir</td>
</tr>
<tr>
<td>4</td>
<td>Mandarin</td>
<td>English</td>
<td>Free Period</td>
<td>Free Period</td>
</tr>
<tr>
<td>5</td>
<td>Calculus BC</td>
<td>Social Studies</td>
<td>Calculus BC</td>
<td>Calculus BC</td>
</tr>
<tr>
<td>6</td>
<td>Social Studies</td>
<td>Calculus BC</td>
<td>Social Studies</td>
<td>Phys Ed</td>
</tr>
<tr>
<td>7</td>
<td>Free Period</td>
<td>Calculus BC</td>
<td>Free Period</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>
## Hybrid Schedule

### Week 1

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Spanish</td>
<td>2 Free Period</td>
<td>3 Concert Choir</td>
<td>4 English</td>
<td>5 Free Period</td>
</tr>
<tr>
<td>6 Spanish</td>
<td>7 Free Period</td>
<td>8 Concert Choir</td>
<td>9 English</td>
<td>1 Mandarin</td>
</tr>
<tr>
<td>2 Free Period</td>
<td>3 Mandarin</td>
<td>4 Calculus BC</td>
<td>5 Social Studies</td>
<td>6 Free Period</td>
</tr>
<tr>
<td>6 Spanish</td>
<td>7 Free Period</td>
<td>8 Concert Choir</td>
<td>9 English</td>
<td>1 Mandarin</td>
</tr>
<tr>
<td>2 Free Period</td>
<td>3 Mandarin</td>
<td>4 Calculus BC</td>
<td>5 Social Studies</td>
<td>6 Free Period</td>
</tr>
</tbody>
</table>

### Week 2

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Spanish</td>
<td>2 Free Period</td>
<td>3 Concert Choir</td>
<td>4 English</td>
<td>5 Free Period</td>
</tr>
<tr>
<td>6 Spanish</td>
<td>7 Free Period</td>
<td>8 Concert Choir</td>
<td>9 English</td>
<td>1 Mandarin</td>
</tr>
<tr>
<td>2 Free Period</td>
<td>3 Mandarin</td>
<td>4 Calculus BC</td>
<td>5 Social Studies</td>
<td>6 Free Period</td>
</tr>
<tr>
<td>6 Spanish</td>
<td>7 Free Period</td>
<td>8 Concert Choir</td>
<td>9 English</td>
<td>1 Mandarin</td>
</tr>
<tr>
<td>2 Free Period</td>
<td>3 Mandarin</td>
<td>4 Calculus BC</td>
<td>5 Social Studies</td>
<td>6 Free Period</td>
</tr>
</tbody>
</table>

### Sample Student Schedule for a student in Cohort B

#### Regular Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Spanish</td>
<td>2 Free Period</td>
<td>3 Concert Choir</td>
<td>4 English</td>
<td>5 Mandarin</td>
</tr>
<tr>
<td>2 Free Period</td>
<td>3 Spanish</td>
<td>4 English</td>
<td>5 Mandarin</td>
<td>6 Social Studies</td>
</tr>
<tr>
<td>3 Concert Choir</td>
<td>4 Mandarin</td>
<td>5 Spanish</td>
<td>6 Social Studies</td>
<td>7 Concert Choir</td>
</tr>
<tr>
<td>4 Mandarin</td>
<td>5 English</td>
<td>6 Free Period</td>
<td>7 Free Period</td>
<td>8 Concert Choir</td>
</tr>
<tr>
<td>5 Calculus BC</td>
<td>6 Social Studies</td>
<td>7 Calculus BC</td>
<td>8 Social Studies</td>
<td>9 Physical Education</td>
</tr>
<tr>
<td>6 Social Studies</td>
<td>7 Calculus BC</td>
<td>8 Social Studies</td>
<td>9 Physical Education</td>
<td>10 Calculus BC</td>
</tr>
<tr>
<td>7 Free Period</td>
<td>8 Calculus BC</td>
<td>9 Free Period</td>
<td>10 Social Studies</td>
<td>11 Free Period</td>
</tr>
</tbody>
</table>
## Hybrid Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1: Spanish</td>
<td></td>
<td></td>
<td>5: Mandarin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: Free Period</td>
<td></td>
<td></td>
<td>6: English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Concert Choir</td>
<td></td>
<td></td>
<td>7: Free Period</td>
</tr>
<tr>
<td><strong>IN SCHOOL</strong></td>
<td>4: English</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5: Free Period</td>
<td></td>
<td></td>
<td>8: Free Period</td>
</tr>
<tr>
<td><strong>REMOTE</strong></td>
<td>6: Spanish</td>
<td></td>
<td></td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7: Free Period</td>
<td></td>
<td></td>
<td>Calculus BC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8: Concert Choir</td>
<td></td>
<td></td>
<td>Calculus BC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9: English</td>
<td></td>
<td></td>
<td>Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1: Spanish</td>
<td></td>
<td></td>
<td>5: Mandarin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2: Free Period</td>
<td></td>
<td></td>
<td>6: English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3: Concert Choir</td>
<td></td>
<td></td>
<td>7: Free Period</td>
</tr>
<tr>
<td><strong>IN SCHOOL</strong></td>
<td>4: English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5: Free Period</td>
<td></td>
<td></td>
<td>8: Free Period</td>
</tr>
<tr>
<td><strong>REMOTE</strong></td>
<td>6: Spanish</td>
<td></td>
<td></td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7: Free Period</td>
<td></td>
<td></td>
<td>Phys Ed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8: Concert Choir</td>
<td></td>
<td></td>
<td>Calculus BC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9: English</td>
<td></td>
<td></td>
<td>Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
Remote Instruction:

Scarsdale Elementary Schools:
If in-person learning is not permitted, Scarsdale will start (or return to) remote learning for students grades K-5. This plan will engage the research, practice, and professional learning during the spring and summer to maximize the learning possible for K-5 students. Summer planning days are dedicated to the creation of flexible, online learning materials, resources and lessons in preparation for the methodology and curriculum adaptations of remote and hybrid learning models. The details are as follows and are pending STA-District negotiation*:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Elementary Remote Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Alignment</td>
<td>Curriculum will be aligned to maximize the ability of teachers to collaborate and share resources across the District</td>
</tr>
<tr>
<td>Curriculum Adaptation</td>
<td>Curriculum will be adapted to account for instructional time lost due to remote learning limitations at the elementary level.</td>
</tr>
<tr>
<td>Synchronous Learning</td>
<td>Parameters of eLearning will be determined to address &quot;best and sustainable&quot; practice which will include:</td>
</tr>
<tr>
<td></td>
<td>○ Students will receive multiple synchronous opportunities a day</td>
</tr>
<tr>
<td></td>
<td>○ Consistency in the minimum number of daily synchronous sessions</td>
</tr>
<tr>
<td></td>
<td>○ Building in consistent opportunities for small group and/or individual sessions through the week</td>
</tr>
<tr>
<td></td>
<td>○ Integration of small-group dependent programs (LRC, Reading, etc.)</td>
</tr>
<tr>
<td></td>
<td>○ Developmentally appropriate length of synchronous sessions</td>
</tr>
<tr>
<td></td>
<td>○ An appropriate balance of asynchronous/synchronous workload</td>
</tr>
<tr>
<td></td>
<td>○ Streamlined platforms and accessible synchronous sessions</td>
</tr>
<tr>
<td>Students with Unique Learning Needs</td>
<td>The District will take opportunities under state guidance to prioritize students with learning challenges or ENL for in-person learning if possible</td>
</tr>
<tr>
<td>Accessibility of teachers</td>
<td>There will be office hours and communication expectations for teachers and families</td>
</tr>
<tr>
<td>Transparency of aligned learning outcomes</td>
<td>Learning outcomes will be made available through the District website and will include adaptations needed to reflect the unique elements of distance learning.</td>
</tr>
<tr>
<td>Teacher Planning Time</td>
<td>Planning time will be embedded in the schedule to allow for grade-wide collaboration, preparation, and curation and design of asynchronous materials</td>
</tr>
<tr>
<td>Parent/Family Training and Support</td>
<td>“Parents as Partners” workshops will be provided to guide at-home learning and make clear the expectations for learning environments, support and independence</td>
</tr>
<tr>
<td>Asynchronous materials</td>
<td>Asynchronous materials will be meaningful and connected and may include shared and published materials</td>
</tr>
</tbody>
</table>

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63
Student Schedules will be shared in a timely way with families.

Scarsdale Middle School:

- Students will engage in all learning remotely through synchronous and asynchronous instruction.
- The schedule will incorporate opportunities for synchronous, whole class instruction and synchronous, small-group instruction.
- Students will follow a consistent schedule each week. This schedule will be based on a master schedule.
- Synchronous instruction will not take place on Wednesday. On this day, students will engage in asynchronous instruction, receive extra support, attend extracurricular activities and advisory (Core). Faculty will use this time for professional development and department/grade level planning.
- Each period will include 25 minutes of whole class instruction, followed by 20 minutes of small group instruction. These small groups will operate on an every other day basis.
- Students will receive 140 minutes of instruction in each class every week (4 whole classes and 2 small groups), with the exception of Music and PE which will be 70 minutes (2 whole classes and 1 small group).

Sample Student Schedule

<table>
<thead>
<tr>
<th>Period 1  8:10-8:55</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 2  9:00-9:45</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td>Core 9:00-9:30</td>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 3  9:50-10:35</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 4  10:40-11:25</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 5  11:30-12:00</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 6  12:05-12:50</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td>Whole Class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole class &amp; Small Group</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 8  1:45-2:30</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td>Whole Class</td>
<td>Whole Class</td>
<td>Whole class/ Small Group</td>
<td></td>
</tr>
</tbody>
</table>
Wednesday will include time for students to receive extra help and participate in some extracurricular activities. Specific schedules are under development.

**Scarsdale High School:**

- Content delivery, interaction, and assessment are the essential functions of our distance learning plan and will consist of both synchronous and asynchronous experiences.
- **Asynchronous learning:**
  - Teachers should establish consistent times for work distribution and submission
  - Multimedia artifacts such as screencasts and relevant content-related videos
  - Teachers will use Google Classroom as a uniform learning platform
  - Hyperdocs as a way for students to access a lesson that contains instructions, links, and tasks on a given topic
  - Daily group email messages, ideally sent at the same time every day
  - Interactions with students through Google Classroom, such as:
    -Google Docs commenting on student work
    -Google Classroom discussion forums or other forms of text interaction
    -Google Questions to encourage student to student interaction
- **Synchronous learning:**
  - The daily schedule will consist of nine 40 minute periods; teachers must hold videoconferencing classes for a minimum of 30 minutes at least three times per week.
  - The agreed upon platforms for videoconferences are Zoom, Google Meet, and Google Hangouts. The District has signed privacy statements with each.
  - Teachers should record attendance for scheduled sessions.
- Teachers will be provided professional time to create flexible, online learning materials, resources and lessons.
- Curriculum adaptations will be made at the department level to align with a distance learning experience.
- Grade level/subject area teams will work together to develop lessons, instructional tools, and shared materials.

**Sample Student Schedule**

<table>
<thead>
<tr>
<th>Regular Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>3</td>
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<td>5</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
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</tbody>
</table>
## Remote Learning Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 World History</td>
<td>Biology</td>
<td>Time dedicated to asynchronous work for students and to meeting and planning for teachers</td>
<td>World History</td>
<td>Biology</td>
</tr>
<tr>
<td>2 English</td>
<td>Math</td>
<td></td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>3 Spanish</td>
<td>Acting</td>
<td></td>
<td>Spanish</td>
<td>Acting</td>
</tr>
<tr>
<td>4 Freshman Team</td>
<td>Free Period</td>
<td></td>
<td>Freshman Team</td>
<td>Free Period</td>
</tr>
<tr>
<td>5 Biology</td>
<td>World History</td>
<td>Time dedicated to office hours (tutorial time) for teachers to meet with individual and small groups of students</td>
<td>Biology</td>
<td>World History</td>
</tr>
<tr>
<td>6 Math</td>
<td>English</td>
<td></td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>7 Acting</td>
<td>Spanish</td>
<td></td>
<td>Acting</td>
<td>Spanish</td>
</tr>
<tr>
<td>8 Phys Ed</td>
<td>Biology</td>
<td></td>
<td>Phys Ed</td>
<td>Biology</td>
</tr>
<tr>
<td>9 Freshman Team</td>
<td>Club meetings</td>
<td>Club meetings</td>
<td>Math</td>
<td></td>
</tr>
</tbody>
</table>

### Students not Attending School:

Some students will not be able to return to school due to underlying medical conditions or due to their comfort level concerning the virus. They will be provided access to education as follows:

**Elementary School:**

The District will be setting up at-home, virtual class sections. These sections will potentially include students from each of the five elementary schools, and will be staffed by appropriately certified Scarsdale teachers who are not teaching in-person classes. Each class will be made up of the students who opt for the Virtual Only Learning Model. Every effort will be made to schedule classes at each grade level, however enrollment in this model and staffing capacity will dictate whether we need to schedule mixed grade level cohorts or not. That determination will be made by late August.

The virtual learning schedule will largely mirror the hybrid elementary schedule (see sample schedule in the virtual option summary document). Students will be assigned to a class cohort and receive synchronous instruction (Zoom) during the time their cohort is scheduled- either AM or PM. Each full class (the AM group and the PM group together) will also receive a morning opening meeting to set the stage, and an end-of-day closing meeting to reflect and prepare for the next day. The afternoon (for the AM cohort) and the morning (for the PM cohort) will be devoted to daily independent work, and will include a daily synchronous special with grade level peers who are learning in the hybrid model.

**Scarsdale Middle School:**

Students with medical conditions or who are uncomfortable attending school will attend their scheduled classes remotely. They will follow the same schedule at home as their peers who are physically in the building. These students will also engage in remote learning and asynchronous experiences on days when their cohort is scheduled to be learning from home.
Scarsdale High School:

Students with medical conditions or who are uncomfortable attending school will attend their scheduled classes remotely. They will follow the same schedule at home as their peers who are physically in the building. These students will also engage in remote learning and asynchronous experiences on days when their cohort is scheduled to be learning from home.

4.02 Prioritization of Students with Unique Learning Needs

The District is committed to prioritizing in-person learning for students with unique learning needs when school is permitted to open. In the event that school is closed due to circumstances regarding COVID-19, that commitment will be honored by prioritizing synchronous learning activities for these students.

**Full In-Person Learning (100%):**

Buildings that are operating at full capacity will provide services in accordance to all students’ required mandates at the frequency and duration mandated (IEP, 504, ENL, or RTI). In instances where these services are challenging due to health and safety procedures, schools may adjust the ratio to ratios that address health and safety needs. Furthermore, should the elementary letter day schedule (A-E) be changed to a 5-day schedule, frequency and duration of services will be adjusted to fit the new schedule.

**Hybrid Learning:**

In hybrid learning situations, students who receive mandated service will receive their services through a combination of virtual and in-person service. Wherever possible, in-person learning will be prioritized according to the level of services students receive.

**Special Education/Section 504 Plans:**

Students who have been identified as Students with Disabilities are required to receive a free and appropriate education regardless of learning structure enacted due to COVID-19. These services may be adjusted with regard to frequency and duration in line with the availability of general education services, and be prioritized to address the unique learning needs of the student. When a student is commencing a hybrid learning model, their Individualized Education Plan or 504 Plan will not necessarily be adjusted through either the Committee on Special Education or Section 504 process.

- **Related Services** - Students will receive their related services in-person whenever practical. Due to the need to reduce population density, students’ time in school will be very concentrated and related services time may reduce the hours that students are able to participate in general education programs.

- **Consultant Teacher/Resource Room Services (LRC)** - Resource room services will be prioritized for in-person learning, synchronous learning opportunities will be provided as practical.
- **Special Class Services**: Special classes will meet every day in the hybrid model at all levels. The related service providers will also provide these students with in-person services.

**ENL (English as a New Language):**

Students will receive their ENL services in-person whenever practical. ENL Teachers will engage in pull-out classes with in-school students; with cross-grade grouping depending on language level and consider grouping 4th and 5th graders who are at the Expanding and Commanding levels for easy transition to online. If learning is remote, then ENL instruction will be provided online.

**Remote Learning:**

When remote learning is mandated by the State due to the pandemic, students will receive all services remotely. If a remote learning structure is determined to be the best educational option for some or part of the District and in-person learning is allowed by the State, special education and ENL services will be prioritized for in-person learning where possible.

**Special Education/Section 504 Plans:**

Students who have been identified as Students with Disabilities are required to receive a free and appropriate education regardless of learning structure enacted due to COVID-19. These services may be adjusted with regards to frequency and duration in line with the availability of general education services and be prioritized to address the unique learning needs of the student. For a student commencing instruction pursuant to a remote learning model, the student’s Individualized Education Plan or Section 504 Plan will not necessarily be adjusted through either the Committee on Special Education or Section 504 processes.

**4.03 Technology**

The District will provide students with appropriate technology resources to support the instructional program. To support this goal, the technology team is guided by the following shared beliefs:

- Technology is the platform for teaching, learning, and assessment; therefore, all students must have access to appropriate devices, as well as online technology resources that can be used at home and at school.
- Technology should support District goals, department and grade level goals, and programs and practices adopted by the District.
- Student health and safety are a District priority, so sharing devices will be minimized by providing students with dedicated devices in grades K-8, and allowing students to have access to a personal device, or a loaner Chromebook, at the High School.
- Technology will be used to replicate familiar classroom experiences when appropriate (in the interest of student and teacher wellness), as well as provide new models and opportunities for thinking about instruction.
● Teachers must have continuous access to professional development opportunities so that they can use technology effectively as an instructional tool.
● Technology resources should be easily accessible, and online tools should allow for a simplified workflow to foster communication between teachers and students as well as among students. Students will have access to common platforms that are adopted by their school and grade level. This will facilitate streamlined student/teacher communication and student-to-student collaboration. These platforms include Gmail and Google Docs in grades 3-12, Schoology at the Middle Schools, and Seesaw in grades K-2.
● First-level technology support is provided by the classroom teacher(s). Students and parents will have access to an online form to request second-level technology support.

The Scarsdale District Technology Plan provides guidance and a roadmap for the use of technology to support teaching and learning. The plan supports the District technology vision, which includes the following goals:

● Use technology to empower learners by giving them tools for creating, communicating, and collaborating.
● Use technology to allow all users to curate information and solve problems.
● Recognize the ethical and legal responsibilities and opportunities of learning and working in an increasingly interconnected community.

Student Access to Technology Devices to Support Learning at Home and in School:

A recent parent survey has determined that almost all families have reliable Internet access in their homes. While many students also have access to personal devices, the District will provide iPads and Chromebooks to all K-8 students, (depending on their grade level), as well as Chromebooks to Scarsdale High School students who need them. This includes supporting students with special needs, who are required to have access to assistive technology.

The distribution of student devices will be as follows:

● Devices will be provided to all K-8 students so that they can use a single device at home and at school. Students will be provided with chargers so that they can charge their devices at home in the evening in preparation for their use during the school day.
● A survey that was sent to High School parents to determine current access to student-owned devices indicated that the majority of students were interested in using their personal devices in school. District-issued technology will be provided to the students who will not bring in their own device.
● At the beginning of the school year, devices will be distributed to K-8 students, as well as high school students who need them.
● In the event that schools cannot open at the start of the school year, devices will be distributed to families during a series of “device pickup days”:
  ○ Parents will go to their respective schools and provide their last name to the staff member, who will be stationed near a school building entrance.
  ○ The parent will sign an equipment loan document. Schools may wish to require the display of identification or the use of pre-registration (e.g., via an online form) prior to distributing the device.
  ○ The parent will take the loaner device(s) and leave the building.
● Parents will have the option to purchase device insurance. Information about the insurance program will be sent to parents prior to the opening of school.

The return of school technology equipment at the end of the school year (or on the last day of attendance for students who are leaving the District) will be as follows:

● When instructed to do so, parents will enter the drop-off area and place the returned property in a bin on the return table. They will then be directed to a waiting location (consider floor signage or cones), at least six feet from the return table to ensure social distancing.
● The school staff person, wearing appropriate P.P.E., will review an inventory form and reconcile it with the property being returned.
● The staff person will place the form and property into a bag and place it into the nearby property staging area for eventual transport and storage.

## 5.0 Communications

### 5.01 Overview

The vision statement guiding our Restart efforts also guides our communication efforts: The Scarsdale Schools Restart efforts commit to providing an educational environment that is physically and emotionally safe; to establishing and nurturing connections within the full school community; and to fostering meaningful learning opportunities for each student regardless of the structure of schooling which takes place in the future.

Regular communications will be used to assess local needs:

- Identify pain points that will need to be addressed (e.g., fear of infection) prior to the opening of school. NYS BOCES is currently conducting a Statewide survey that will be helpful in the refinement of this plan.
- 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).
- Establish formal and informal routes of communication for stakeholders to express concerns, questions, comments, and feedback as it relates to IEQ.

Regular communications will also be used to provide information to the community, including the following:

- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection routine, health policies for staff, and health and safety measures in place).
- Clarify health and safety needs and expectations.
- Establish norms for teaching, learning, and assessment.
- Detail logistical information on a host of issues related to COVID-10 schedule changes.
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 after CLOSURES, utilizing multiple channels of communication, including:

- School Mass Communication System - email and robocalls
- Website - dedicated COVID section
- Social Media - Facebook

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 and safety measures in place).
- Provide information and training on how to assess the mental health of students.
- Provide surveys to staff in order to assess a wide range of issues affecting their work life and needs.
- Provide information and training on new workplace policies and changes.
- Communicate new or modified working schedules and other expectations for staff.
- Notify staff of required employee training programs to be completed prior to schools opening (see Training Section).
- Provide information on how to self-report exposures and infections (See Health and Safety Section), including employer HR Policies, HIPAA guidelines, and other laws should be followed at all times.
- Provide information on the requirements for PPE and social-distancing.
- Provide a list of Frequently Asked Questions that reflect the unique operating conditions of the District.
- Offer virtual employee support groups via online platforms (e.g., coffee/tea with parents)

For Students and Families, the District will:

- Conduct regular virtual stakeholder meetings and town hall sessions regarding all reopening procedures.
- Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health and safety measures in place).
- Provide surveys to families in order to assess a wide range of issues affecting their children’s educational needs and experiences.
- Contact parent/caregiver and social worker to touch base, offer support and link to resources, as appropriate or needed.
- Communicate with parents and students to minimize the mixing of children from different households at bus stops and adhere to proper distancing when boarding school buses.
● Instruct parents on the requirement and procedure for labeling of personal property and preventing it from mixing with other students’ property.

● Provide information on how to self-report exposures and infections (See Health and Safety Section).

● Provide information on the requirements for the use of PPE and social-distancing.

● Discourage students from congregating in large groups before and after school.

● Provide a list of Frequently Asked Questions that reflect the unique operating conditions of the District.

● Provide educational materials on loss and grief and ways to cope with stress, as needed and appropriate.

● Share information on the District website containing local crisis services, hotlines, and other mental health resources.

● Offer virtual parent support via online platforms (e.g., coffee/tea with parents).

While Schools are Open, the District will:

● Communicate what is being done to mitigate the spread of COVID-19 (e.g., disinfection and health and safety measures in place).

● Provide staff with surveys in order to assess a wide range of issues affecting their professional needs and experiences.

● Engage parents in understanding the instructional program and model.

● Provide students ongoing, 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.

● Provide frequent and ongoing communication for families regarding school updates and access to resources.

● Offer opportunities for parents to attend virtual meetings via online platforms (e.g., coffee/tea with parents).

● Share information on the District website containing local and county crisis hotlines and mental health resources.

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 and safety measures in place).

● Share information on the District website containing local and county crisis hotlines, and county mental health resources.

5.03 Communication with Vendors

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 that vendors use the same delivery driver for all deliveries for the duration of school.

● 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

Generally, most Extracurricular Activities will be on pause during Phases 1-2. The District will continue to evaluate opportunities to make these activities available based on State 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 Athletics program at the Middle School and High School will use sports team affiliation to support the wellness and well-being of our students. If allowed to take place, the program will focus on developing social, emotional, and mental wellness, as well as maintaining a sense of belonging for our student-athletes.

Although there are many authorities (CDC, NFHS, NYSDOH, NYSED, NYSPHSAA, 8 Section 1) that can influence sport participation in Scarsdale, and specifically at Scarsdale Middle and High Schools, the Governor is the superseding authority and his Executive Orders detail the requirements that must be followed. Below, please find a current summary of his Guidance, as it reflects programs offered by the District or offered on its fields.

The NYS DoH has categorized activities by level of risk and stratified by type of play. A summary of those categories and stratifications is listed below. Currently, only outdoor, non-school affiliated activities are allowed. Indoor activities are prohibited. We are awaiting the Governor’s approval to begin school organized activities. The NYSPHSAA has postponed the start of Fall sports until September 21, 2020.

Level of Risk

**Lower** risk sports and recreation activities are characterized by the greatest ability to:
- Maintain physical distance and/or be performed individually
- Avoid touching of shared equipment
- Clean and disinfect any equipment between uses by different individuals, or
- Not use shared equipment at all

**Moderate** risk sports and recreation activities are characterized by limited ability to:
- Maintain physical distance and/or be done individually
- Avoid touching of shared equipment
- Clean and disinfect equipment between uses by different individuals, or
- Not use shared equipment at all;

**Higher** risk sports and recreation activities are characterized by the least ability to:
- Maintain physical distance and/or be done individually
- Avoid touching of shared equipment
- Clean and disinfect equipment between uses by different individuals, or
- Not use shared equipment at all;
**Type of Play:**

The “type of play” risk can be generally defined by the following spectrum from least to greatest risk:

- Individual or distanced group training or activities (e.g. basketball shooting drills, golf, rock climbing)
- Organized no/low-contact group training (e.g. sport camps and clinics)
- Competitive team practices
- Games, meets, matches, scrimmages (e.g. organized leagues, pickup sports)
- Competitive tournaments of multiple games, meets, matches, or scrimmages requiring travel.

The District will use the guidance of the National Federation of State High School Associations (NFHS) to phase in activities. The NFHS writes the rules of competition for most high school athletics. Some sports may be added that involve less physical and do not involve shared equipment. Sports and sports seasons will be directly influenced by the NYSPHSA recommendations. Activities will be implemented progressively based upon the NFHS Phases. All structures of participation, including remote activities, intramurals, skill-specific and strength building programs are under consideration for middle school and high school sports.

**In Phase 2:**

- Locker rooms will remain closed.
- Student-athletes will be required to wear face coverings when inactive and social distancing cannot be maintained. Face coverings will not be used during swimming, distance running, or other high-intensity aerobic activities.
- Workouts may be conducted in cohorts with the same five to 10 students always working out together.
- Students should avoid sharing equipment during workouts.

**In Phase 3:**

- Students will continue working out in cohort groups.
- Locker rooms may reopen if social distancing can be maintained.
- Practices and competitions for lower-risk sports (see above) 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 when inactive or social-distancing cannot be maintained in phase one and two, except during swimming, distance running, or other high-intensity aerobic activities.

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The District will provide training programs related to safety actions contained in this plan. The following list of protocols indicates training that will be necessary for each employee role within the District. Training will be provided virtually using a platform that will track employee compliance.

- All faculty, staff and students will be trained in the full range of safety actions outlined in this plan. Training will be conducted virtually.
- The Stop the Spread actions will be reinforced, including washing hands and covering coughs and sneezes among children and staff.
- The use of face coverings will be taught and reinforced among all faculty, staff, and students. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.

Programs delivered using the District’s online learning management tool may be supplemented by live training sessions when safe to do so. All new employees, including temporary employees will be required to complete training prior to working in school buildings.
8.0 Mental Health

8.01 Overview

The District’s Mental Health Plan prioritizes safety, social, and emotional learning, well-being and mental health needs, and is consistent with guidance of the National Association of School Psychologists. The Plan is based on a dual factor model of mental health which combines fostering student (and staff) well-being while also ameliorating psychological and adjustment problems stemming from the current situation. Our dual factor model is positioned to achieve complete mental health, defined by high levels of well-being and low levels of psychopathology. Complete mental health is advantageous for adjustment as well as a range of other variables (e.g., academic performance, social relationships, behavioral engagement, and positive attitudes toward learning).

The Mental Health Plan recognizes the benefit of utilizing our effective pre-pandemic assessment, prevention and intervention practices as well as the need to adapt existing processes, methods and delivery platforms to accommodate for bandwidth and logistical challenges posed by the pandemic. The plan addresses a variety of concerns, including an anticipated rise in mental health issues and greater demand for services; increased remote work/learning conditions; reduced classroom instructional time; diminished in-person interface; grouping limitations; and greater obstacles to well-being (e.g. emotional stability, home stressors, and lack of social connections, to name a few examples).

8.02 Guiding Principles

The following principles guide the Mental Health Plan:

- The goal is complete mental health, to be achieved via a dual factor model which focuses on fostering well-being skills and strengths as well as the amelioration of mental health problems.
- Implement multiple methods of assessment and intervention which are adaptive, flexible and fluid in order to meet anticipated logistical and bandwidth challenges.
- Implement a universal 3-tiered framework to meet the varied needs of students and staff.
- Timing of assessments and interventions will be ongoing and fluid.
- Mental health staff will continuously monitor and review utilization and efficacy of assessments and interventions.
- Staff mental health is essential for both staff and student well-being.

8.03 Assessment, Screening, and Referral

- Employ a dual factor model to assess well-being factors (strengths/resources) and problems (deficits/needs) which in combination comprise complete mental health.
- Implement a tiered approach to assessment:
  Tier 1 - All students and/or parents may receive general screening, including:
  - a brief survey and/or
written communication from each level inviting parents and/or students to contact mental health staff, including guidance about how to inform and discuss individual mental health needs

Tier 2 - Targeted and deeper assessments of students who come to the attention of building staff either from these general screening methods and/or other means (e.g., teacher observations, reports from others). Such deeper assessments may include:

- more intensive questionnaires
- parent consultation
- clinical interviews/assessments by mental health staff

Tier 3 - Students with complex and/or acute safety concerns may receive one or more of the following:

- referral to an outside treatment provider
- CSE referral
- crisis assessment (either by school personnel or an outside agent)

The timing of assessments, screening and referrals will be ongoing:

- some assessments will take place prior to the beginning of school and other components should be done as the school year unfolds.
- some assessments have already begun via 5th to 6th grade and 8th to 9th grade transition meetings. Similarly, building level articulation will continue - wherein previous year staff and other point personnel share relevant information with the student’s new teachers prior to the student’s return to school (e.g., SMS house counselors and HS deans will share relevant mental health and well-being information with new teaching teams).
- the established, fluid process of articulation in Scarsdale will continue but will also utilize digital platforms consistent with distancing guidelines, as necessary.

- Each building will utilize existing systems (or create new ones, e.g. Elementary Health Enhancement Team) that will designate specific mental health staff to review assessment information, and to make referrals as appropriate.

- Staff well-being and mental health needs will be assessed with screening and referral practices in place:
  - coordinate with the Human Resources group to ensure that efforts are made to assess staff well-being and emotional needs, as such factors will impact the mental health of both staff and students.
  - assessment approaches include voluntary surveys and ongoing self-assessments.
  - make confidential referrals and EAP access easily available to employees.
  - building level mental health staff will continue to voluntarily help colleagues, to the extent that they are comfortable and willing, by providing support strategies and outside referrals.

8.04 Prevention and Intervention

- Employ a dual-factor model for mental health in order to provide students with approaches that foster well-being while also remediating psychological and adjustment problems.
● Implement an adaptive and flexible approach to the methods of prevention and intervention in order to meet the unique challenges posed by the pandemic. The mental health group has identified bandwidth (the capacity to manage the increased mental health needs) and logistics (e.g., limitations in space, safety guidelines, social distancing) as the main challenges to the provision of mental health services. The Mental Health Plan seeks to ameliorate these factors by adopting and adapting flexible and creative solutions including:
  ○ more front-ending of preventative care and social-emotional learning (e.g., psychoeducation and well-being lessons).
  ○ create systems that improve efficiency in order to service more students in settings that comply with distancing guidance (e.g., shorter individual counseling sessions where appropriate, mental health staff push-in to classrooms).
  ○ bolster and/or develop building level mental health teams (e.g., increase meeting frequency of MS Counseling Coordination Committee and SHS Pupil Study Team; establish elementary Health Enhancement Team).
  ○ extend the roles of other staff (e.g. classroom teachers delivering some psychoeducation under guidance from mental health staff).
  ○ utilize open and outdoor spaces for group counseling.
  ○ utilize larger rooms in buildings, when available.
  ○ reconfigure some counseling groups to individual interventions and/or change group composition to be in sync with class cohort.
  ○ tele-counseling where appropriate (100% for remote learning, but also used judiciously for full capacity and hybrid models).
  ○ parent consults to be done via phone and zoom (for all instructional models).
  ○ prioritize mental health and emotional well-being as transparent school goals.

● Implement a tiered approach to prevention and intervention:
  ○ Tier 1 emphasizes general prevention and fostering of well-being skills and will be delivered to all students:
    ■ psychoeducation programs for students at the various levels, e.g. MS - Core Advisory, 6th grade seminar, health education, psychologist push-ins; Elementary - boxed and enhanced lessons developed by psychologists and delivered and/or co-led by teachers; HS - freshman seminar and Civ-Ed, 10th grade health education and resources distributed via homeroom periods as well as increased push-in to regular education classes by mental health staff.
    ■ psychoeducation for teachers and parents.
    ■ teaching staff to further embed psychoeducation and character strength education in the curriculum.
    ■ inform students, staff and families about the various mental health staff available and how to connect with them.
  ○ Tier 2 interventions include shorter duration individual counseling sessions (when appropriate) and providing parent and staff consultation.
  ○ Tier 3 interventions include more intensive and frequent counseling and consultations in conjunction with referrals to outside agencies/treatment professionals and/or CSE referral, as needed.

● Facilitate access to crisis assessment and intervention resources:

○ Accessible materials (e.g., contacts and emergency crisis hotlines) will be provided to families and staff with consideration given to posting resources via links on the District website.
○ Default voicemail messages will be utilized on MH staff after-hour phone lines in accordance with standard mental health professional protocol. The message will offer the caller guidance on what to do in the case of an emergency.
○ In-school crises will continue to be managed by building and District-level safety procedures.

● The timing of prevention and intervention will be ongoing. Some psychoeducation of staff and families will occur prior to the opening of school via a number of options (e.g., written communication, links to informative sites, workshops, webinars, training by mental health staff) and other components will be implemented as the school year unfolds.

● Each building will designate specific mental health staff to continuously monitor student well-being, needs and progress in intervention.

● Support staff well-being and mental health needs by providing psychoeducation and access to prevention and intervention resources:
  ○ provide staff with psychoeducation in how to foster their well-being and how to access supports for mental health needs.
  ○ provide staff with clear EAP links and community referral lists that are easy to access and understand.
  ○ connect staff with continued District support for treating COVID-related stressors.
  ○ continue efforts to destigmatize mental health support.
  ○ building level mental health staff will continue to voluntarily help colleagues, to the extent that they are comfortable and willing, with support strategies and referrals.
  ○ establish buffers and other preventative strategies specifically for mental health staff, recognizing that mental health workers are at higher risk for burnout and other negative sequelae, including:
    ■ debriefing opportunities
    ■ protecting time to connect and decompress
    ■ employing support strategies, e.g. “Check You, Check Two”
Appendices

Appendix A: Required Written Protocols

Required written protocols for school reopening

Appendix B: Guidance Resources for the Plan

Centers for Disease Control and Prevention

New York State Department of Health

New York State Education Department
## Appendix C: Elementary Hybrid Model Comparison

### Elementary Hybrid Model Comparison

[Note: In-person and Remote eLearning are Separate]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Considered Model: A/B Schedule</th>
<th>Proposed Model: AM/PM In Elementary Buildings</th>
<th>Notes/Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Busing Schedules</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/B [M,T,Th,F]</td>
<td>• Arrival:</td>
<td>• Arrival Morning:</td>
<td>One bus run:</td>
</tr>
<tr>
<td></td>
<td>○ Assuming 1 bus run,</td>
<td>○ Assuming 1 bus run, 8:45 am</td>
<td>Enough students</td>
</tr>
<tr>
<td></td>
<td>8:45 am</td>
<td>○ Assuming 2 bus runs, 8:20 am and 8:55 am</td>
<td>will opt-out,</td>
</tr>
<tr>
<td></td>
<td>○ Assuming 2 bus runs,</td>
<td></td>
<td>allowing one trip</td>
</tr>
<tr>
<td></td>
<td>8:20 am and 8:55 am</td>
<td></td>
<td>to suffice.</td>
</tr>
<tr>
<td></td>
<td>• Dismissal:</td>
<td>• Arrival Afternoon:</td>
<td>Two bus runs:</td>
</tr>
<tr>
<td></td>
<td>○ Assuming 1 bus run,</td>
<td>○ Assuming 1 bus run, 12:45 pm</td>
<td>Student ridership</td>
</tr>
<tr>
<td></td>
<td>1:00 pm - 1:15 pm</td>
<td>○ Assuming 2 bus runs, 12:20 pm and 12:55 pm</td>
<td>requires additional</td>
</tr>
<tr>
<td></td>
<td>○ Assuming 2 bus runs,</td>
<td></td>
<td>bus run to</td>
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<tr>
<td></td>
<td>1:15 pm and 1:55 pm</td>
<td></td>
<td>transport</td>
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<td></td>
<td></td>
<td>• Dismissal Morning:</td>
<td>These are</td>
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<tr>
<td></td>
<td></td>
<td>○ Assuming 1 bus run, 11:15 am</td>
<td>estimates of</td>
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<tr>
<td></td>
<td></td>
<td>○ Assuming 2 bus runs, 11:15 am and 11:50 am</td>
<td>times, depending</td>
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<tr>
<td></td>
<td></td>
<td>• Dismissal Afternoon:</td>
<td>on student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Assuming 1 bus run, 3:10 pm</td>
<td>ridership and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Assuming 2 bus runs, 3:10 pm and 3:45 pm</td>
<td>subject to change.</td>
</tr>
<tr>
<td><strong>Instructional Time</strong></td>
<td>Each cohort will receive the</td>
<td>Students will receive the following during</td>
<td></td>
</tr>
<tr>
<td>(In-Person Learning)</td>
<td>following 2 days per week when</td>
<td>the morning or afternoon at school:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>at school:</td>
<td>• Daily Instructional Time: 2 hrs. 15 mins.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Daily Instructional Time:</td>
<td>○ 5 days a week</td>
<td></td>
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<tr>
<td></td>
<td>3:30 hr.</td>
<td>○ 11 hours in person</td>
<td></td>
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<tr>
<td></td>
<td>○ 7 hours in person</td>
<td>instruction time per week</td>
<td></td>
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<tr>
<td></td>
<td>instruction with teacher</td>
<td>○ Virtual specials</td>
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</tr>
<tr>
<td></td>
<td>per week</td>
<td>○ Short snack and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Three content areas in</td>
<td>appropriate mask breaks</td>
<td></td>
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<tr>
<td></td>
<td>one day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ No specials</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>○ Short snack and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>appropriate mask breaks</td>
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</table>

**A/B:** One hour more instructional time in person for learning each week

**AM/PM:** Consistency - More frequent in-person contact with teacher

Both models will include mask breaks and short
| **At Home (Remote Learning)** | Each cohort will receive the following 2 days per week when home:  
- Morning meeting with full class (remote and virtual) 30 minutes  
- Specials: two (30 minutes)  
- Closure/clarification between 2-3pm synchronous (mixture of small/whole instruction - time per child will vary)  
- Launch of projects/assignment during in-person | Students will receive the following during the morning or afternoon at home:  
- Specials: One (30 minutes) |  
- **A/B**: At Home contact for morning meeting, select contact at the end of the day, and 2 synchronous specials  
- **AM/PM**: One synchronous special per day, no synchronous contact with teacher after or before school |
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<tbody>
<tr>
<td><strong>A/B [M,T, Th, F]</strong></td>
<td><strong>AM/PM [M, T, W, Th, F]</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Wednesdays** | - Wednesday for teacher planning, alignment, assessment, and special services  
- Beginning of day remote contact | - Typical AM/PM Instructional Day | - **A/B**: Used for teacher planning. Synchronous contact: morning meeting and small group instruction  
- **AM/PM**: Typical instructional day |
| **Students with Unique Learning Needs**  
**Special Education**  
**English as a New Language** | - SPED: Per IEP. Special classes will be full-time (4 days per week).  
  - Resource Room, Consultant Teacher, and Related Services will be prioritized for in-person learning  
  - ICT - Scheduling is under review to prioritize services in-person  
- ENL: Pullout model, either individually or in small groups | - SPED: Per IEP. Special classes will be full-time (4 days per week).  
  - Resource Room, Consultant Teacher, and Related Services will be prioritized for in-person learning  
  - ICT - Scheduling is under review to prioritize services in-person  
- ENL: Pullout model, either individually or in small groups | - **ENL**: Will necessitate different grouping of students for A/B and AM/PM models. |
| Cleaning/Disinfecting | • Classrooms disinfected between cohorts  
• Bathrooms and other common use spaces cleaned throughout the day  
• Buses disinfected between all routes | • Disinfecting in the middle of the day between cohorts and at end of the day  
• Bathrooms and other common use spaces cleaned throughout the day  
• Buses disinfected between all routes | • The AM/PM model requires 2 disinfections a day  
• Material, overtime and supplies cost  
• Limited cleaning between cohorts |
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</thead>
<tbody>
<tr>
<td>Cohorts</td>
<td>• Students are divided into two groups (A Day and B Day) with the classroom teacher (10-12 students)</td>
<td>• Students are divided into two groups (AM/PM) with the classroom teacher (10-12 students).</td>
<td>• No differences.</td>
</tr>
</tbody>
</table>
| Equity | • All students experience same time frame for learning  
• Full-day schedule for students and families | • Half assigned AM and half assigned PM, special requests not able to be considered.  
• Half-day schedules for students and families. | • Alternating morning/afternoon cohorts may make consistency for families difficult. |
• Alternate lunch pick-up options will be available | • No differences. |
| Alignment with Secondary Hybrid Plans | • Consistent with SMS and SHS models  
• Allows A/B day alignment in families | • Inconsistent with SMS and SHS models  
• Does not allow for A/B day alignment in families. Only allows for AM/PM alignment for families. | • Alternating morning/afternoon cohorts may make consistency for families difficult. |