

BYRAM HILLS

CENTRAL SCHOOL DISTRICT



Return-to-School Plan 2020-2021

Guiding Principles

The Byram Hills School District guiding principles for re-entry:

- Address academic, social, and emotional learning needs of all students.
- Provide for the changes needed for teaching and learning, special education, social and emotional well being, nutrition, health and safety, technology, facilities, and transportation.
- Follow guidelines from the Centers for Disease Control (CDC), the Department of Health (DOH), the New York State Education Department (NYSED), the American Academy of Pediatrics, and health professionals for developing re-entry and safety protocols.
- Develop mitigation plans to respond to potential COVID-19 cases, contact, and proximal contact cases, notify the school community, and formulate action plans while obtaining DOH guidance.
- Include District and community stakeholder partners as contributing groups to the District plan, including medical professionals from the field, operations experts, parents, staff, administrators, and town liaisons.
- Provide expectations and training for families, staff, and students to protect everyone's health and safety.

Byram Hills Central School District

10 Tripp Lane

Armonk, NY

www.byramhills.org

Coman Hill Elementary School, grades K-2

Wampus Elementary School, grades 3-5

H. C. Crittenden Middle School, grades 6-8

Byram Hills High School, grades 9-12

July, 2020

To the Byram Hills School Community,

Thank you for your efforts over the past months to keep our community safe. I am grateful to our educators who have been working through the summer to develop lessons and adapt learning spaces to support the in-person and remote learning needs of our students. I am also grateful to the Board of Education for their stewardship of the District, their dedication to this work, and the approval of the 2020-2021 Return-to-School Plan.

The Byram Hills School District will open its doors on September 1, 2020. All K-6 students will return daily (with Wednesday as an 11:30 early release day for K-5 students), and grades 7-12 students will return in a hybrid model. All students will be in socially distanced learning spaces.

To prepare for our return, the District has adopted guidelines from the Department of Health (DOH), the Centers for Disease Control (CDC), and the New York State Education Department (NYSED) to keep our schools safe. The guidelines necessitated that we adjust our school schedules in all four buildings to cohort students as much as possible and meet the learning needs of children who are in class with the teacher, in an alternate setting for periods of time in the school, or at home (if the student meets the criteria for remote instruction as per NYSED). Additionally, there have been substantial changes to health and safety protocols, facilities operations and cleaning, transportation protocols, and more. The operations of each school building will look different from arrival to dismissal than they have before.

The Return-to-School Plan details are included in this document and consider the safety, teaching, and learning needs of both students and staff.

All families and staff members are reminded to comply with the quarantine restrictions on travel as mandated by NYS. [New York State Travel Advisory](#).

We will likely face uncertainties in the coming school year, but I am confident that we will adapt to the circumstances that may prevail, whether it involves improving on our protocols or switching to remote learning, when needed. More than ever, our continued collaboration and communication as a community are essential so that our community remains safe and our children thrive.

Thank you for your partnership - let's move forward together.

Sincerely,



Jen Lamia, Ed.D.

Superintendent of Schools

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Fast Facts

Fast Facts are a quick overview of some of the steps the District is taking to meet NYSED, DOH, CDC, and the American Academy of Pediatrics' Guidelines. Our response as a school community to these adjustments will support our ability to reopen schools successfully and protect the health of students and staff.

All families and staff members are reminded to comply with the quarantine restrictions on travel as mandated by NYS. [New York State Travel Advisory](#)

The Return-to-School Plan is a LIVE DOCUMENT and will be updated, as necessary.

Training

- ✓ Video training will be sent in August by the building principal to all families and staff. The videos from building administrators, school nurses, and the transportation supervisor will include building protocols and expectations, health and safety, and transportation information.
- ✓ Student schedules will be sent by principals in August.

Health Checks

- ✓ Staff will complete an electronic health self-attestation each morning before work and will stay home and report their absence if symptoms are present.
- ✓ Parents/Guardians will check their child(ren) for symptoms each morning before sending them to school and will keep them home and report their absence if symptoms are present.
- ✓ Parents/Guardians will periodically be asked to fill out a health attestation for their child, sent electronically from the school nurse.
- ✓ School entrances will be equipped with walk-through temperature screening machines and/or hand-held screenings for checking the temperature of staff and students (reminder: temperature checks should be conducted by ALL individuals **prior** to coming to school).

Masks & Other PPE

- ✓ Masks will be worn by employees and students at all times. Staff will direct students when to take mask breaks.
- ✓ All individuals must strive to maintain social distancing, even when wearing masks.
- ✓ Masks will be provided, although students are expected to bring their own masks. Parents/Guardians are encouraged to check the fittings on the masks for proper protection with a healthcare professional and send an extra mask with their child.
- ✓ Employees will be provided with masks but may prefer to use their own. Gloves are not required, but will be available (non-latex). Handwashing and hand sanitizer are recommended instead of gloves and guidelines issued by the CDC and the DOH will be followed. Hand sanitizer and wet wipes will be available.

Staff may also order face shields from the District and are encouraged to use protective eyewear, when possible.

- ✓ Plexiglass partitions have been ordered for use in some classrooms and cafeterias, where needed.

Social Distancing

- ✓ Space use/density restructuring will be in effect at the start of school. All students working at desks in shared spaces will be spaced six (6) feet apart, unless safety, care functions, or the core activity necessitate a shorter distance (as per NYSED).
- ✓ Split classes will become the norm, with students from the same class scheduled in one or two learning spaces in the building so that desks in class can be placed six feet apart. Split classes will have other teachers or aides supervising student learning activities during times when the teacher is directly instructing the other half of the class.
- ✓ Holding classes outdoors or in larger areas like the gym, library, theater or cafeterias will occur, when possible.
- ✓ Circulation routes through the school, signage, and floor markings to direct foot traffic and ensure safe social distancing will be established by the staff.
- ✓ Students and employees will avoid congregating in common areas and should also maintain a six (6) foot distance as much as possible from each other.
- ✓ Large school assemblies will not occur and school functions will be reduced and socially distanced.
- ✓ Larger special area classes such as physical education and music may be offered differently to students depending upon the class schedule and the instrument.

Visitors

- ✓ Adjustments to parental involvement in school activities will occur, with the elimination of parents and visitors entering school buildings and new processes for dropping off or picking up students before, during, and after school.
- ✓ Contractors who are working in the District must submit a self-attestation and have their temperature checked before entering.

Hygiene

- ✓ Signs will be posted by building administrators to remind everyone of the signs of COVID-19, to wash hands frequently, and to have one person at a time in small spaces.
- ✓ Staff will set schedules for frequent handwashing for students at the elementary level.
- ✓ Hand sanitizer will be provided at building entry, in common areas and on teacher's desks.

Cleaning

- ✓ The District will use disinfectants registered with the [EPA for use against COVID-19](#).
- ✓ BioShield Disinfectant Spray will be applied every 3 months with electrostatic sprayers.

- ✓ Custodial cleaning protocols and a checklist schedule for cleaning all building spaces, especially high-touch areas, will be in place to protect staff/students.
- ✓ Designated areas will be cleaned multiple times a day (high-touch areas).
- ✓ Classrooms will have wet wipes available for when areas become soiled.
- ✓ Air-conditioning has been outfitted with enhanced filter systems.
 - HVAC MERV 13 filters installed and replaced 4x year on all HVAC units (August, November, February, June).

Communication

The website will be updated with information and include future communications about how health and safety protocols and trainings will occur for District students, families and staff. The District will also continue to use the emergency blast system for all communications.

With the support of the DOH, the District will be guided when there are positive or presumed-positive cases, during contact tracing, and in deciding when to close.

Health and Safety

Guiding Principles

- Follow guidelines from the [Centers for Disease Control \(CDC\)](#), the [Department of Health \(NYSDOH\)](#), the [New York State Education Department \(NYSED\)](#), and the [American Academy of Pediatrics](#) for developing re-entry and safety protocols.
- Include District and community stakeholder partners as contributing groups to the District plan, including medical professionals from the field, operations experts, parents, teachers, administrators, town liaisons, the school physician, and school medical consultant.
- Develop mitigation plans to respond to potential COVID-19 cases, contact, and proximal contact cases, notify the school community, and formulate action plans while obtaining DOH guidance.
- Provide expectations and training for families, staff, and students to protect everyone's health and safety.

The safety of students and staff depends upon adherence to the protocols set by the District to:

- a) Complete health checks before coming to school
- b) Properly use PPE
- c) Conduct proper hand and respiratory hygiene care
- d) Socially distance
- e) Adhere to infection control strategies
- f) Adhere to what to do if students or staff become ill with symptoms of COVID-19

With the support of the DOH, the District will be guided when there are positive or presumed-positive cases, during contact tracing, and in deciding when to close. Gina Cunningham, Assistant to the Superintendent for Human Resources for Byram Hills, is the Safety Coordinator identified for NYSED, working directly with Superintendent, Dr. Jen Lamia (jlamia@byramhills.org and gcunningham@byramhills.org 914-273-4082).

The following protocols and procedures will be in place for in-person instruction until further notice:

Health Checks - *Please do not come to school or work if you are not feeling well.* Use these easy printable sheets from the CDC about [What You Should Know About COVID](#), [What to Do if You are Sick](#), and [Managing Your Symptoms at Home](#). Follow the additional CDC Guidance on [How to Stay Safe](#) and [Stop the Spread of Germs](#).

Staff and necessary contractors are required to complete an electronic daily screening attestation before arriving at school each day, as per the NYSED, which includes temperature checking and observing for symptoms.

Any staff member who develops a symptom(s) outside of school hours must notify Gina Cunningham by email and must report absences in the AESOP system.

Student Home Health Checks

Parents/Guardians are required by NYSED to monitor all children before sending them to school each day. The following [CDC recommended home screening](#) for symptoms of COVID-19 is the resource for parents to use. Parents/Guardians, as per the NYSED, will be asked to fill out an electronic attestation for the home screening of their child(ren) periodically. This will be sent once within the first few weeks of school and then monthly. The survey questions will be emailed to parents/guardians and submitted electronically to the school nurse to determine whether the student has:

- knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
- tested positive through a diagnostic test for COVID-19 in the past 14 days;
- has experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
- has traveled internationally or from a state with widespread community transmission of COVID-19 per the [New York State Travel Advisory](#) in the past 14 days.

Parents/Guardians should consult the CDC website twice weekly for updated symptoms. Any student with a fever of 100° or greater and/or symptoms of possible COVID-19 should not report to school and should contact their healthcare provider.

Parents/Guardians are asked to notify the school nurse by email if a child becomes symptomatic outside of school hours.

Temperature checks

The District will be installing walkthrough body temperature detectors manufactured by [SafeCheck](#) at the entrances to each school building, which will be adjusted to test for temperatures of 100 degrees or higher. (The temperature detectors do not record student or staff information). Until the machines are installed, each school plans to conduct manual checks of individuals entering the building. Schools are not required by the NYSDOH to conduct temperature screenings in school. This precaution is intended to keep our community safe, even though **staff/parents/guardians are required to conduct checks before individuals arrive at school**. Protocols for social distancing while waiting to enter school buildings, supervision of students who are waiting their turn, training for staff who are monitoring screenings and use of PPE for staff conducting screenings, will be provided by building principals.

Monitoring Students

Staff will be trained by school nurses before the beginning of school to observe students for symptoms and report observations to the school nurse. Anyone exhibiting symptoms will be isolated and monitored in a designated area in or near the nurse's office. The nurse will advise parents/guardians that such cases be reported to the health care provider.

Proper Use of PPE/ Proper Hand and Respiratory Hygiene

Training in the use of PPE is critical. Refer to the links below for the proper use of masks, non-latex gloves (although handwashing is preferred), and handwashing:

- ✓ [Masks](#) (and printable poster for [How to Take Off Masks](#))
- ✓ [Gloves](#)

✓ [Handwashing](#)

A video training that covers hygiene practices will be distributed to parents/guardians and staff prior to returning to school. Parents/guardians should view the training with their child. Parents/Guardians of elementary students may also find these resources helpful:

- ✓ [Happy Handwashing Song](#) (elementary)
- ✓ [Be a Good Handwasher](#) (printable poster)
- ✓ [Wearing a Face Covering](#) (printable poster)

Masks

All individuals must wear a face mask/covering in school and on school grounds unless directed by the staff member or teacher that it is permissible to remove masks for breaks.

Parents/Guardians should plan to purchase masks for their child and send a second face mask labeled with the student's name in a sealed bag in the event the face mask becomes soiled.

There will be disposable masks available for children who forget them or need them. The requirement to wear masks also applies to parents/guardians exiting cars while dropping off or picking up children on school property.

Parents/Guardians of students with special healthcare conditions who cannot wear masks must provide medical and treatment authorizations from their healthcare provider to the school nurse indicating how to provide for their safe and effective care while in school, including the appropriate recommended PPE for the student and others. This is to ensure the safety of all in the school community. Parents/Guardians of students with special healthcare conditions who can wear masks should consult with their healthcare provider about the type of mask that should be worn and whether it is fitted correctly for your child.

Staff will be provided with face masks, as per NYSED, and staff may request face shields. Staff may use their own masks, if preferred, and are encouraged to use protective eyewear if not using a face shield and not socially distanced.

Each school nurse will send home a video to the community describing the proper way to wear a mask. The following poster will also be visible in buildings [Do's and Don'ts of Wearing a Face Mask](#).

Handwashing

Staff will reinforce hygiene practices in a way that makes students feel comfortable and will designate times for handwashing. Handwashing will be scheduled by the classroom teachers before lunch, before and after recess and physical education, and at other appropriate times (after using shared objects, after sneezing, wiping, or blowing the nose, any time hands are soiled). Regular handwashing with soap and water for at least 20 seconds will be reinforced. At the elementary and middle school, additional portable sinks will be installed to increase student access to soap and water.

Alcohol-based hand sanitizer will be provided at every school entrance and in every classroom, kept secured in classrooms where children cannot safely use sanitizer without supervision. Parents/guardians must contact the school nurse if a student cannot use alcohol-based sanitizer.

Signage will be posted throughout the school to remind individuals to use PPE, adhere to social distancing, follow hand hygiene, and identify the signs of symptoms.

Respiratory Hygiene

All staff and children will be encouraged to cover coughs and sneezes with tissues or a mask, change the mask (if used for this purpose), and then wash hands thoroughly afterward.

Social Distancing

Six feet of physical distancing between individuals will be established, unless for safety (such as a drill) or a core activity (instruction, walking in hallways). Additional entrances, arrival and dismissal protocols, reduced in-school movement between classes (and cohorts at the K-5 level), separated student belongings, limited use of shared supplies, staggered playground use, and distancing while eating (unless barriers are used) will be implemented at each building. Additional plans for social distancing include:

- Circulation patterns in and out of the rooms planned by staff to minimize contact
- Use of the elevator kept to one person at a time and will include signage, unless for student supervision when an elevator is required
- Playgrounds utilized by one group at a time
- No assemblies, performances, or field trips
- Virtual parent/teacher and staff meetings.
- No visitors or volunteers in the building.
- If early pick up is required, students will be brought out to the parent/guardian.

Classrooms

Each room will be organized by the custodial staff to ensure social distancing. Each class can be assigned and split between two classrooms (or assigned to one large space) in which to hold instruction, as necessary. These classrooms can be used to create individual work areas, break spaces and allow for socially distanced movement throughout the day. To the extent possible, classroom windows and doors will be left open during the school day. All classrooms will be equipped with the appropriate PPE including hand sanitizer, non-latex gloves, masks and wet wipes. The following criteria will be followed for safety:

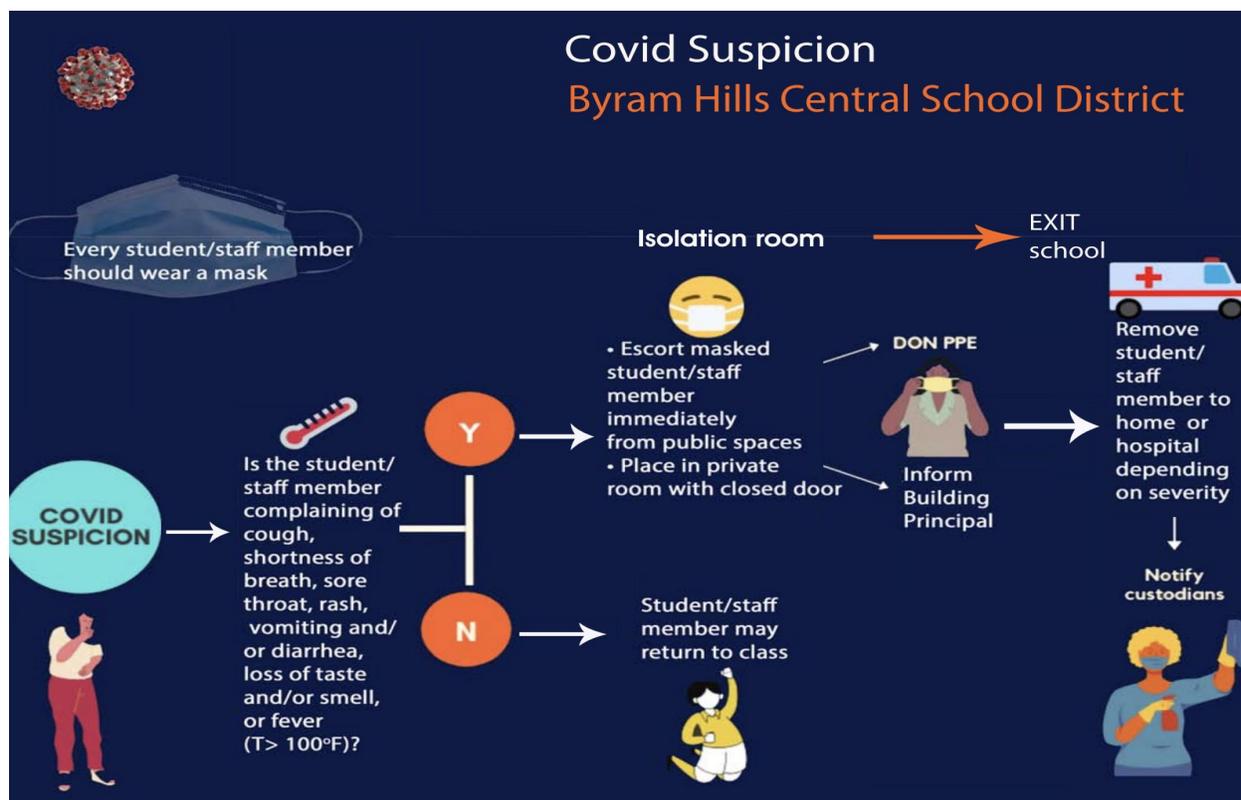
- Student desks will be 6 feet apart.
- The use of room dividers may be used to provide additional social distancing.
- Areas for student breaks, one to one instruction, related services, and eating will be determined by the administration.
- Individual student areas where students can store clothing, lunch, and materials will be identified by staff.
- Clear and consistent routines will be established by staff.
- Students will have their own supplies and materials and any shared materials will be wiped or rested between uses. The goal is to restrict the sharing of educational materials between individuals as much as possible during the day including books, computers, calculators, writing utensils, and art supplies.
- Students may bring their own lunches and snacks every day, but food service is prepared to deliver lunches to elementary classrooms. Box lunches will be available through the cafeteria for the middle and high school.
- No cooking may occur in school and no outside food may be brought in to share with others.
- Outdoor instruction will be utilized where safety conditions and physical space allow.

Management of Sick Persons

Parents/Guardians should have pre-planned arrangements should their child get sick at school.

Nurse's offices will have separate rooms for isolating students or staff who may have symptoms and will be structured according to the [National Institute for Health](#). Those individuals will be supervised and kept separate from individuals seeking the nurse for other health concerns or medication.

Nurses will wear appropriate PPE including eyewear, gloves, and gowns when working with symptomatic individuals. Students will be escorted from the isolation area to their parent/guardian. 911 will be called for any student showing signs of [Multisystem Inflammatory Syndrome](#). Nurse's offices will be disinfected after use of each cot, bathroom, and item, such as stethoscopes, and will be disinfected after an individual with COVID-19 symptoms has exited (products may be found in the section called Operations and Maintenance).



Contact Tracing

If a child or staff member who has been present in school has a confirmed diagnosis of COVID-19, the DOH will be notified immediately. Contact tracing is a function of the DOH to trace all contacts with confirmed cases of COVID-19. The District will support the DOH with accurate attendance records, logs of employees and visitors, and assisting the DOH in tracing all contacts. The school Superintendent or designee will follow specific notification procedures that must be taken, as indicated by the DOH, while maintaining confidentiality in accordance with FERPA, privacy expectations (HIPAA), and the Americans with Disabilities Act (ADA). Staff or students with signs or symptoms of COVID-19 must notify their medical practitioner immediately.

In the event a student or staff member has COVID-19, notification to exposed individuals will occur pursuant to the contact tracing protocols designated by the DOH. Before the start of school, a District communication plan will be provided to notify the community of steps the District may take during the time we are waiting for the DOH guidance.

School Closures

The District will close school if recommended in consultation with the DOH, if absentee rates impact the ability to operate safely, or if the District deems it is appropriate to close down some or all parts of the schools, should there be a confirmed case. Pending DOH approval and school physician approval, the District may modify operations instead of closing in order to mitigate spread. This would involve closing sections of buildings, cohorts of students, or full buildings.

Schools will close if the regional infection rate rises over 9% for a seven day rolling average before school starts or once school is in session, as indicated by the Governor.

All COVID-19 containment efforts will be communicated by Dr. Jen Lamia through the District emergency blast notification system.

Protocols from the School for Positive and Presumed Positive Cases & Return to School After Illness

Protocols for return to school for positive COVID-19 cases have been established county-wide by the Westchester DOH. The protocol for re-entry requires health care provider documentation that it is safe for the individual to return to school. The District will also follow the Interim [Guidance from the DOH for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) after a student or staff member was a direct contact with a person who tested positive for COVID-19.

Any individual (student or staff) with COVID-19 symptoms may return when:

- The individual is symptom-free (or has reduced symptoms) **and** has a negative COVID-19 test, and the individual has been diagnosed with another condition (indicated on a written note from the healthcare provider).
- OR**
- The individual has quarantined for two weeks after beginning symptoms and is now symptom and fever free.

The District will require that **any individual exposed directly to a confirmed person** with COVID-19 complete quarantine as per the DOH before returning and follow DOH and healthcare provider direction about when it is safe to return. Contact Gina Cunningham if you are a staff member in quarantine after direct exposure. Contact the school nurse if a student has had direct exposure and is in quarantine.

The **CDC recommends 14 days of quarantine after exposure**, based on the time it may take to develop illness.

Health Physicals and Screenings

Due to the COVID-19 effect on healthcare, the DOH released [Health Examinations in Light of COVID-19 Pandemic](#), regarding students who are delayed in submitting required health physical examinations. The guidance states:

- Parents/Guardians are provided with additional time to provide the completed health

exam to the school.

- Hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year, unless deemed necessary.

School nurses will notify parents/guardians of health screenings and when they are due, but the District physician strongly encourages all families to have health exams (physicals) completed before returning to school.

Vulnerable Populations/Accommodations

According to NYSED, “medically vulnerable and high risk groups may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may also need to attend school remotely” ([NYSED](#), p 30).

Parents/Guardians of students who meet the criteria of being medically vulnerable or have family members who are in high risk groups will receive a survey asking if you wish to either home school your child or receive remote instruction from the District. In the event that parents/guardians do not fill out the survey when it is sent, please submit your request for home schooling **or** remote instruction to Dr. Tim Kaltenecker, Deputy Superintendent for Instruction (tkaltenecker@byramhills.org or call for information to 273-4082).

Staff members who need accommodations, alternate provisions for social distancing, or a medical/family leave compliant with ADA or FMLA should contact Gina Cunningham (gcunningham@byramhills.org).

Please refer to the Operations and Maintenance/Facilities pages for information on school cleaning.

Safety Drills

Education Law 807 requires that schools conduct 8 evacuations and 4 lockdown drills each school year. Conducting drills is an important part of keeping students and staff safe in an emergency, however, consideration needs to be taken to minimize the potential risk of spreading infection while conducting drills. During this school year, we will conduct drills on a “staggered” schedule where classrooms can evacuate separately rather than all at once. Additionally, lockdown drills can be carried out without “hiding” or “sheltering” but rather by providing an overview of how to shelter or hide in the classroom. At all times, drills in a classroom setting will require students and staff to wear facial masks and maintain social distance.

School Schedules

Guiding Principles

- The school schedules address a combination of in-person instruction and remote learning to reduce density and maintain social distancing, maximize teacher-student contact time, and engage students in high quality teaching and learning.
- The NYSED requires school district plans to address a combination of in-person, hybrid, and fully remote instruction, and to develop a phase-in approach for all students to return for in-person instruction. The school schedules outlined below will address the following three scenarios:

Scenario 1: All students (or specific grade levels) return to school for in-person instruction, following social distancing guidelines, when practicable.

Scenario 2: Students rotate through a hybrid schedule where a percentage of the students return to school in person while the other students engage in remote learning from home.

Scenario 3: All students participate in remote learning from home.

- The school schedules allow for an easy transition between in-school and remote learning, with expectations for student attendance and participation.
- Longer class periods and/or block scheduling minimize travel between classes when school meets in person, and allow various instructional models for synchronous sessions.

2020-2021 School Year Plan

The Board of Education has approved the following plan to start the 2020-2021 school year. The District may have to switch to a remote model pending COVID-19 rates in our community or county at any point the year.

Grades K-5:

- All students will return to school for in-person instruction (see Scenario 1).
- Wednesday will be an 11:30 early release day for all students.

Grade 6:

- All students will return to school for in-person instruction (see Scenario 1).

Grades 7-12:

- Students will rotate in and out of school using a hybrid schedule (see Scenario 2).
- Students in self-contained special education classes (including the Language and Communication class) will attend school *daily* for in-person instruction.

Home School

Families choosing to home school their children this year can access information on the [District website](#) regarding the NYS regulations on home instruction.

Vulnerable/High Risk Groups

Students in the medically vulnerable/high risk groups as outlined in the [NYS Education Department guidelines](#) are eligible for remote learning. A survey will be sent to parents to identify those students. Anyone with questions should contact Tim Kaltenecker at tkaltenecker@byramhills.org in order to support student remote learning plans.

Coman Hill Elementary School

Scenario 1 is the approved plan by the Board of Education for Coman Hill to start school in 2020-2021.

Scenario 1: All Students Attend School - Wednesday 11:30 early release for students

Each class will be separated into two sections (A group and B group) to accommodate social distancing. The teachers will alternate between the two groups each day in coordination with their classroom aide or other assigned teacher unless the class is scheduled in a large space, such as a gym or library.

The specialists (such as art, music, special education, and academic support) will travel to classrooms to minimize student travel.

This master schedule serves as a framework. The students' schedules will vary based on the scheduling of specials, individual student learning paths, and teachers' adjustments based on curriculum needs.

	KINDERGARTEN		FIRST GRADE		SECOND GRADE	
Time	GROUP A	GROUP B	GROUP A	GROUP B	GROUP A	GROUP B
9:20-10:05	COMMUNITY & SS/ELA BLOCK	SPECIALS	SPECIALS			
10:10-10:55					COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK
11:00-11:45	LUNCH	LUNCH	SCIENCE & CHOICE TIME	SCIENCE & CHOICE TIME	COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK
11:45-12:30	SPECIALS	SPECIALS	LUNCH	LUNCH	SCIENCE & CHOICE TIME	SCIENCE & CHOICE TIME
12:35--1:20	MATH BLOCK	MATH BLOCK	MATH BLOCK	MATH BLOCK	LUNCH	LUNCH
1:25-2:10					MATH BLOCK	MATH BLOCK
2:15-3:00	SCIENCE & CHOICE TIME	SCIENCE & CHOICE TIME	SPECIALS	SPECIALS	MATH BLOCK	MATH BLOCK

During an instructional block of time, students in one group will receive direct instruction from the classroom teacher while the classroom aide or another teacher supervises learning activities designed by the teacher for the other group.

ELA / SS Block (example)	A Group with <i>teacher</i>	B Group with <i>aide/other teacher</i>
	A Group with <i>aide/other teacher</i>	B Group with <i>teacher</i>

The Coman Hill school schedule will include an *early dismissal on Wednesday for students*. The start and end times are noted below:

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Start:</u> 9:10 am <u>End:</u> 3:10 pm		<u>Start:</u> 9:10 am <u>End:</u> 11:30 am <i>Teacher collaboration time</i>	<u>Start:</u> 9:10 am <u>End:</u> 3:10 pm	

Wampus Elementary School

Scenario 1 is the approved plan by the Board of Education for Wampus to start school in 2020-2021.

Scenario 1: All Students Attend School - Wednesday 11:30 early release for students

Each class will be split into two sections (A group and B group) to accommodate social distancing. The teachers will alternate between the two groups each day in coordination with their classroom aide or assigned teacher unless a class is scheduled in a large space, such as a gym or library.

The specialists (such as art, music, special education, and academic support) will travel to classrooms to minimize student travel.

This master schedule serves as a framework. The students' schedules will vary based on the scheduling of specials, individual student learning paths, and teachers' adjustments based on curriculum needs.

	THIRD GRADE		FOURTH GRADE		FIFTH GRADE	
Time	GROUP A	GROUP B	GROUP A	GROUP B	GROUP A	GROUP B
8:35-9:20	SS/ELA BLOCK	SS/ELA BLOCK	ENCORE	ENCORE	SCIENCE	SCIENCE
9:25-10:10			SS/ELA BLOCK	SS/ELA BLOCK	ENCORE	ENCORE
10:15-11:00	ENCORE	ENCORE	SPECIALS	SPECIALS	SS/ELA BLOCK	SS/ELA BLOCK
11:05-11:50	LUNCH	LUNCH			SCIENCE	SCIENCE
11:55-12:40	MATH BLOCK	MATH BLOCK	LUNCH	LUNCH	SPECIALS	SPECIALS
12:45-1:30			SCIENCE	SCIENCE	LUNCH	LUNCH
1:35-2:20	SCIENCE	SCIENCE	MATH BLOCK	MATH BLOCK	MATH BLOCK	MATH BLOCK
2:20-3:05	SPECIALS	SPECIALS	MATH BLOCK	MATH BLOCK	MATH BLOCK	MATH BLOCK

Example: During an instructional block of time, students in one group will receive direct instruction from the classroom teacher while the classroom aide or another teacher supervises learning activities designed by the teacher for the other groups.

ELA / SS Block (Example)	A Group with teacher	B Group with aide/ other teacher
	A Group with aide/ other teacher	B Group with teacher

The Wampus weekly schedule will include an *early dismissal on Wednesday* for students. The start and end times include:

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Start</u> : 8:25 am <u>End</u> : 3:05 pm		<u>Start</u> : 8:25 am	<u>Start</u> : 8:25 am	<u>End</u> : 3:05 pm
		<u>End</u> : 11:30 am		
		<i>Teacher collaboration time</i>		

H. C. Crittenden Middle School

The approved plan by the Board of Education for HCC to start school in 2020-2021 is:

- **Grade 6 in session daily (Scenario 1)**
- **Grades 7-8 hybrid (Scenario 2)**

GRADE 6

Scenario 1: All Students Attend School

Each class will be separated into two sections to accommodate social distancing.

The schedule begins with an X-period, which is designed to allow time for staggered arrival of students in the morning, to assist students with organizing their daily routine, and receive extra help.

	Grade 6	
	Odd Day	Even Day
7:45 - 8:10	X Period	X Period
8:15 - 8:40	PERIOD 1	PERIOD 2
8:40 - 9:10		
9:10 - 9:40		
9:45 - 10:10	Period 3 TR	Period 4 TR
10:15 - 10:40	Period 3 MW	Period 4 MW
10:45 - 11:10	Lunch	Lunch
11:15 - 11:40	Recess/ Brain Break	Recess/ Brain Break
11:40- 12:10	PERIOD 7	PERIOD 6
12:10 - 12:40		
12:45-1:10		
1:15 - 1:45	EXPLORATOR Y Period 9 COB	PERIOD 8
1:45 - 2:20		
2:20 - 2:30 X-Period		

The even/odd day schedule allows for longer blocks of time for the academic content areas and reduces the number of transitions between classes.

Monday	Tuesday	Wednesday	Thursday	Friday
Odd calendar days will be odd periods Even calendar days will be even periods		(Varies)	Odd calendar days will be odd periods Even calendar days will be even periods	

GRADES 7 and 8

Scenario 2: Hybrid: 50% of Students Attend School at a Time

In a hybrid model, students will attend school on the day their assigned groups, A group or B group, are scheduled below, with a Wednesday rotation.

Note: Students in self-contained special education classes (including the Language and Communication class) will attend school *daily* for in-person instruction.

The schedule begins with an “X-period,” which is designed to allow time for staggered arrival of students in the morning, and to assist students with organizing their daily routine and to receive extra help if needed.

	Grade 7		Grade 8	
	Odd Day	Even Day	Odd Day	Even Day
7:45 - 8:10	X Period	X Period	X Period	X Period
8:15 - 8:40	PERIOD 1	PERIOD 2	Period 1 TR	Period 2 MW
8:40 - 9:10			Period 1 MW	Period 2 TR
9:10 - 9:40				
9:45 - 10:10	PERIOD 3	PERIOD 4	PERIOD 3	PERIOD 4
10:15 - 10:40				
10:45 - 11:10				
11:15 - 11:40	COB(3) Tech(1)	COB(3) Tech(1)	Team Wellness	Team Wellness
11:40- 12:10	Full COB (W)	Full COB (W)	Lunch	Lunch
12:10 - 12:40	Lunch	Lunch	COB(3) Tech(1)	COB(3) Tech (1) Full
12:45-1:10	Team Wellness	Team Wellness	Full COB (M)	COB (M)
1:15 - 1:45	Period 9 TR	Period 8 MW	PERIOD 9	PERIOD 8
1:45 - 2:20				
2:20 - 2:30 X-Period	Period 9 MW	Period 8 TR		

The even/odd day schedule allows for longer blocks of time for the academic content areas and reduces the number of transitions between classes.

Monday	Tuesday	Wednesday*	Thursday	Friday
Odd calendar days will be odd periods Even calendar days will be even periods		Varies; see information below	Odd calendar days will be odd periods Even calendar days will be even periods	

The groups will be assigned by the first letter of the students' last names for continuity across the middle school and high school.

- **A GROUP: A - K**
- **B GROUP: L - Z**

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
A Group in school	A Group in school	A Group / B Group on a rotating schedule*	B Group in school	B Group in school
B Group at home <i>Students will following the master schedule remotely</i>			A Group at home <i>Students will following the master schedule remotely</i>	

*The Wednesday schedule will rotate between A and B groups to provide a balance for in-person instruction. The weekly schedule for the first semester is noted below:

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
August 31		AK	LZ	LZ	LABOR DAY
Sept 7	LABOR DAY	AK	AK	LZ	LZ
Sept 14	AK	AK	AK	LZ	LZ
Sept 21	AK	AK	LZ	LZ	LZ
Sept 28	YOM KIPPUR	AK	AK	LZ	LZ
Oct 5	AK	AK	AK	LZ	LZ
Oct 12	COLUMBUS DAY	SUP. CONF DAY	AK	LZ	LZ
Oct 19	AK	AK	AK	LZ	LZ
Oct 26	AK	AK	LZ	LZ	LZ
Nov 2	AK	AK	AK	LZ	LZ
Nov 9	AK	AK	VETERAN'S DAY	LZ	LZ
Nov 16	AK	AK	LZ	LZ	LZ
Nov 23	AK	AK	LZ	THANKSGIVING RECESS	
Nov 30	AK	AK	LZ	LZ	LZ
Dec 7	AK	AK	AK	LZ	LZ
Dec 14	AK	AK	LZ	LZ	LZ
Dec 21	HOLIDAY RECESS				
Dec 28	HOLIDAY RECESS				
Jan 4	AK	AK	AK	LZ	LZ
Jan 11	AK	AK	LZ	LZ	LZ
Jan 18	MLK JR. DAY	AK	AK	LZ	LZ
Jan 25	AK	AK	AK	LZ	LZ

To provide flexibility to the academic teams, the Wednesday schedule below will be determined by the teams and communicated to students. This Wednesday schedule will be followed if any grade level is returning under scenario 2.

Time	Grade 7 Wednesday	Grade 8 Wednesday
7:45 - 8:10	X period	X period
8:15 - 8:40	Team Determines Schedule	Period 1
8:40 - 9:10		Period 2
9:10 - 9:40		
9:45 - 10:10	Team Determines Schedule	Team Determines Schedule
10:15 - 10:40		Team Wellness
10:45 - 11:10		
11:15 - 11:40	Chorus Orchestra Band	LUNCH
11:40 - 12:10		
12:10 - 12:40	LUNCH	Chorus Orchestra Band
12:45 - 1:10	Team Wellness	Team Determines Schedule
1:15 - 1:45	Period 9 TR	
1:45 - 2:20	Period 9 MW	
2:20 - 2:30 X period		

Byram Hills High School

The approved plan by the Board of Education for BHHS to start school in 2020-2021 is Grades 9-12 hybrid (Scenario 2).

Scenario 2: Hybrid: 50% of Students Attend School at a Time

Each class will be split into two sections, and A group and a B, group to accommodate social distancing. Students will attend school on the day of their assigned groups with a Wednesday rotation.

Note: Students in self-contained special education classes (including the Language and Communication class) will attend school *daily* for in-person instruction.

The groups will be assigned by the first letter of the students' last names for continuity across the middle and high school.

- **A GROUP: A - K**
- **B GROUP: L - Z**

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
A Group in school	A Group in school	A Group / B Group on a rotating schedule*	B Group in school	B Group in school
B Group at home <i>Students will following the master schedule remotely</i>			A Group at home <i>Students will following the master schedule remotely</i>	

Regardless of their group, all students, whether in school or at home, will follow the schedule below. Schedules are different by hallways to accommodate different lunch periods.

100's - 200's classrooms	A-K	A-K	Alternating	L-Z	L-Z
	<i>White</i>	<i>Navy</i>	<i>Hills</i>	<i>Red</i>	<i>Black</i>
	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:30	Independent eLearning	Small Group Tutorials	Independent eLearning	Small Group Tutorials	Independent eLearning
8:30-9:20	A (1)	B (2)	A (1)	B (2)	A (1)
9:20-9:30	Transition	Transition	Transition	Transition	Transition
9:30-10:20	B (2)	C (3)	C (3)	D (4)	C (3)
10:20-10:30	Transition	Transition	Transition	Transition	Transition
10:30-11:20	D (4)	E (5)	D (4)	E (5)	E (5)

11:20-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-1:00	F (6)	F (6)	G (7)	F (6)	G (7)
1:00-1:10	Transition	Transition	Transition	Transition	Transition
1:10-2:00	H (8)	G (7)	Small Group Tutorials	H (8)	H (8)
2:00-2:25	Small Group Tutorials	Independent eLearning	Small Group Tutorials & Mentor	Independent eLearning	Small Group Tutorials

300's -400's classrooms	A-K	A-K	Alternating	L-Z	L-Z
	<i>White</i>	<i>Navy</i>	<i>Hills</i>	<i>Red</i>	<i>Black</i>
	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:30	Independent eLearning	Small Group Tutorials	Independent eLearning	Small Group Tutorials	Independent eLearning
8:30-9:20	A (1)	B (2)	A (1)	B (2)	A (1)
9:20-9:30	Transition	Transition	Transition	Transition	Transition
9:30-10:20	B (2)	C (3)	C (3)	D (4)	C (3)
10:20-10:30	Transition	Transition	Transition	Transition	Transition
10:30-11:20	D (4)	E (5)	D (4)	E (5)	E (5)
11:20-11:30	Transition	Transition	Transition	Transition	Transition
11:30-12:20	F (6)	F (6)	G (7)	F (6)	G (7)
12:20-1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-2:00	H (8)	G (7)	Small Group Tutorials	H (8)	H (8)
2:00-2:25	Small Group Tutorials	Independent eLearning	Small Group Tutorials & Mentor	Independent eLearning	Small Group Tutorials

**The Wednesday schedule will rotate between A and B groups to provide a balance for in-person instruction. The weekly schedule for the first semester is noted below:*

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
August 31		AK	LZ	LZ	LABOR DAY
Sept 7	LABOR DAY	AK	AK	LZ	LZ
Sept 14	AK	AK	AK	LZ	LZ
Sept 21	AK	AK	LZ	LZ	LZ
Sept 28	YOM KIPPUR	AK	AK	LZ	LZ
Oct 5	AK	AK	AK	LZ	LZ
Oct 12	COLUMBUS DAY	SUP. CONF DAY	AK	LZ	LZ
Oct 19	AK	AK	AK	LZ	LZ
Oct 26	AK	AK	LZ	LZ	LZ
Nov 2	AK	AK	AK	LZ	LZ
Nov 9	AK	AK	VETERAN'S DAY	LZ	LZ
Nov 16	AK	AK	LZ	LZ	LZ
Nov 23	AK	AK	LZ	THANKSGIVING RECESS	
Nov 30	AK	AK	LZ	LZ	LZ
Dec 7	AK	AK	AK	LZ	LZ
Dec 14	AK	AK	LZ	LZ	LZ
Dec 21	HOLIDAY RECESS				
Dec 28	HOLIDAY RECESS				
Jan 4	AK	AK	AK	LZ	LZ
Jan 11	AK	AK	LZ	LZ	LZ
Jan 18	MLK JR. DAY	AK	AK	LZ	LZ
Jan 25	AK	AK	AK	LZ	LZ

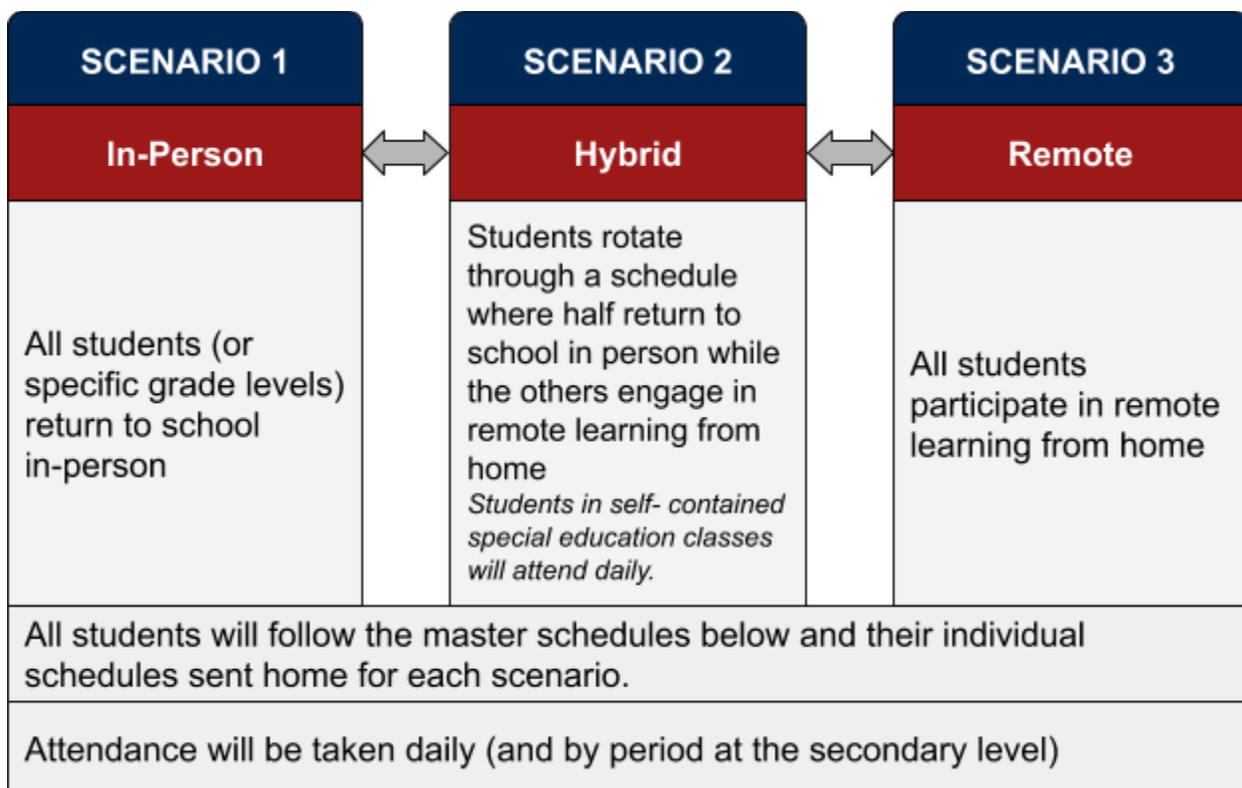
In the Event of a Change

Description of Each Scenario

Every plan for every building is listed on the following pages in the event we must move between the approved plan described above and the other plans. The following pages are for your reference.

The District is prepared to transition between each scenario (all in, hybrid, or fully remote) at any time based upon the guidance from the Department of Health and NYS Governor's office. The return-to-school scenarios are outlined below for each school building, and any change in scenarios will be communicated to families by the Superintendent.

The three scenarios are summarized in this diagram:



Coman Hill Elementary School

Scenario 1 is the approved plan by the Board of Education for Coman Hill to start school in 2020-2021.

Scenario 1: All Students Attend School - Wednesday 11:30 early release for students

Each class will be separated into two sections (A group and B group) to accommodate social distancing. The teachers will alternate between the two groups each day in coordination with their classroom aide or other assigned teacher unless the class is scheduled in a large space such as the gym or library.

The specialists (such as art, music, special education, and academic support) will travel to classrooms to minimize student travel.

This master schedule serves as a framework. The students' schedules will vary based on the scheduling of specials, individual student learning paths, and teachers' adjustments based on curriculum needs.

	KINDERGARTEN		FIRST GRADE		SECOND GRADE	
Time	GROUP A	GROUP B	GROUP A	GROUP B	GROUP A	GROUP B
9:20-10:05	COMMUNITY & SS/ELA BLOCK	SPECIALS	SPECIALS			
10:10-10:55					COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK
11:00-11:45	LUNCH	LUNCH	SCIENCE & CHOICE TIME	SCIENCE & CHOICE TIME	COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK
11:45-12:30	SPECIALS	SPECIALS	LUNCH	LUNCH	SCIENCE & CHOICE TIME	SCIENCE & CHOICE TIME
12:35--1:20	MATH BLOCK	MATH BLOCK	MATH BLOCK	MATH BLOCK	LUNCH	LUNCH
1:25-2:10					MATH BLOCK	MATH BLOCK
2:15-3:00	SCIENCE & CHOICE TIME	SCIENCE & CHOICE TIME	SPECIALS	SPECIALS	MATH BLOCK	MATH BLOCK

During an instructional block of time, students in one group will receive direct instruction from the classroom teacher while the classroom aide or another teacher supervises learning activities designed by the teacher for the other group.

ELA / SS Block (example)	A Group with <i>teacher</i>	B Group with <i>aide/ other teacher</i>
	A Group with <i>aide/ other teacher</i>	B Group with <i>teacher</i>

The Coman Hill school schedule will include an *early dismissal on Wednesday for students*. The start and end times are noted below:

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Start:</u> 9:10 am <u>End:</u> 3:10 pm		<u>Start:</u> 9:10 am <u>End:</u> 11:30 am	<u>Start:</u> 9:10 am <u>End:</u> 3:10 pm	
		<i>Teacher collaboration time</i>		

Scenario 2 (Hybrid) will only be utilized at Coman Hill if density reductions are recommended by the DOH during the year due to COVID-19.

Scenario 2: Hybrid: 50% of Students Attend School at a Time

In the event that we must shift to a hybrid model, students will attend school on the days designated for their assigned groups (A group or B group).

Note: Students in self-contained special education classes (including the Language and Communication class) will attend school *daily* for in-person instruction.

Please note that the Wednesday schedule alternates weekly.

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
A Group in school	A Group in school	A Group in school	B Group in school	B Group in school
B Group at home <i>Students will following the master schedule remotely</i>			A Group at home <i>Students will following the master schedule remotely</i>	
WEEK 2				
Monday	Tuesday	Wednesday	Thursday	Friday
A Group in school	A Group in school	B Group in school	B Group in school	B Group in school
B Group at home <i>Students will following the master schedule remotely</i>		A Group at home <i>Students will following the master schedule remotely</i>		

Scenario 3 will only be utilized at Coman Hill if recommended by the DOH during the year due to COVID-19.

Scenario 3: All Students Participate in Remote Learning

If the school should be closed, students will be expected to participate in remote learning following the teacher’s schedules. Below is an example of a teacher’s structured schedule for each grade level. Learning will occur through a combination of synchronous and asynchronous instruction during the scheduled time. The classroom teachers will provide specific instructions to students for accessing their remote classrooms and expectations for student learning during the scheduled times.

	KINDERGARTEN		FIRST GRADE		SECOND GRADE	
Time	GROUP A	GROUP B	GROUP A	GROUP B	GROUP A	GROUP B
9:20-10:05	COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK	COMMUNITY & SS/ELA BLOCK
10:10-10:55						
11:00-11:45	MATH/SCIENCE BLOCK	MATH/SCIENCE BLOCK	MATH/SCIENCE BLOCK	MATH/SCIENCE BLOCK	MATH/SCIENCE BLOCK	MATH/SCIENCE BLOCK
11:45-12:30						
12:35--1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:25-2:10	SPECIALS AND LEARNING PATHS		SPECIALS AND LEARNING PATHS		SPECIALS AND LEARNING PATHS	
2:15-3:00						

In order to meet the students’ learning needs, individual learning paths occur throughout the day. Resource Room, academic intervention services, and other support services may take place at various times during the day.

Wampus Elementary School

Scenario 1 is the approved plan by the Board of Education for Wampus to start school in 2020-2021.

Scenario 1: All Students Attend School - Wednesday 11:30 early release for students

Each class will be split into two sections (A group and B group) to accommodate social distancing. The teachers will alternate between the two groups each day in coordination with their classroom aide or assigned teacher unless the class is scheduled in a large space such as the gym or library.

The specialists (such as art, music, special education, and academic support) will travel to classrooms to minimize student travel.

This master schedule serves as a framework. The students' schedules will vary based on the scheduling of specials, individual student learning paths, and teachers' adjustments based on curriculum needs.

	THIRD GRADE		FOURTH GRADE		FIFTH GRADE	
Time	GROUP A	GROUP B	GROUP A	GROUP B	GROUP A	GROUP B
8:35-9:20	SS/ELA BLOCK	SS/ELA BLOCK	ENCORE	ENCORE	SCIENCE	SCIENCE
9:25-10:10	SS/ELA BLOCK	SS/ELA BLOCK	SS/ELA BLOCK	SS/ELA BLOCK	ENCORE	ENCORE
10:15-11:00	ENCORE	ENCORE	SS/ELA BLOCK	SS/ELA BLOCK	SS/ELA BLOCK	SS/ELA BLOCK
11:05-11:50	LUNCH	LUNCH	SPECIALS	SPECIALS	SS/ELA BLOCK	SS/ELA BLOCK
11:55-12:40	MATH BLOCK	MATH BLOCK	LUNCH	LUNCH	SPECIALS	SPECIALS
12:45-1:30	MATH BLOCK	MATH BLOCK	SCIENCE	SCIENCE	LUNCH	LUNCH
1:35-2:20	SCIENCE	SCIENCE	MATH BLOCK	MATH BLOCK	MATH BLOCK	MATH BLOCK
2:20-3:05	SPECIALS	SPECIALS	MATH BLOCK	MATH BLOCK	MATH BLOCK	MATH BLOCK

Example: During an instructional block of time, students in one group will receive direct instruction from the classroom teacher while the classroom aide or another teacher supervises learning activities designed by the teacher for the other group.

ELA / SS Block	A Group with <i>teacher</i>	B Group with <i>aide/ other teacher</i>
	A Group with <i>aide/ other teacher</i>	B Group with <i>teacher</i>

The Wampus weekly schedule will include an *early dismissal on Wednesday* for students. The start and end times include:

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Start:</u> 8:25 am <u>End:</u> 3:05 pm		<u>Start:</u> 8:25 am <u>End:</u> 11:30 am	<u>Start:</u> 8:25 am <u>End:</u> 3:05 pm	
		<i>Teacher collaboration time</i>		

Scenario 2 will only be utilized at Wampus if density reductions are recommended by the DOH during the year due to COVID-19.

Scenario 2: Hybrid: 50% of Students Attend School at a Time

In the event that we must shift to a hybrid model, students will attend school on the day their assigned groups, A group or B group, are scheduled, following a 2-week rotation.

Note: Students in self-contained special education classes (including the Language and Communication class) will attend school *daily* for in-person instruction.

Please note that the Wednesday schedule alternates weekly.

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
A Group in school	A Group in school	A Group in school	B Group in school	B Group in school
B Group at home <i>Students will following the master schedule remotely</i>			A Group at home <i>Students will following the master schedule remotely</i>	
WEEK 2				
Monday	Tuesday	Wednesday	Thursday	Friday
A Group in school	A Group in school	B Group in school	B Group in school	B Group in school
B Group at home <i>Students will following the master schedule remotely</i>		A Group at home <i>Students will following the master schedule remotely</i>		

Scenario 3 will only be utilized at Wampus if recommended by the DOH during the year due to COVID-19.

Scenario 3: All Students Participate in Remote Learning

If the school should be closed, students will be expected to participate in remote learning following the teacher’s schedules. Below is an example of a teacher’s structured schedule for each grade level. Learning will occur through a combination of synchronous and asynchronous instruction during the scheduled time. The classroom teachers will provide specific instructions to students for accessing their remote classrooms and expectations for student learning during the scheduled times.

	THIRD GRADE		FOURTH GRADE		FIFTH GRADE	
Time	GROUP A	GROUP B	GROUP A	GROUP B	GROUP A	GROUP B
8:35-10:10	SS/ELA BLOCK					
10:15-11:50	MATH/SCI BLOCK					
11:55-12:40	SPECIALS	SPECIALS	ENCORE	ENCORE	SPECIALS	SPECIALS
12:45-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:35-2:20	SPECIALS	SPECIALS	SPECIALS	SPECIALS	ENCORE	ENCORE
2:20-3:05	ENCORE	ENCORE	SPECIALS	SPECIALS	SPECIALS	SPECIALS

In order to meet the individual learning needs of all students, individual learning paths occur throughout the day. Resource Room, academic intervention services, and other support services may take place when students are in their encore or specials periods.

H. C. Crittenden Middle School

The approved plan by the Board of Education for HCC to start school in 2020-2021 is:

- **Grade 6 in session daily (Scenario 1)**
- **Grades 7-8 hybrid (Scenario 2)**

Scenario 1: All Students Attend School

Each class will be split into two sections, A group and B group, to accommodate social distancing. The teachers will alternate between the two groups each day in coordination with their classroom aide or assigned teacher unless the class is scheduled in a large space such as the gym or library.

The schedule begins with an “X-period,” which is designed to allow time for staggered arrival of students in the morning, and to assist students with organizing their daily routine and receive extra help if needed.

	Grade 6		Grade 7		Grade 8	
	Odd Day	Even Day	Odd Day	Even Day	Odd Day	Even Day
7:45 - 8:10	X Period	X Period	X Period	X Period	X Period	X Period
8:15 - 8:40	PERIOD 1	PERIOD 2	PERIOD 1	PERIOD 2	Period 1 TR	Period 2 MW
8:40 - 9:10					Period 1 MW	Period 2 TR
9:10 - 9:40						
9:45 - 10:10	Period 3 TR	Period 4 TR	PERIOD 3	PERIOD 4	PERIOD 3	PERIOD 4
10:15 - 10:40	Period 3 MW	Period 4 MW				
10:45 - 11:10	Lunch	Lunch				
11:15 - 11:40	Recess/ Brain Break	Recess/ Brain Break	COB(3) Tech(1) Full COB (W)	COB(3) Tech(1) Full COB (W)	Team Wellness	Team Wellness
11:40- 12:10	PERIOD 7	PERIOD 6	Lunch	Lunch	Lunch	Lunch
12:10 - 12:40			Team Wellness	Team Wellness	COB(3) Tech(1) Full COB (M)	COB(3) Tech (1) Full COB (M)
12:45-1:10						
1:15 - 1:45	EXPLORATOR Y Period 9 COB	PERIOD 8	Period 9 TR	Period 8 MW	PERIOD 9	PERIOD 8
1:45 - 2:20						
2:20 - 2:30 X-Period			Period 9 MW	Period 8 TR		

The even/odd day schedule allows for longer blocks of time for the academic content areas and reduces the number of transitions between classes.

Monday	Tuesday	Wednesday	Thursday	Friday
Odd calendar days will be odd periods Even calendar days will be even periods		(Varies)	Odd calendar days will be odd periods Even calendar days will be even periods	

Scenario 2: Hybrid: 50% of Students Attend School at a Time

In a hybrid model, students will attend school on the day their assigned groups, A group or B group, are scheduled below, with a Wednesday rotation.

Note: Students in self-contained special education classes (including the Language and Communication class) will attend school *daily* for in-person instruction.

The master schedule above for “all in” remains the same for students in school and at home.

The groups will be assigned by the first letter of the students’ last names for continuity across the middle and high school.

- **A GROUP: A - K**
- **B GROUP: L - Z**

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
A Group in school	A Group in school	A Group / B Group on a rotating schedule*	B Group in school	B Group in school
B Group at home <i>Students will following the master schedule remotely</i>			A Group at home <i>Students will following the master schedule remotely</i>	

*The Wednesday schedule will rotate between A and B groups to provide a balance for in-person instruction. The weekly schedule for the first semester is noted below:

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
August 31		AK	LZ	LZ	LABOR DAY
Sept 7	LABOR DAY	AK	AK	LZ	LZ
Sept 14	AK	AK	AK	LZ	LZ
Sept 21	AK	AK	LZ	LZ	LZ
Sept 28	YOM KIPPUR	AK	AK	LZ	LZ
Oct 5	AK	AK	AK	LZ	LZ
Oct 12	COLUMBUS DAY	SUP. CONF DAY	AK	LZ	LZ
Oct 19	AK	AK	AK	LZ	LZ
Oct 26	AK	AK	LZ	LZ	LZ

Nov 2	AK	AK	AK	LZ	LZ
Nov 9	AK	AK	VETERAN'S DAY	LZ	LZ
Nov 16	AK	AK	LZ	LZ	LZ
Nov 23	AK	AK	LZ	THANKSGIVING RECESS	
Nov 30	AK	AK	LZ	LZ	LZ
Dec 7	AK	AK	AK	LZ	LZ
Dec 14	AK	AK	LZ	LZ	LZ
Dec 21	HOLIDAY RECESS				
Dec 28	HOLIDAY RECESS				
Jan 4	AK	AK	AK	LZ	LZ
Jan 11	AK	AK	LZ	LZ	LZ
Jan 18	MLK JR. DAY	AK	AK	LZ	LZ
Jan 25	AK	AK	AK	LZ	LZ

To provide flexibility to the academic teams, the Wednesday schedule below will be determined by the teams and communicated to students. This Wednesday schedule will be followed if any grade level is returning under scenario 2.

Time	Grade 6 Wednesday	Grade 7 Wednesday	Grade 8 Wednesday
7:45 - 8:10	X period	X period	X period
8:15 - 8:40	Team	Team	Period 1
8:40 - 9:10	Determines Schedule	Determines Schedule	Period 2
9:10 - 9:40			
9:45 - 10:10	Period 3 TR	Team	Team
10:15 - 10:40	Period 3 MW	Determines Schedule	Determines Schedule
10:45 - 11:10	LUNCH		
11:15 - 11:40	RECESS BRAIN BREAK	Chorus Orchestra Band	Team Wellness
11:40 - 12:10	Team		LUNCH
12:10 - 12:40	Determines Schedule	LUNCH	Chorus Orchestra Band
12:45 - 1:10		Team Wellness	
1:15 - 1:45	Chorus Orchestra Band	Period 9 TR	Team
1:45 - 2:20			Determines Schedule
2:20 - 2:30	X period	Period 9 MW	

Scenario 3 will only be utilized at HCC if required by the DOH during the year due to COVID-19.

Scenario 3: All Students Participate in Remote Learning

If the school should be closed, students will be expected to participate in remote learning following the Even/Odd schedules noted in scenario 1. The scenario 2 Wednesday schedule will be implemented to allow flexibility for the academic teams based upon curricular and instructional needs.

The classroom teachers will provide specific instructions to students for accessing their remote classrooms and expectations for student learning during the scheduled times.

Byram Hills High School

The approved plan by the Board of Education for BHHS to start school in 2020-2021 is Grades 9-12 hybrid (Scenario 2)

Scenario 1: All Students Attend School

Each class will be split into two sections, and A group and a B group to accommodate social distancing. The teachers will alternate between the two groups each day in coordination with their classroom aide or assigned teacher unless the class is scheduled in a large space such as the gym or library.

300's and 400's classrooms

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:30	Independent eLearning	Small Group Tutorials	Independent eLearning	Small Group Tutorials	Independent eLearning
8:30-9:20	A (1)	B (2)	A (1)	B (2)	A (1)
9:20-9:30	Transition	Transition	Transition	Transition	Transition
9:30-10:20	B (2)	C (3)	C (3)	D (4)	C (3)
10:20-10:30	Transition	Transition	Transition	Transition	Transition
10:30-11:20	D (4)	E (5)	D (4)	E (5)	E (5)
11:20-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-1:00	F (6)	F (6)	G (7)	F (6)	G (7)
1:00-1:10	Transition	Transition	Transition	Transition	Transition
1:10-2:00	H (8)	G (7)	Small Group Tutorials	H (8)	H (8)
2:00-2:25	Small Group Tutorials	Independent eLearning	Small Group Tutorials & Mentor	Independent eLearning	Small Group Tutorials

100's and 200's classrooms

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:30	Independent eLearning	Small Group Tutorials	Independent eLearning	Small Group Tutorials	Independent eLearning
8:30-9:20	A (1)	B (2)	A (1)	B (2)	A (1)

9:20-9:30	Transition	Transition	Transition	Transition	Transition
9:30-10:20	B (2)	C (3)	C (3)	D (4)	C (3)
10:20-10:30	Transition	Transition	Transition	Transition	Transition
10:30-11:20	D (4)	E (5)	D (4)	E (5)	E (5)
11:20-11:30	Transition	Transition	Transition	Transition	Transition
11:30-12:20	F (6)	F (6)	G (7)	F (6)	G (7)
12:20-1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-2:00	H (8)	G (7)	Small Group Tutorials	H (8)	H (8)
2:00-2:25	Small Group Tutorials	Independent eLearning	Small Group Tutorials & Mentor	Independent eLearning	Small Group Tutorials

Scenario 2: Hybrid: 50% of Students Attend School at a Time

In a hybrid model, students will attend school on the day their assigned groups, A group or B group, are scheduled below, with a Wednesday rotation.

Note: Students in self-contained special education classes (including the Language and Communication class) will attend school *daily* for in-person instruction.

The schedule above for “all in” remains the same for students in school and at home.

The groups will be assigned by the first letter of the students’ last names for continuity across the middle and high school.

- **A GROUP: A - K**
- **B GROUP: L - Z**

WEEK 1				
Monday	Tuesday	Wednesday	Thursday	Friday
A Group in school	A Group in school	A Group / B Group on a rotating schedule*	B Group in school	B Group in school
B Group at home <i>Students will following the master schedule remotely</i>			A Group at home <i>Students will following the master schedule remotely</i>	

**The Wednesday schedule will rotate between A and B groups to provide a balance for in-person instruction. The weekly schedule for the first semester is noted below:*

<i>Week of:</i>	Monday	Tuesday	Wednesday	Thursday	Friday
August 31		AK	LZ	LZ	LABOR DAY
Sept 7	LABOR DAY	AK	AK	LZ	LZ
Sept 14	AK	AK	AK	LZ	LZ
Sept 21	AK	AK	LZ	LZ	LZ
Sept 28	YOM KIPPUR	AK	AK	LZ	LZ
Oct 5	AK	AK	AK	LZ	LZ
Oct 12	COLUMBUS DAY	SUP. CONF DAY	AK	LZ	LZ
Oct 19	AK	AK	AK	LZ	LZ
Oct 26	AK	AK	LZ	LZ	LZ
Nov 2	AK	AK	AK	LZ	LZ
Nov 9	AK	AK	VETERAN'S DAY	LZ	LZ
Nov 16	AK	AK	LZ	LZ	LZ
Nov 23	AK	AK	LZ	THANKSGIVING RECESS	
Nov 30	AK	AK	LZ	LZ	LZ
Dec 7	AK	AK	AK	LZ	LZ
Dec 14	AK	AK	LZ	LZ	LZ
Dec 21	HOLIDAY RECESS				
Dec 28	HOLIDAY RECESS				
Jan 4	AK	AK	AK	LZ	LZ
Jan 11	AK	AK	LZ	LZ	LZ
Jan 18	MLK JR. DAY	AK	AK	LZ	LZ
Jan 25	AK	AK	AK	LZ	LZ

Scenario 3 will only be utilized at BHHS if required by the DOH during the year due to COVID-19.

Scenario 3: All Students Participate in Remote Learning

If the school should be closed, students will be expected to participate in remote learning following the same “all in” master schedule. The classroom teachers will provide specific instructions to students for accessing their remote classrooms and expectations for student learning during the scheduled times.

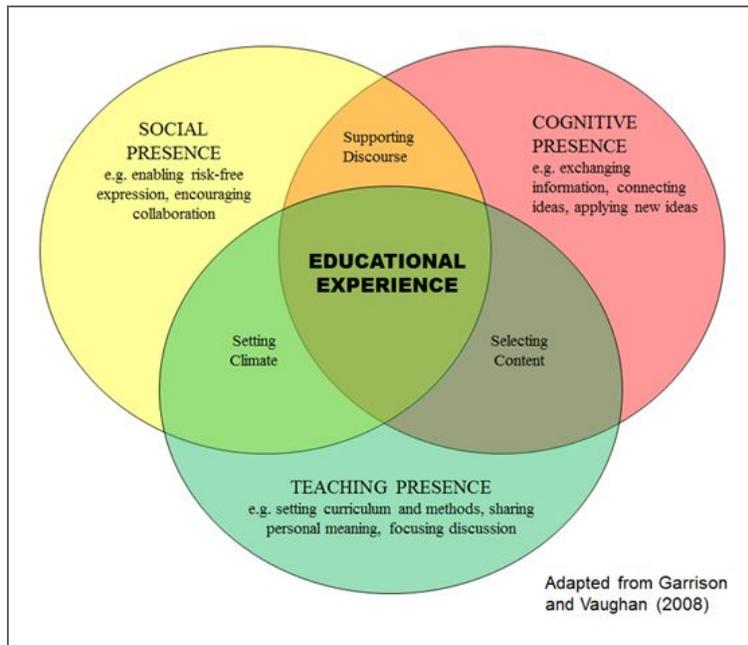
Teaching and Learning

Guiding Principles

- The instructional program easily transitions from in-person, hybrid, and fully remote for continuity of student learning and is accessible to all students.
- The instructional program will provide substantive interaction with teachers regardless of delivery methods (i.e., in-person, hybrid, or remote.)
- The curriculum will align to the [NYS Learning Standards](#).
- Clear communication methods with administrators and staff will be established regarding the curriculum, instruction, or technology support.

The instructional plan is designed to easily transition between the three scenarios described in the School Schedules section. Regardless of the return-to-school scenario, we use the research-based Community of Inquiry framework which recognizes three essential areas for student success in a blended learning environment. Our instructional program is designed with each element in mind:

- Cognitive Presence is created through the careful design of learning tasks, where students construct their knowledge and understanding of the academic content. Students engage higher-order thinking processes about the content through such activities as classroom discussions, direct instruction, guided and independent tasks, feedback, reflection, and other means.
- Teaching Presence is seen through the careful interaction between the teacher and the student to facilitate learning. This occurs during full class, small group, and individual conferences with students as the teacher supports students in making meaning of the content of the course. Teachers provide feedback, adjust learning to meet student needs, invite student input, and demonstrate care for each child.
- Social Presence helps students identify with the classroom community and creates the environment for students to learn and communicate in a trusting environment. Students develop interpersonal relationships with classmates through interaction during class and outside the classroom, sometimes facilitated by small group projects or other designed tasks.



Regardless of the instructional delivery methods (in-person, hybrid or fully remote), students will be scheduled with their teachers regularly. At the K-6 level, students will have daily instruction to address students' academic needs and social-emotional well-being. At the 7-12 level, the instructional experiences will follow the school schedule and be comparable in rigor, scope and magnitude of the required 180 minutes per week unit-of-study requirement. It is our goal to ensure that students meet the academic learning goals and receive the appropriate instructional support from their teachers needed to succeed.

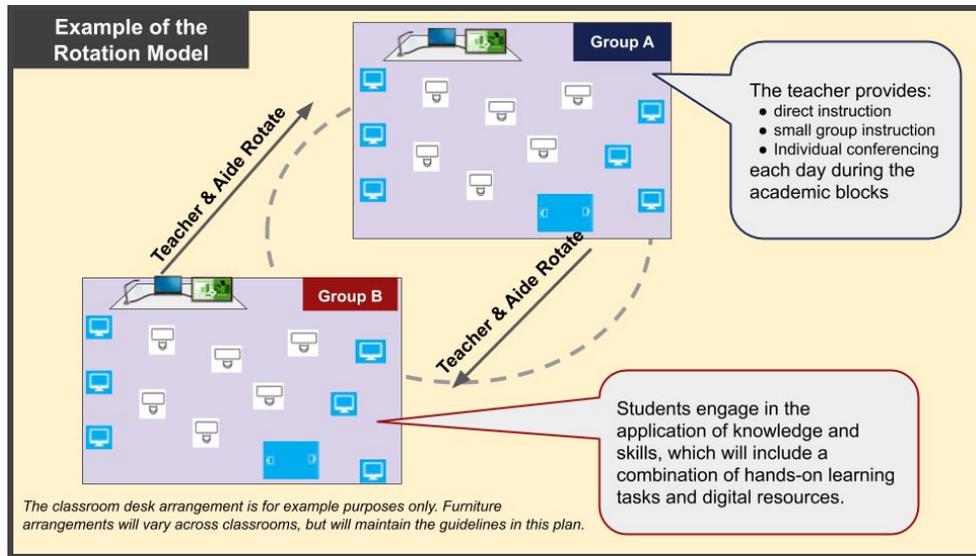
For students in grades K-12 who meet the criteria for remote instruction as per NYSED, remote learning experiences will be provided by the District. The District will make the final determination of the schedule based on the final enrollment numbers received during August. The instructional plan may differ from the three scenarios, but will include synchronous and asynchronous instruction.

The models below will exemplify the ways in which students will engage in the learning process in each scenario. It is expected that students will follow their school schedules regardless of the scenario, and teachers will take attendance whether students are learning in-person or at home. (Please reference the Attendance and Chronic Absenteeism section of this document.) Teachers will communicate the expectations that all students must attend class and participate. Students will have access to both synchronous and asynchronous sessions.

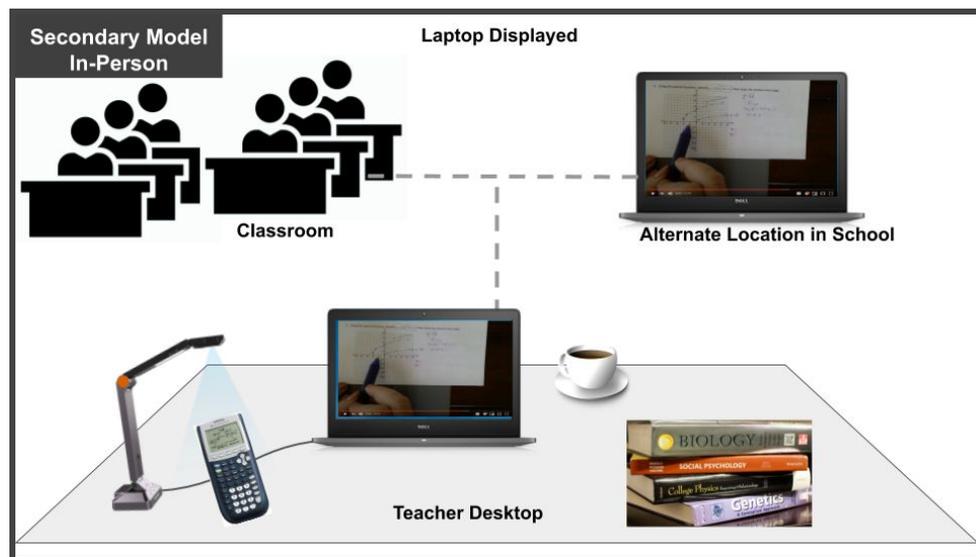
Scenario 1: In-Person Instructional Model

During in-person instruction for K-6, classes will be divided into two groups, an A-Group and a B-Group. The two groups will be separated across two classrooms or spread out across a larger space (such as a gym space or library), for the purpose of social distancing. The teachers will provide in-person instruction to one group of students while a classroom aide or another teacher monitors the learning activities of the other group. Throughout the block of time the classroom teacher will rotate between the groups. Instruction may occur through a variety of modes such as hands-on activities, small group instruction, individual conferencing, digital resources, and

asynchronous learning tasks. The diagram below represents one example of how the learning space and instruction may be organized.



At the secondary level, classroom instruction may occur through synchronous and asynchronous learning during the scheduled class period. The teacher will provide instruction to students in-person or in alternate locations, if needed for social distancing.

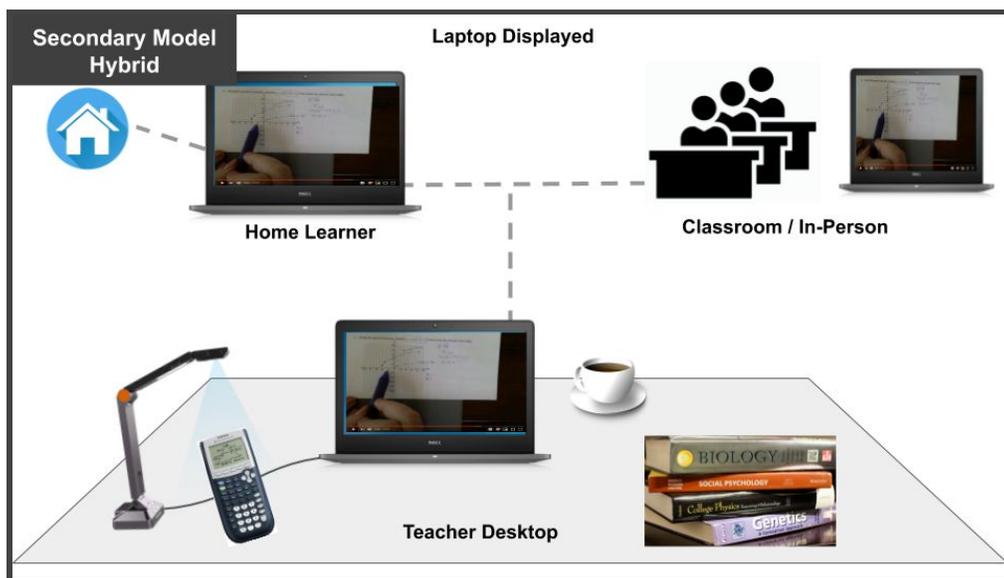


Scenario 2: Hybrid Instructional Model

Students are expected to follow their schedule during the hybrid model. Instruction may be delivered in a variety of ways to students in-person and at home during their scheduled class, which may include one or a combination of:

- Synchronous (live) instruction via Google Meet or Zoom
- Pre-recorded video lessons with check-in instructional time during the class period
- Split periods with teachers instructing in-person and home groups separately (i.e., A group and B groups meeting at different times during the schedule block of time.)

Students at home will receive synchronous instruction during the time when their class is scheduled and attendance will be taken for full participation during the class period.



Scenario 3: Remote Learning Instructional Model

Students will be expected to follow their schedules as noted in the School Schedule section, and instruction will be provided during this time. Instruction may be delivered in a variety of ways to students remotely during their scheduled classes, which may include one or a combination of:

- Synchronous (live) instruction via Google Meet or Zoom
- Pre-recorded video lessons with check-in instructional time during the class period
- Split periods with teachers instructing in-person and home group separately (i.e., A group and B groups meeting at different times during the schedule block of time.)

Students at home will receive synchronous instruction during the time when their class is scheduled and attendance will be taken for full participation during the class period.

The instructional models below serve as *examples only* to provide families possible ways the students will receive instruction remotely. Instructional approaches vary across grade levels, content areas, and classrooms.

Breakout Group Model			
Full class			
<ul style="list-style-type: none"> - Overview of lesson / tasks - Direct instruction on topic - Clarify goals and learning objects 			
Breakout groups collaborate on specific task:			
Breakout	Breakout	Breakout	Breakout

group 1	group 2	group 3	group 4
Teacher visits groups: <ul style="list-style-type: none"> ● Check for understanding ● Ask clarifying and probing questions ● Provide feedback ● Adjust learning pathway ● Etc. <p><i>Provide prompts for a share out to full class</i></p>			
Full class <ul style="list-style-type: none"> - Share out - Summarize and clarify - Exit ticket/formative assessment 			

A/B Synchronous / Asynchronous Model	
Full class <ul style="list-style-type: none"> - Overview of lesson / tasks - Direct instruction on topic - Clarify goals and learning objects 	
A group - with teacher	B group - async/independent
Teacher provides mini lessons. Provide feedback, clarify content, ask questions, adjust learning pathways, etc.	Students work independently or in groups on a task. Students engage in content learning via recorded video, reading, etc.
A group - async/independent	B group - with teacher
Students work independently or in groups on a task. Students engage in content learning via recorded video, reading, etc.	Teacher provides mini lessons. Provide feedback, clarify content, ask questions, adjust learning pathways, etc.
Full class <ul style="list-style-type: none"> - Share out - Summarize and clarify - Exit ticket/formative assessment 	

Flipped Classroom Model	
Individually (before class period) <ul style="list-style-type: none"> ● Students watch pre-recorded videos by teacher or other source ● Students complete task based on content they viewed ● Students note questions or wonderings based on content they viewed <p><i>This task provides students an opportunity to explore content or skills before class.</i></p>	<p><i>A unit of instruction may span several days or weeks, and a variety of instructional strategies are used for students to experience the content.</i></p>

<p>During class time</p> <ul style="list-style-type: none"> • Students will discuss or practice the content with teacher and classmates • Students may complete a task independently and share their work with teacher and classmates • Students can ask questions and seek clarification on content or skills • Students may engage in group work • Students may reflect on their learning <p><i>The class time allows opportunities for students to explain and elaborate on their learning and for adjustments to instruction to be made.</i></p>	<p><i>Students are assessed multiple times and receive feedback from the classroom teachers over the course of a unit of instruction.</i></p>
<p>Assessment</p> <p>At the end of the learning unit (which may span many days or weeks), students will receive an assessment in a variety of formats from the classroom teacher.</p>	

Unit of Study

The NYS Commissioner’s regulations specify that students in grades 7-12 receive a minimum of 180 minutes per week of instruction in class to be eligible for credit in an academic course. For the 2020-2021 school year, the regulations were adjusted to allow flexibility in the delivery of instructional methods to account for the time requirements. The minimum 180 minutes of instruction may be provided through various experiences, including, but not limited to, in-person instruction, completing online tasks or modules, viewing instructional videos, responding to discussion prompts, conducting research, or engaging in discussions through video conferencing. Any student who achieves the learning outcomes for the course and a passing grade, as indicated by the classroom teacher, will be granted the unit of credit for such a course.

Academic Intervention Services

Students receive Academic Intervention Services (AIS) in the core academic subjects, English language arts, mathematics, science, or social studies, when they are at risk of not meeting proficiency levels on New York State assessments or based on local assessment measures. The services, which are in addition to the regular instructional program and special education services, may be provided during the regular school day or in an extended day program. Students may receive services based upon the school’s Response to Intervention (RTI) plan. The RTI process provides students with strategies and supports by classroom teachers or additional school personnel based upon students’ needs as identified by the Instructional Support Teams.

A diagnostic assessment will be provided to students in grades K-8 to guide our academic support programs and address any loss of instruction from the spring.

The District will continue to follow the [Multi-Tiered System of Supports plan](#) for implementing AIS and all aspects of the MTSS.

Grading

Students will be graded for their demonstration of meeting the learning standards for each course as outlined in each school's handbook. Classroom teachers determine the degree to which students meet the standards and will assign an appropriate grade, using the school's published criteria. All courses that receive high school credit are reported on the student's final transcript.

Assessment

Teachers will provide assessments appropriate for the students' grade level and content area. Assessments are designed to provide students with feedback on their mastery of the learning content and allow teachers the opportunity to modify instruction appropriately to meet student needs and for students to relearn content.

The District will implement a diagnostic assessment for students in grades K-8 to evaluate gaps in student learning from the spring and summer. High school teachers will implement pre assessments relevant to their course content and prerequisite skills and knowledge. Teachers will utilize various online tools and other strategies to provide academic support. Other intervention strategies may be used as determined by the Instructional Support Teams or administration.

The NYS Education Department has not provided guidance on the grades 3-8 ELA, math or science tests or the Regents exams. Nonetheless, the curricular program will continue to align to the NYS Learning Standards.

Fine Arts

The District recognizes the importance of arts instruction and has taken precautions to ensure the safety of students and staff.

In-Person Arts Instruction

- Materials being used by multiple students will be minimized. When materials must be shared, we will follow appropriate cleaning guidelines.
- Singing will be limited during all indoor instruction unless students are appropriately distanced at 12-feet apart. Given the restrictive guidance, it is unlikely that singing will occur in school. Singing could potentially take place during outdoor instruction but will also be limited. Flipped classroom models may occur instead.
- Students will be given their own kit of "high touch" art supplies.
- Students will not be sharing instruments.
- Playing of wind instruments will be determined regarding indoor instruction - NYSED guidance says this may occur if students are appropriately distanced at 12-feet apart - tbd. Playing may take place during outdoor instruction but will also be limited. Flipped classroom models may occur instead.
- Ensemble instruction will shift from large group activities to solo and small group repertoire.
- When using hard-to-clean supplies, such as clay, students will be given their own set of materials that will not be shared or recycled for later use.
- All arts related materials will be cleaned by using recommendations from NYSED and approved arts organizations.

Hybrid Arts Instruction

- All arts instruction will be designed to easily pivot between in-person and virtual learning. Teachers will use online platforms during in-person instruction to assist students in transitioning between in-person and virtual.
- Teachers will provide online resources to share with their students to support hybrid instruction.

Remote Arts Instruction

- Teachers will provide a list of recommended supplies for students to acquire that will be used for home instruction.
- Teachers will design projects that use items easily found at home while continuing to adhere to NYSED Learning Standards in the Arts.
- Music teachers may utilize various online programs, such as Music First and Smart Music, as tools to support instruction and assessment.

Physical Education

- In school, students will participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations, etc.) that comply with physical distancing guidelines and require little or no equipment. When students are at home, they will focus on activities for physical fitness and motor skill development.
- Physical education instruction may take place in the school gymnasium or preferably outside where students and staff can adhere to social distancing guidelines.
- As per NYS Department of Health guidelines, teachers will ensure that a distance of twelve feet in all directions is maintained between students while participating in any lessons that require aerobic activity and may result in heavy breathing.
- At the elementary level, physical education teachers will rotate through classrooms to deliver instruction and will adjust lessons and activities appropriately based on the space available.
- When remote learning occurs, physical educators will provide students with instruction to meet the [national recommendation](#) of 60 minutes or more of moderate-to-vigorous physical activity daily.
- Teachers will provide synchronous and asynchronous instruction during remote learning.
- Students will not be using the locker rooms for changing clothes. Therefore, teachers will provide recommended clothing for participation in physical education, whether indoors or outdoors.

Student Expectations During Online Learning

An addendum will be provided in the District's Code of Conduct regarding behaviors for video conferencing and remote learning.

Diploma Requirements

The NY State Education Department issued an update to the [Diploma/Credential Requirements](#) and [Credit Requirements Chart](#) to include information about the assessment exemptions due to COVID during the 2019-2020 school year.

Social and Emotional Well-Being

Guiding Principles

- Support academic, social, and emotional learning needs of all students and adults in the school community.
- Continually reassess the circumstances and identify areas for improvements in the learning environment and the social-emotional well-being of all students and adults.
- Follow the CASEL [Social and Emotional Learning \(SEL\) Roadmap for Reopening School](#) framework and recommendations and the [NYS Social-Emotional Learning Guidelines](#).
- Additional resources for social-emotional learning can be found on the [NYS Student Support Services webpage](#).
- Follow guidelines from the [National Association of School Psychologists](#), the [New York Association of School Psychologists](#), [Child Mind Institute](#), and the [American Academy of Pediatrics](#)

Staff, Student, and Family Training

The District addresses professional development opportunities for staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students and staff.

The Byram Hills mental health providers (psychologists, social workers, guidance counselors, and student assistance counselors) are available to support the social, emotional and behavioral needs of students and families. The mental health providers will utilize trauma-informed practices as well as a strengths-based approach used by staff to promote positive growth.

Parents/Guardians and students will be offered support times throughout the week that they can sign up for in advance. Parent/Guardian meetings will continue to occur virtually during the school year to allow parents/guardians the opportunity to meet with their child's teacher or team of teachers and other support staff if needed. At each school, building level support teams will meet regularly to discuss concerns and develop appropriate support and communication with students, parents/guardians and teachers.

The District has made available resources and referrals to address mental health, behavioral, and emotional needs of students and staff when school reopens for in-person instruction. The District has done this through:

- Identified areas of need for parents/guardians
- Google Classrooms for each building that will provide resources and information to parents/guardians and students
- Referral lists for clinicians and support programs

In-Person and Virtual Counseling Structure/Expectations

Our mental health providers will be offering counseling as needed to students. Given the various developmental ages and potential need to offer counseling services in a virtual setting, the following structural guidelines and expectations have been established by building for virtual meetings:

Coman Hill & Wampus Elementary Schools

- Parents/Guardians will be informed about the structure and expectations of virtual counseling.
- A Google Classroom at each school will be available to support the social and emotional wellness of all students, families, and staff.
- Students with mandated counseling will have scheduled virtual sessions based on developmental needs per the IEP
 - Missed sessions may be rescheduled and/or asynchronous options will be provided
 - IEP goals will be reviewed and adjusted as necessary during remote learning

H. C. Crittenden Middle School

- Students may receive counseling from the school counselor assigned to their grade or the school psychologist to assess student's social and emotional needs
- School counselors and the school psychologist will consult on cases
- Parents/Guardians will be informed of the structure and expectations of virtual counseling
- Students with mandated counseling will have scheduled virtual sessions based on developmental needs per the IEP
 - Missed sessions may be rescheduled and/or asynchronous options will be provided
 - IEP goals will be reviewed and adjusted as necessary during remote learning
- Non-mandated students will be offered support times that they can sign up for during the week with the school psychologist and school counselors.

Byram Hills High School

- Student needs will be assessed to determine appropriate interventions
- Parents/Guardians will be informed of the structure and expectations of virtual counseling
- Students with mandated counseling will have scheduled virtual sessions based on IEP
 - Missed sessions will be rescheduled; if the rescheduled session is missed, a counseling activity/lesson will be provided if appropriate
 - IEP goals will be reviewed and adjusted as necessary during remote learning
- Non-mandated students will be offered support times that they can sign up for during the week with the school psychologist and school counselors.

Student Community

Based on faculty and community feedback, the virtual environment limits the social interactions that our students have with one another. We will look to offer various opportunities for our students to connect with one another in suggested methods below:

Coman Hill Elementary School

- Social opportunities facilitated by classroom teachers are offered through in person instruction or virtually within their cohort
- Spirit Week: Fun Fridays
- Use of Google classroom to alert families to virtual activities or opportunities to connect with peers

Wampus Elementary School

- Social opportunities facilitated by classroom teachers will be available virtually through class cohorts

H.C.Crittenden

- Use of supports, such as Bobcat Corner, allows students to work together to complete assigned work (if virtual)
- Voice circles (either virtually or in-person) to help students connect to their peers throughout the building
- Lunch groups may be offered by school counselors
- Social opportunities facilitated by classroom teachers will be available virtually through class cohorts
- SAIL (Students Acting in Leadership) will continue to provide activities to promote student and staff connectivity

Byram Hills High School

- Virtual lunch groups and game playing activities
- Virtual administrator class meets
- Games and Grub (in school)
- Peer mentors/peer leaders
- Newcomer's groups
- Extracurriculars/Clubs
- Spirit Week/Fun Fridays

Guidance Counseling

The primary purpose of K-12 counseling is to assist students who exhibit any attendance, academic, behavioral or adjustment problems, educating them concerning personal safety, and encouraging parental involvement. Additionally, K-12 counseling supports students' ability to transition from grade-to-grade and school-to-school with minimal levels of ambiguity and disruption and higher levels of integration, familiarity, comfort, wellness and safety.

The secondary level school counselors incorporate the philosophy and best practices of social-emotional learning into guidance classes and programs, in meetings such as the Pupil Personnel Team, and in individual counseling sessions. They also utilize related data and recommendations from strategic partnerships, including the [Challenge Success Program](#) at Stanford University, the University of Michigan [Depression Center](#), and the [Yale Center for Emotional Intelligence](#).

The Guidance Department provides resources on the District website, which includes, mental health supports, remote learning resources, college planning, and academic and standardized testing information:

- [H.C. Crittenden Middle School](#)
- [Byram Hills High School](#)
- [College Planning Resources](#)

The District established the [School Counseling Advisory Committee](#) (SCAC) consisting of parents/guardians, students, Board of Education members, building and District administration, teachers, and school counselors to inform the comprehensive developmental school counseling program plan. This program plan has been reviewed and updated to meet current needs. For

2020-2021, SCAC will inform the developmental school counseling program and support mental, behavioral, and emotional support services and programs by:

- Meeting regularly to discuss the emerging needs of students and families upon re-entry.
- Seeking to address social-emotional needs of students and families, building student and family engagement, detailing trauma-responsive practices that support the well-being and success of students and families.
- Discovering opportunities to leverage community partnerships to promote the physical and emotional safety and needs of all stakeholders.
- Developing communication strategies aimed at building student and family engagement, informing all stakeholders of resources, programs and services to address mental, social and physical health and well-being.

To support the academic and social-emotional needs of students, the following systems will be in place for the return to school for 2020-2021.

Coman Hill and Wampus Elementary Schools

Instructional Support Team (IST) receives referrals and conducts initial assessments of students' academic, behavioral, and/or coping skills, and IST recommends strategies to be implemented to help the students achieve success. The team determines what support is needed for the student to maintain a level of success in the classroom. These strategies are evaluated by the team after a predetermined period of time based on the goals set for the student. If the student's teachers report a positive change, the strategies are continued.

K-5 school counseling is continuing to be studied by the assistant principals, in coordination with special services, school counseling personnel, and the teaching staff, to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child abuse, and to encourage parental involvement. K-5 counseling is designed to meet the emerging needs of students and families upon reentry and utilize trauma-responsive practices to support the well-being and success of students.

H. C. Crittenden Middle School

The Child Study Team conducts weekly meetings with school counselors, administrators, school psychologist, Special Education committee chairperson, school nurse to identify students who are vulnerable, and to review attendance, disciplinary, academic and mental health data and determine plan of action for identified students, and when applicable, utilize trauma-responsive practices.

During the 6th, 7th and 8th grade team meetings, weekly meetings with teams of teachers and school counselors discuss students of concern, identify vulnerable students, track and monitor attendance, disciplinary, academic and mental health data to make referrals to the Child Study Team for a plan of action.

The Guidance Department collaborates with staff and students through the Guidance class, and Wellness Breaks to encourage focus on social-emotional skills, support and nurture new skills and mindsets, to support the social and emotional well-being and resiliency of students, to encourage connection, healing, and relationship-building, to ensure voices have been heard, and to foster increased resiliency.

Byram Hills High School

At Byram Hills High School, the Pupil Personnel Team (PPT) conducts weekly meetings with school counselors, school psychologists, administrators, Director of Special Education, school nurse, and social worker to identify students who are vulnerable, review attendance, disciplinary, academic and mental health data and determine plan of action for identified students and when applicable, utilize trauma-responsive practices. The PPT receives referrals from the IST and determines appropriate plans. The IST receives referrals and conducts initial assessments of students' academic, behavioral, and/or coping skills, and recommends strategies to be implemented to help the students achieve success. The team determines what support is needed for the student to maintain a level of success in the classroom.

The Guidance Department collaborates with staff and students through the Freshman Mentor program, Health class, Peer Leadership team, and Wellness for Life class to encourage focus on social-emotional skills, support and nurture new skills and mindsets, to support the social and emotional well-being and resiliency of students, to encourage connection, healing, and relationship-building, to ensure voices have been heard, and to foster increased resiliency.

The Guidance Department will provide additional services to support the community needs during this time:

- Individual Counseling: Increase opportunities for students to access counselors, social workers, and school psychologists by communicating office hours available and developing appointment calendars for students to access.
- Communication and Resources: Develop a School Psychologist Google Classroom for all students and families to access. This is a vehicle to communicate SEL, and mental health resources to students and families.
- Principal's Coffee: Through small group discussions with parents/guardians, the principal communicates information and resources to the public. Discussion of emerging topics and concerns within the community encourages collaboration and community building. These meetings are recorded and posted on the District website for community viewing.
- Guidance Discussion Groups: Through small group discussions with parents, the Guidance Chairperson engages families in community building discussions based on emerging trends, and community concerns. Resources are provided, the discussion is recorded and posted on the District website for community viewing.
- New Student Orientation: Provide new student orientation throughout the school year to ensure students feel they are welcome and cared for in the school community, and so students receive the support they need to achieve and thrive.
- High school newsletters: Communicate resources for students and families through the school newsletters.
- Mental health resources and referral list: COVID-19 specific information is compiled and utilized by social workers, school psychologists, school counselors, principals and assistant principals for referrals. Families can contact the school for a referral.
- Testing Services: Administer a diagnostic tool for universal screening for internalizing and externalizing behaviors in COVID-19

Multi-Tiered System of Supports (MTSS)

In our effort to support all students in accessing the rigorous learning standards, Byram Hills implements a comprehensive plan to provide services to students falling below standards in the academic content areas. The District's [Multi-Tiered System of Supports \(MTSS\) plan](#) describes

the procedures for academic intervention services (AIS), Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS). This framework provides the outline for the IST and PPT in providing support to students. The District will collaborate with building administration to ensure the necessary tools are in place, and provide new tools as needed.

To support the PBIS framework, the District utilizes the [CASEL core competencies](#) to support the social-emotional and learning needs of students. This framework continues to be an ongoing study through the District and building-level Site-Based Teams as a tool to evaluate and revise the District's practices for discipline, support, and overall approach to conduct and behavior to build a positive school community and environment for all students to thrive.

The site-based teams, the school counselors, and the school psychologists, in collaboration with building and District administration, will review the professional learning needs for staff and families to address the social-emotional needs of students during the ongoing health emergency. The goals include: assessing the implementation of the CASEL framework; providing support for developing coping and resilience skills for students, staff, and families; and providing resources and learning opportunities throughout the year.

Staff Support

- Provide staff with a common language that provides support and assistance to students <https://www.nactatr.com/files/2020NACTATR-PFA.pdf>
- Offer support for staff individually or in groups through EAP
- Facilitate early and consistent communication with teachers of students who are struggling

Special Education

Guiding Principles

- Provide a Free Appropriate Public Education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- Provide meaningful parental engagement regarding the provision of services to the child.
- Collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) and program providers representing the variety of settings where students are served.
- Access to the necessary instructional and technological supports to meet the unique needs of students.
- Documentation of programs, services and communications.
- In-person programs and services are a priority as much as possible for high-needs students with disabilities who receive program support.

Our special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. The reopening plans we have developed provide a framework to ensure that all students with disabilities continue to have available to them FAPE, which emphasizes special education and related services designed to meet their unique needs and prepares them for further education, employment, and independent living. In consideration of the health, safety, and well-being of students, families, and staff, the District's reopening plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Least Restrictive Environment

To the greatest extent possible, consistent with their IEP our students with special needs will be provided opportunities for instruction with students without disabilities. During in-person instruction, the plans we have designed, following the health and safety requirements will not result in the unnecessary separation of students with disabilities from their non-disabled peers. For example, integrated co-teaching, consultant teacher and resource room programs will occur for students with special needs with the same cohort of general education students both in person and remotely to the maximum extent possible.

Least Restrictive Environment (LRE) Documentation

The process of determining the LRE is driven primarily by the CPSE/CSE. Members of the K-5, 6-12 Task Forces, special education sub committees, site based teams and CPSE/CSE members (through individual CSE meetings) are stakeholders in designing and ensuring that students have full access to the LRE. The process will be documented via student schedules, teacher contact time and CPSE/CSE recommendations. Parents/guardians are integral members and participants in CPSE/CSE meetings and are part of the decision making process.

Individual Education Plan (IEP) Implementation

Until our schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely

(e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued Office of Special Education (OSE) guidance, the Byram Hills Central School District ensures that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when we resume, the District may not be able to provide all services in the same mode and/or manner they are typically provided. The continuum of services will be implemented in order to deliver special education programs and services to meet the needs of students with disabilities. The continuum remains in place with various types of instructional models including in-person and remote learning. When providing remote services, Byram Hills will continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents.

Progress Monitoring

Our teachers and service providers must continue to collect data, whether in-person or remotely, and use the data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the student's IEP cannot be met with reasonable efforts.

Best Practice for Contingency Plans

In March 2020, NYSED provided guidance conforming with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, CPSE/CSE will be prepared to address students' remote learning needs in the event of potential future intermittent or extended school closures. The synchronous sessions will occur more frequently and the duration will be based on the special education needs of the student(s). Teachers are continuing to hone their remote teaching skills and build a repertoire through a variety of professional development opportunities. Additionally, related service providers are incorporating best practices for conducting remote teletherapy sessions with students. Teachers of high needs students and preschool students with disabilities should to the maximum extent possible incorporate paper/pencil tasks during remote learning/extended closures to supplement synchronous/asynchronous sessions.

Compensatory Services

Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, CPSEs/ CSEs must make an individualized determination whether and to what extent compensatory services are to be provided once school reopens; how those services will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year. Parents and or staff may request a CPSE/CSE meeting to discuss compensatory services.

IEP Implementation Documentation

Special Education teachers and related service providers will document the following:

- Changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction;
- The instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services;
- Formative assessments and ongoing monitoring of student progress, with the documentation will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication;
- Communication logs and evidence of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure; and
- The Office of Special Services will document the provision of compensatory services, if any, to individual students upon the reopening of schools. Documentation will then be available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication. Teachers and related service providers will log the compensatory hours provided.

This documentation will be in the form of any of the following, but not limited to; progress monitoring through IEP Direct, other informal or formal progress monitoring tools, rubrics, teacher/service providers anecdotal records, case notes, logs, parent/guardians teacher conference notes, IST, CST, PPT, daily communication logs with parents/guardians, emails and letters.

PPE Modification

PPE in particular masks for teachers, specialists and related service providers who work closely with deaf or hard of hearing students, will have a clear see through protective barrier in the mouth portion of the mask in order to allow for deaf and hard of hearing students to read lips and see mouth gestures. These masks will be supplied by the Office of Special Services.

Child Find

The Office of Special Services will continue to meet the responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

Referral

Before referring a student for special education, our district will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the District suspects a student of having a disability, we must refer the student for an initial special education evaluation and obtain parent/guardian consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. All parent/guardian referrals and requests for referrals by school staff should be considered as usual per the procedures in Commissioner's Regulations section 200.4(a).

Initial Evaluation/Reevaluation

Special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology is being considered in order to meet timelines for evaluations and reevaluations that must be conducted remotely.

CPSEs/CSEs will review records to determine which students are due for an initial evaluation or

reevaluation. Beginning July 6, 2020 the initial and re-evaluation process began in person in order to address the backlog from the recent closure. Our District will continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Eligibility Determination/Annual Review Meetings

The Byram Hills Special Services CPSEs/CSEs will continue to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. When conducting CPSE/CSE meetings, the parent/guardians of a student with a disability and the district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

Communication/Coordination

Ensuring clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. The Byram Hills School district staff and approved programs serving students with disabilities must collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

Meaningful Outreach and Engagement with Parents/guardians of Students with Disabilities

In addition to the communication efforts we provide for all students, parents/guardians of students with disabilities have a legal right to be informed regarding the identification, evaluation, educational placement, and the provision of FAPE to their child. Whether special education programs and services are provided in-person, remotely, or through a hybrid model, effective communication between school personnel and our parents/guardians includes the following:

- Working collaboratively and creatively to help ensure there is an understanding of the efforts to provide services consistent with the recommendations on the IEP and monitor student progress; and
- Communicating with parents/guardians in their preferred language or mode of communication and documenting outreach efforts

Procedural Safeguards and Prior Written Notice Requirements

The Byram Hills School District must continue to provide the procedural safeguards notice to parents/guardians. Our parents/guardians must be provided with prior written notice in a reasonable time before a change in the identification, evaluation, educational placement or provision of FAPE to the student. The procedural safeguards notice, prior written notice, and CPSE/CSE meeting notice may be provided to the parent/guardian by email if the parent/guardians elected to receive documents by email. Prior written notice is not required if instruction or related services continue to be provided remotely or through a hybrid model because remote learning and telepractice is considered an alternate mode of instructional delivery and not considered a change in the student's educational placement. If, however, based on current circumstances, revisions or additions to a student's IEP need be made to continue to meet the student's needs while school is closed due to COVID-19, such changes must be made by the CPSE/CSE at a meeting or through a written agreement with the parent to amend the IEP without a meeting (with the expectation that parents must be provided a copy of the document amending the IEP and prior written notice of the proposed changes to the IEP).

Partnership and Collaboration to Reflect All Settings Where Students are Served

The diverse educational needs of students with disabilities are reflected through the continuum of services that are provided in a variety of settings. The Byram Hills Central School district is ultimately responsible for the provision of FAPE, frequent opportunities to interact with representatives from all applicable school settings will best facilitate the collective review of effective service delivery and student progress monitoring. For those students who are receiving special education programs and services in a Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county, Byram Hills representatives must conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate. For those special education programs and services delivered via a contract with Byram Hills or a county, the provision of instruction and related services must continue to be documented by the contracted District program, BOCES program, nonpublic school with an approved special education program, Special Act school District, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the Byram Hills Special Services representative for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements. Successful and continued partnerships between program providers and the Byram Hills Office of Special Services representatives will reflect coordinated efforts necessary to best respond to student needs.

Accommodations and Modifications

Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Supplementary Aids and Services

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

Technology

Many students with disabilities require assistive technology that is used to increase, maintain, or improve their functional capabilities. Students will have access to their working technology and any accompanying required programs. Typically the occupational therapist providing services to your child is involved with the selection and teaching the functionality of the device and various programs. Contact Special Services at 914-273-2280 if you have any questions or concerns regarding the assistive technology device and/or service for your child(ren).

Bilingual Education and World Languages

Guiding Principles

- Provide all English Language Learners (including those with an Individualized Education Program) with every opportunity for full and equal participation in a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students
- Design and deliver high quality instruction that is culturally and linguistically appropriate for all diverse learners.
- Support academic achievement of students through collaboration among English as a New Language educators, content-area teachers, school support personnel and administration, and parents/guardians of English Language Learners.
- Proactively address inequalities by addressing the special needs of English Language Learners and their parents/guardians to provide support and instruction regarding the use of technology.

Identification of Potential ELLs

All newly enrolled students in Byram Hills complete a Home Language Questionnaire (HLQ) in order to identify English Language Learning needs. The HLQ is reviewed by the English as a New Language (ENL) teachers, who review the responses in order to identify the program needs. The ENL teachers contact families to review the program and establish a testing schedule. All identified students will be tested prior to the start of the school year. Beginning September 1, 2020, newly enrolled English Language Learners students will be tested within 10 school days of initial enrollment.

Units of Study/Culturally Responsive-Sustaining Education Framework

English Language Learning students will receive their required instructional Units of Study based on their most recent measured English language proficiency level during in-person instruction. The instructional program includes a combination of push-in and pull-out support, designed in collaboration between the ENL and classroom teachers. These supports will take place during all scenarios (i.e., in-person, hybrid, or remote.) The ENL teachers may push-in during video conferencing class sessions and provide support to the students when asynchronous lessons are provided during class time. Students will be engaged in rigorous instruction with high expectations based on a curriculum that fosters a welcoming and affirming environment that is inclusive for all students.

Progress Monitoring

English Language Learners will continue to be measured by NYS Learning Standards in addition to continuous monitoring of their oral and listening comprehension skills, productive (writing and speaking) skills as well as their literacy skills. English Language Learners' progress is monitored in a collaborative system between content-area teachers and the ENL teacher. Student progress data and reports will be generated on a quarterly basis and communicated to the parents/guardians in a language they understand. Services will be reviewed periodically and modified as needed to meet the needs of the students.

Family Partnerships, Communications and Language Access

ENL teachers, content-area teachers, and administration will make communication available to parents in a language they understand through their preferred method (email, Google Classroom, telephone calls, or printed documents sent to the home). Additional resources will be utilized through our area BOCES to support students and families in need of further communication mechanisms.

Additional building and District communication between home and school will be through digital platforms such as Google Classroom, monthly school publications, as well as through teacher emails and phone calls to the parents/guardians of English Language Learners. The District website remains a resource for parents to access necessary resources relevant to their child's education.

Professional Learning for Educators

The District will continue to provide professional learning opportunities related to technology use, co-planning best strategies, progress monitoring, implementing language based strategies, in hybrid instructional activities, synchronous instruction, and hybrid learning environments to all educators through its professional learning partnerships, its professional learning communities, and work sessions with curriculum leaders. Teachers will have continuous professional development opportunities to further their implementation of a culturally proficient and responsive education. Additional continuous professional development is available to teachers in critical thinking, student engagement, and building positive relationships through the Hudson Valley Regional Bilingual Education Resource Network, ELL Connection Webinars, and the PNW BOCES course offerings.

Educational Technology

During in-person, hybrid, or virtual instruction, English Language Learners will be assigned a Chromebook (and WIFI hotspot if necessary) in order to access instructional resources provided by content-area and ENL teachers through Google Classroom and other online resources and digital tools. Students will receive daily instruction using a myriad of digital tools that encourage critical thinking, differentiated instruction, independent learning, and student engagement that will prepare them for future challenges of either higher education or the workforce. Please reference the Technology and Connectivity section of this document for more details.

Building Operations

Guiding Principles

- Address academic, social, and emotional learning needs of all students.
- Provide for the changes needed for teaching and learning, special education, social and emotional well being, nutrition, health and safety, technology, facilities, and transportation.
- Follow guidelines from the [Centers for Disease Control](#) (CDC), the [Department of Health](#) (DOH), the [New York State Education Department](#) (NYSED), the [American Academy of Pediatrics](#), and health professionals for developing re-entry and safety protocols.
- Include District and community stakeholder partners as contributing groups to the District plan, including medical professionals from the field, operations experts, parents/guardians, staff, administrators, and town liaisons.
- Provide expectations and training for families, staff, and students to protect everyone's health and safety.

Please see the Health and Safety section of this plan for the following topics: Adult Safety, Cleaning, Custodians, Masks/Face Shields/Eyewear, and Nurses.

Coman Hill Elementary School

Arrival

This plan will be articulated to parents before the start of school.

Bathrooms

- Staff will instruct children about bathroom protocols.
- Hallway bathrooms will be assigned by zone, according to the map, to limit cross-contamination.
- Doors of bathrooms will be labeled by zone.
- Some stalls and sinks will be closed in order to allow for social distancing in bathrooms.
- Only two students are allowed in the bathroom at a time. Students will be instructed how to check how many students are present. If there are more than two students, the other children will wait in the hallway socially distanced on the dots.
- After using the restroom all children will wash their hands. Handwashing will be placed on mirrors in every bathroom as visual reminders, as well as on the wall outside of the bathrooms.
- In order to prevent students from touching the door handle (in classrooms) with their hands, trash cans and paper towel rolls will be placed by the bathroom door. All hallway bathrooms will have open doors.
- Signage will be provided to remind the children of this practice. Upon return to their classroom, students will use hand sanitizer.
- Bathrooms will be cleaned regularly by the custodial staff.

Classrooms

- Students will be grouped in cohorts to limit in-school movement and cross-contamination.
- Individual student desks or tables will be set 6 feet apart and face the same direction.
- Classroom doors will be kept open to reduce the touching of door handles.
- Windows will be kept open, when practicable, to let in fresh air. The air-conditioning systems now include MERV 13 filters to destroy pathogens. The air-conditioning systems are programmed with a fresh air intake.
- Cubbies will be assigned; students will take turns going to their cubbies in order to maintain a safe social distance.
- Students will be encouraged to bring their own supplies to reduce the sharing of items. Some items will be allocated to individual students by the teacher.
- During the first days of school, adults will teach students the appropriate requirements and routines for social distancing, use of masks and materials in the classrooms.
- Teachers may choose to hold class outside for portions of the day as weather permits.

Events & Assemblies

- Grade level and school-wide events and assemblies will not occur and virtual options may be explored.

Hallways

- All students and staff will wear a mask or masks while in the hallway.

Handwashing

- Staff and students should practice safe hygiene by handwashing or using hand sanitizer as frequently as possible and as needed. May include, but not limited to:
 - Entering the building and each classroom
 - Exiting a classroom
 - Before/after eating lunch/snack
 - Before/after outdoor play
 - Before/after physical education
 - Before/after using the bathroom
 - At any time that they are witnessed touching their face/mouth/nose/eyes
 - After sneezing, coughing, or blowing nose
 - After touching shared surfaces and materials
 - After unpacking
 - Anytime hands are visibly soiled
- Adults will safely secure hand sanitizer, storing it on a teacher desk or other secure location. Staff will establish routines, prioritizing hand washing over hand sanitizer.
- Adults will reinforce how to wash hands with soap and water (based on the video sent home to families by the nurse), as well as how to properly use hand sanitizer.
- Children with allergies should wash with soap and water in place of hand sanitizer.

Lunch

- Teachers will schedule students to wash hands before lunch.
- Lunch will be held in the classroom and supervised by either aides, teachers, or lunch monitors.
- Students will remove their masks, and eat socially distanced at their desks/tables.
- Students are encouraged to bring lunch from home.
- For those students who wish to purchase lunch through Aramark, the food will be delivered to the classrooms.
- Students will not share food.
- Before and after eating, students will use wet wipes to clean their desks/tables.

- Scheduled bathroom breaks will be taken toward the end of lunch to wash hands and use the restroom.

Nurse

- Teachers will call the nurse's office to inform the school nurse that they are sending a student to the nurse's office and teachers will inform the nurse of the symptoms that the child is exhibiting.
- If the child needs an escort to the nurse and an adult from the classroom is not available, the nurse will contact the office so arrangements can be made for an escort.
- There will be a quarantine area for all students with COVID-related symptoms.
- If a child is sent home, he/she will be escorted out of the designated nurse's exit to an adult.
- Strict symptom-management, including contact tracing and District determined post-illness protocols will be enforced according to the DOH.
- Nurse protocols for protective and disposable equipment will be followed.

Recess

- Prior to recess, every child should use the restroom and wash their hands.
- All students and staff must wear face masks unless a staff member instructs the students to take a mask break.
- Students should remain socially distant from one another **and will be encouraged to do so while in play activities.**
- Recess details and maps will be shared by the Principal.
- On fair weather days, cohorts will be taken to one of five outdoor spaces; the soccer field, the blacktop, the playground, the front field, and the grassy area behind the first grade wing.
- These spaces will be chalked/coned so cohorts do not commingle.
- Spaces will be assigned and rotate weekly.
- **Students will be able to socially distance outside whenever possible.delete**
- On inclement weather days, students will remain in their classrooms for socially distanced recess.
- Schedule is TBD depending on the grade level.

Security

- SROs and school security will remain in place throughout the District.
- Extra vigilance will be taken when groups are outside.
- Camera systems will continue to be monitored indoors and outdoors throughout the day.

Snack

- Students will wash their hands, remove their masks and eat their snacks socially distanced at their desks.
- Students will not share food and birthday treats will be prohibited. (Birthday protocol to be developed)
- When finished eating, students will use wet wipes to clean their surface.
- Teachers may choose to take their students outside to socially distance and eat snack.

Transportation - Activity buses TBD

Water Fountains/Water Filling Stations

- Students will be encouraged to bring a water bottle to school each day.
- Water fountains will be turned off and water filling stations will be provided.

Visitors

- There will be no visitors allowed in the building.
- Parent/Guardian meetings with teachers and administrators will be done over the phone or virtually.
- If students arrive late, the parent will call the office when they pull in front of the building and the child will be escorted by a Coman Hill staff member.
- If early pick up is required, students will be brought out to the car.
- If a contractor needs to enter the building, they will be required to complete a wellness form before entering and have their temperature checked.

Wampus Elementary School

Arrival

All students will wear a mask while exiting their car. Parents/guardians are encouraged to pull up as much as possible in the drop-off line. For parent drop-off 5th grade students will enter the main entrance and turn left. Third and Fourth grade will enter the fastlane exit and turn right. Students will all go directly to their classroom.

Bathrooms

Hallway bathrooms will be assigned by zone, according to the map, to limit cross-contamination.

- Students should enter the bathroom and look to see how many students are present. If there is another student, the other children will wait in the hallway socially distanced on the dots.
- After using the restroom all children will wash their hands. Handwashing signs will be placed on mirrors in every bathroom as visual reminders, as well as on the wall outside of the bathrooms. Bathroom doors will remain open.

Classrooms

Students will be grouped in cohorts to limit in-school movement and cross-contamination.

- Individual students will be set 6 feet apart and face the same direction using desks or tables.
- Classroom doors will be kept open to increase air circulation and reduce the touching of door handles.
- Windows will be kept open, when practicable, to let in fresh air. The air conditioning systems now include MERV 13 filters and devices to destroy pathogens. The air conditioning systems are programmed with a fresh air intake.
- Cubbies will not be used.
- Students will bring their own supplies to reduce the sharing of items.
- During the first days of school, adults will teach students the appropriate requirements and routines for social distancing and use of masks.
- Teachers may choose to hold class outside for portions of the day as weather permits. Walkie talkies will be available.
- Hand sanitizer stations will be at all entrances and pumps will be on teacher desks.

Events

All in person events (back-to-school, assemblies, etc) will take place virtually. Staff may plan virtual assemblies and field trips.

Hallways

All students and staff will wear a mask or masks while in the hallway. Though masks will be worn, all individuals will do their best to stay 6 feet apart. Students will be expected to do their best to keep their mask on at all times. Arrows and other directional signs will be positioned in the hallway.

Handwashing

- Staff and students should practice safe hygiene by hand washing or using hand sanitizer as frequently as possible and as needed. Including, but not limited to:
 - Entering the building and each classroom
 - Exiting a classroom
 - Before/after eating lunch/snack
 - Before/after outdoor play
 - Before/after physical education
 - Before/after using the bathroom
 - At any time that they are witnessed touching their face/mouth/nose/eyes
 - After sneezing, coughing, or blowing nose
 - After touching shared surfaces and materials
 - After unpacking
 - Anytime hands are visibly soiled
- Adults will safely secure hand sanitizer, storing it on a teacher desk or other secure location. Teachers will establish routines, prioritizing handwashing over hand sanitizer.
- Adults will reinforce how to sanitize hands with soap and water (based on the video sent home to families by the nurse), as well as how to properly use hand sanitizer.
- Children with allergies should wash with soap and water in place of hand sanitizer.

Intramurals

There will be no intramurals at this time.

Lunch

Students will be encouraged to bring their lunch and snacks every day along with a filled water bottle. Students who wish to purchase a lunch will receive the option of a bagged lunch delivered to the classroom. Students will be eating their snacks/lunch at their classroom desks, and will be required to wash their hands and clear and clean their area with a wet wipe before and after eating. Food items cannot be shared.

Recess

All students and staff must wear face masks unless a staff member instructs the students to take a mask break. Students should remain socially distant from one another at all times.

Recess schedules are TBD

Security

- SROs and school security will remain in place throughout the District.
- Extra vigilance will be taken when groups are outside.
- Camera systems will continue to be monitored indoors and outdoors throughout the day.
- Please refer to the Visitors section below.

Shared Supplies - TBD

Transportation - Activity buses TBD

Visitors

There will be no visitors allowed in the building.

- Parent/Guardian meetings with teachers and administrators will be done over the phone or virtually.
- If a student arrives late, the parent will call the office when they pull in front of the building and the child will be escorted by a Wampus staff member into the building.
- If early pick up is required, students will be brought out to the car.
- If outside contractors need to enter the building, they will be required to complete a screening form before entering and have their temperature checked.

H.C. Crittenden Middle School

Arrival/Dismissal

There will be designated points of pick up and drop off and as well as designated entry/exit points for students and staff to access the building. More specifically, bussing will continue utilizing the bus loop while parents will be able to drop off their children along a designated area on MacDonald Ave, directly in front of the middle school. Students will be able to remain outside, in the cordoned-off parent circle. Seventh and eighth graders will enter through the cafeteria while sixth graders will enter through the main entrance.

There will be staggered arrivals and dismissals to ensure social distancing. Twenty-five minutes will be devoted to student arrival allowing students to meet in a designated location, with a staff member, and in a small group setting with the intention of supporting their social, emotional and academic needs. Attendance will be taken at 8:15 am.

Classrooms

Classrooms will be arranged to maximize social distancing, where marks will be placed on the floor where desks will be located. This will ensure a consistency of 6 ft + between all students. Desks will all face one direction and when possible, physical barriers, such as plexiglass, will be in place. Large spaces such as the library, the cafeteria, the back gym, the auditorium, and the music rooms will be converted to student learning centers. All spaces will have a clearly defined traffic flow for movement in the classroom and between the classroom and the hallway. Student's individual supplies will be separate and in individually labeled bins/containers. Classes will be held outdoors whenever possible.

If there is a time that a student must leave the classroom, e-hallpass will be utilized for communication. Students who do not feel well will be escorted by an aide to the nurse.

Hallways

Students will be required to carry all of their belongings in their backpack which will eliminate their use of a locker at the start of the year. As the year progresses, protocols will be established for limited use of their lockers for lunch supplies and jackets. Students will not be allowed to stop or congregate at their lockers.

One way hallways will be established in the seventh and eighth grade wings. Stairwells will also be designated as either up or down. When one way hallways are not able to be utilized (6th grade wing), tape will be used to divide the hallway to ensure students do not have head on encounters.

The passing time for classes will be staggered to ease the traffic flow and limit the possible student encounters. Face masks will be worn in the hallways at all times.

Lunch

Lunch will take place over five half-hour periods of time during the school day. The cafeteria

and the back gym space will serve as the locations for lunch and students will be able to maintain a distance of six feet from each other.

Desks will be utilized as individual tables for students to sit and have their lunch. Tables that utilize plexiglass barriers will also be utilized as locations for students to have their lunch. Students will be encouraged to bring their lunches from home. Those that choose a school lunch will be able to purchase individualized lunches through established procedures.

Recess will take place in a structured, small group experience, supervised by staff. This time will serve as mask breaks and brain breaks. Students will be able to socially distance outside whenever possible. Other options for students may be structured time in a supervised area to complete assignments or to have mindful moments.

Student Supplies

Students will not share any supplies. There will be extra pens and pencils on hand to accommodate the needs of the students. However, the predominant means of instruction will be utilizing Chromebooks. Each student will be given a Chromebook for educational use during the 2020-2021 school year. Teachers will use Google Classroom as their platform for instruction, eliminating the need for paper handouts and supplies. Students will carry their backpack with them during the school day. There will be established routines, consistent across H.C.C., which will ensure limited exposure to other students.

Restrooms

Staff members will monitor the bathroom usage through e-hallpass, along with visual checks of the hallway.

Visitors

There will be no visitors allowed in the building.

- Parent/guardian meetings with teachers and administrators will be done over the phone or virtually.
- If students arrive late, the parent will call the office when they pull in front of the building and the child will be escorted by a HCC staff member into the building.
- If early pick up is required, students will be brought out to the car.
- If outside contractors need to enter the building, they will be required to complete a screening form before entering and have their temperature checked.

Byram Hills High School

Arrival/Dismissal

A staggered arrival and dismissal will support social distancing while entering and exiting the building. Students will arrive using school transportation, parent drop off or as an approved senior class student driver. Parents are encouraged to drop off their student between 8:00-8:20 if they aren't attending a prearranged small group instruction session. Senior student drivers are encouraged to arrive at 8:20 if they are not attending a prearranged small group instruction session. Students will enter and leave through four different exits in the building to ensure social distancing is maintained. All students that arrive between the hours of 7:25 and 8:30 without a prearranged meeting, will go to designated areas by grade level within the building where social distancing can be maintained. Parents dropping off students late or picking them up early will meet the students in their cars in front of the main entrance. Parents will not enter the building and will be asked to use a virtual form to alert the school. Student dismissal will begin at 2:00 pm for any student not attending a prearranged small group instruction session.

Parents will complete the virtual form if they are picking up their student early. Students being picked up will await their ride in socially distanced locations in the school or at a designated location on the patio.

Bathroom use

We will be limiting the number of students in the bathroom at the same time. Teachers will only permit one student at a time to leave the classroom to use the facilities. Students must wait outside of the bathroom until other students exit. Students should line up outside of the bathroom and maintain social distance prior to entering. Hand sanitizer will be located outside the bathroom and students should use this on entering and leaving the bathroom. Masks must be worn in the restroom, even if a student is alone.

Classrooms

Classrooms will be set up using social distancing guidelines with visual indicators. Students and teachers will have classroom reminders of procedures and protocols. Lesson plans will be designed to eliminate the need for students to share materials and devices. Desks will be cleaned by the custodial staff between each period and students should wipe down their desks upon arrival to each classroom. Windows will remain open whenever possible to increase ventilation in the room. Students should maintain social distancing and mask wearing recommendations. Teachers will maintain and manage students when entering and exiting the classroom. Students will enter and exit the classroom by row of desks to maintain social distancing.

Events

All large events will be held virtually or are postponed to maintain the health and safety of students, parents and staff.

Hallways

Hallways will be designated for one-way traffic flow. Additional time is built into the schedule for travel time between classes and allowance for reduced volume of students at one time in any given hallway. Students are encouraged to carry their belongings and utilize only their personal locker during staggered transitions. Locker sharing is not permitted.

Lunch

It is recommended that students bring their lunch. Grab and go options will be provided in the cafeteria and Bobcat Hall. Multiple locations will be available for students to each lunch socially distanced throughout the building. Students must eat in designated lunch areas. Students will attend one of two lunch periods depending on the location of their classroom during that time. Students will not be permitted to eat in hallway areas.

Security

We will have hall monitors throughout the building and whenever possible, meetings with parents, consultants, and other professionals not employed by the district will occur remotely. During arrival and dismissal, two additional doors will be open for student and staff arrival. These doors will be staffed by hall monitors. Parents who wish to drop their student off late or pick up their student early will complete a google form to sign their student out. The student will

be escorted outside by a hall monitor. Parents will not come into the building to drop off or pick up their student.

Student Supplies

Students will not be sharing supplies, such as pencils, pens, calculators, to the extent possible. Any shared supplies, such as staplers or hole punchers, will be cleaned between use and students will be instructed to wash their hands upon using them. Laptops will be distributed to any students who need them and issued for the course of the school year. Art classes and labs will ensure students will not be sharing materials without being properly disinfected.

When instructionally possible, class materials will be virtual. Each student will be issued a locker and can access the locker during transition time. Students will not be allowed to access one another's lockers. Students must bring their supplies each day. Parents will not be able to drop off forgotten school supplies or food during the academic day.

Visitors

There will be no visitors allowed in the building.

- Parent/Guardian meetings with teachers and administrators will be done over the phone or virtually.
- If outside contractors need to enter the building, they will be required to complete a screening form before entering and have their temperature checked.

Transportation

Guiding Principles

- Provide expectations and training for families, staff, and students to protect everyone's health and safety.
- Follow guidelines from DOT, NYSED, CDC, and DOH for developing re-entry and safety protocols for transporting students on buses.

References:

[New York Public Transportation Guidelines](#)

[Higher Education Reopening NYS](#)

[Protecting the Public Health of All New Yorkers](#)

[Interim Guidance of Public Transportation](#)

[Interim Guidance of Public and Private Employees Returning to Work](#)

[What Bus Operators Should Know](#)

[Covid-19 Guidance: Business and Operators](#)

[Interim Guidance for Businesses and Employers](#)

[Guidance on Preparing Workplace](#)

[CDC & DOH Guidance for Cleaning and Disinfecting of Public Spaces](#)

[DOH Guidance for the Cleaning and Disinfection of Public Spaces](#)

The safety guidance indicates that individuals should attempt to socially distance by six feet and wear a mask when that is not possible. It is not possible to run our school transportation system with students six feet apart, unless a very limited number of students ride the buses. The clarification guidance from NYSED spokesman J.P. O'Hare says, "Students on a school bus must wear face masks and they should social distance to the extent practicable," (clarification of page 62 of the guidance). That said, there will be every attempt made to keep children apart on the buses, when possible. Protocols will be in place for entering and exiting buses and a training video will be sent to homes in the coming weeks.

Masks must be worn on buses at all times. If a child cannot wear a mask due to a documented health related issue, the school nurse must receive a letter from the healthcare provider with the indication that the child cannot wear a mask and a recommendation about how to keep that child and others safe in school and on the bus. The school nurses will send a list of students who may not wear masks to the Supervisor of Transportation.

The transportation department will be sending a survey to parents/guardians asking if your child(ren) plan to take the bus in September. Parents have the right to change this decision at any time and the survey answer is not binding. Surveying the community will help to determine if some stops should be switched to other routes to reduce density on buses. Below you will find information on training, bus cleaning, and supplies for cleaning for your information.

Parent & Student Health and Safety Training

A transportation video tutorial will be sent to families to instruct the following before school starts:

- A reminder to monitor your child each morning to keep them home, if sick

- How to remain socially distant at the bus stop
- Proper loading and unloading of buses from back to front, except kindergarten students
- How to remain safe on the bus:
 - limited touching of surfaces
 - not touching each other or each other's belongings
 - cough and sneeze etiquette
 - hand hygiene
 - how to wear masks properly
 - restrictions on eating and drinking
- Information on cleaning protocols and products

Signs will be posted on buses and assistant principals will reinforce the message school-wide at the end of each day in the first week.

Drivers, Monitors, & Mechanics Training

All employees will have been trained on the following before the start of school:

- To self scan each day before work and to stay home if sick
- Who to contact if symptoms occur
- How Covid-19 is spread
- Proper use or wearing of face masks
- Proper hand washing protocols
- Proper removal and disposal of used PPE
- Proper disposal of trash
- Proper cleaning of buses between runs (high contact points)
- How to store cleaning supplies on the bus
- Proper ventilation on the bus
- Supervising students on buses
 - remind students not to eat or drink on the bus
 - remind students not to move while on the bus
 - remind students that masks are mandatory
- Social distancing at bus garage

Office Staff

All office staff will have been trained on the following before the start of school:

- To self scan each day before work and to stay home, if sick
- Who to contact if symptoms occur
- How Covid-19 is spread
- Proper use or wearing of face masks
- Proper use and disposal of PPE
- Proper hand washing protocols
- Social distancing at bus garage
- Limiting interactions amongst colleagues
- Reducing and eliminating the sharing of office supplies
- Managing parent concerns

Cleaning of Buses

Spraying (1x bimonthly)

- BioShield Disinfectant Spray spread with Electrostatic sprayers and misters.

Cleaning of buses (2x daily - after morning and afternoon runs)

- High contact areas (doors, windows, seats, handrails)

- Floors swept
- Disinfectant spray
- Replace EPA-registered disposable wipes, as needed
- Vital Oxide Disinfectant Spray, Buckeye Ecosystem E-23 spray, and/or Diversey Virex TB spray. Sprayers and misters spread these disinfectant products that meet the EPA's list.

Cleaning (between each school run)

- High contact areas (doors, windows, seats, handrails)

Cleaning of Offices

- Spray and wipe all surfaces
- Bi-weekly wipe down
- Wipe all high point contact areas daily

Cleaning of Bathrooms

- Only 2 people allowed at any time
- Masks must be worn
- Social distancing required
- Proper hand washing

Kitchen

The kitchen area in the bus garage will not be in use.

Supplies

PPE

- Face masks
- Face Shields (optional) that must be worn with mask
- Non-latex gloves

Wipes for cleaning by drivers

- Lysol
- Virex
- Vega
- Other brands available of disinfectant wipes

Operations & Maintenance

Guiding Principle

- Follow guidelines from the Centers for Disease Control (CDC), the Department of Health (DOH), the New York State Education Department (NYSED), and health professionals for developing re-entry and safety protocols.
- Resources:
 - [CDC Guidance for Cleaning and Disinfecting Schools](#)
 - [CDC Reopening Guidance for Cleaning Schools](#)
 - [CDC & DOH Guidance for Cleaning and Disinfecting of Public Spaces](#)
 - [DOH Guidance for the Cleaning and Disinfection of Public Spaces](#)

Building cleaning and disinfection are based upon the specific guidance identified above which has been articulated to all custodial staff during training. School building cleaning and disinfection schedules include classrooms, restrooms, cafeterias, nurse's offices, offices, playgrounds, breakrooms, computer labs, libraries and other meeting areas and areas with high touch surfaces. Custodial staff is provided with a mandatory checklist of the schedules indicated below to log the cleaning of all areas, as required by NYSED. The District will use disinfectants registered with the [EPA for use against COVID-19](#).

The District has worked with engineers to exceed proper air filtration requirements for air conditioning. The District will meet the deadline for submission of the Building Condition Survey or Visual Inspections, will complete the required water sampling for lead, and will comply with fire code for Fire Safety, Evacuation, and Lockdown Plans.

Building cleaning and disinfection supplies and schedules and locations for cleaning are outlined below.

Building Cleaning and Disinfecting Supplies

The following supplies will be used for cleaning and in our air conditioning systems:

- Symmetry alcohol-based hand sanitizer dispensers with Ion Pure for antimicrobial protection.
- BioShield Disinfectant Spray spread with Electrostatic sprayers and misters.
- Vital Oxide Disinfectant Spray, Buckeye Ecosystem E-23 spray, and/or Diversey Virex TB spray. Sprayers and misters spread these disinfectant products that meet the EPA's list, linked above.
- HEPA Vacuum Kits - installed to existing vacuums
- HVAC MERV 13 filters installed and replaced 4x year on all HVAC units (August, November, February, June).
- Room ventilation rate meters
- Humidity level readers
- EPA-registered disposable wipes (Lysol, Buckeye, Vega, Clorox)

Schedules and Locations for Cleaning

Cleaning schedules and checklists will be provided to custodial staff for completion of all cleaning and disinfection.

Classrooms

- BioShield Disinfectant Spray (Every 3 months) with Electrostatic Sprayers and mist
- Vital Oxide Disinfectant Spray, Buckeye Ecosystem E-23 spray, and/or Diversey Virex TB spray (1x week) with Electrostatic Sprayers and mist [EPA 6 Steps for Safe & Effective Disinfection](#)

Nightly Hand Cleaning

- Door knobs
- Light switches
- White Boards
- Tables and chairs
- Air vents
- Window hardware
- Sinks and bathrooms
- Dustmop floors or use HEPA filter vacuum, depending on floors
- Replace Symmetry hand sanitizer, as needed.
- Replace EPA-registered disposable wipes, as needed
- Empty garbage

Deep Cleaning (weekly)

All classroom surfaces except covered walls

Hallways/Doorways

- BioShield Disinfectant Spray (Every 3 months) with Electrostatic Sprayers and mist
- Vital Oxide Disinfectant Spray, Buckeye Ecosystem E-23 spray, and/or Diversey Virex TB spray (1x week) with Electrostatic Sprayers and mist [EPA 6 Steps for Safe & Effective Disinfection](#)

Hand cleaning (3x daily)

- Water fountains
- Handrails
- Door knobs/pushbars of high traffic areas
- Handles on equipment
- Push-buttons on vending machines and elevators
- Hand sanitizer stations (clean and replenish)
- All other high touch-points

Bathrooms

- BioShield Disinfectant Spray (Every 3 months) with Electrostatic Sprayers and mist
- Vital Oxide Disinfectant Spray, Buckeye Ecosystem E-23 spray, and/or Diversey Virex TB spray (1x week) with Electrostatic Sprayers and mist [EPA 6 Steps for Safe & Effective Disinfection](#)

Hand cleaning (3x daily)

- Faucets
- Toilet handles
- Dispensers
- Stall handles and locks
- Check soap, paper towels, toilet paper, and replenish

Night cleaning

- Faucets
- Toilet handles
- Dispensers
- Stall handles and locks
- Check soap, paper towels, toilet paper, and replenish
- Floors cleaned and mopped
- Trash emptied

Offices

- BioShield Disinfectant Spray (Every 3 months) with Electrostatic Sprayers and mist
- Vital Oxide Disinfectant Spray, Buckeye Ecosystem E-23 spray, and/or Diversey Virex TB spray (1x week) with Electrostatic Sprayers and mist [EPA 6 Steps for Safe & Effective Disinfection](#)

Nightly Hand Cleaning

- Door knobs
- Light switches
- Desks when empty of materials
- Air vents
- Window hardware
- Sinks/kitchenettes
- All other high touch-points
- Dustmop floors or use HEPA filter vacuum, depending on floors
- Replace Symmetry hand sanitizer with Ion Pure for antimicrobial protection, as needed.
- Replace EPA-registered disposable wipes, as needed, so that commonly used surfaces (e.g. keyboards, desks, remote controls, telephone receivers, etc) can be wiped down before use.
- Empty garbage and replace bags

Cafeteria

- BioShield Disinfectant Spray (Every 3 months) with Electrostatic Sprayers and mist
- Vital Oxide Disinfectant Spray, Buckeye Ecosystem E-23 spray, and/or Diversey Virex TB spray (1x week) with Electrostatic Sprayers and mist [EPA 6 Steps for Safe & Effective Disinfection](#)

Clean after each period

- Cafeteria tables and benches
- Handwashing stations at CH, WA & HCC and hand sanitizer dispensers
- Water stations
- Door handles, light switches, and other frequently touched surfaces.

End-of-day cleaning

- Cafeteria tables and benches
- Handwashing stations at CH, WA & HCC and hand sanitizer dispensers
- Water stations

- 3M flat mops for eliminating cross contamination
- 3M Easy Trap Dusters for eliminating cross contamination and trapping airborne dust
- Buckeye Clarion 25 with Microban floor finish for antimicrobial protection

Playgrounds

AM:

Playgrounds are wiped down at the start of the day.

After Use

Wipe down playground equipment in between different groups accessing playground/recess time.

HVAC Schedule

- HVAC MERV 13 filters installed and replaced 4x year on all HVAC units (August, November, February, June).
- Air units, louver operation, and exhaust fans checked weekly

School Lunch

Guiding Principles

- Provide for the changes needed for teaching and learning, special education, social and emotional well being, nutrition, health and safety, technology, facilities, and transportation.
- Follow guidelines from the [Centers for Disease Control](#) (CDC), the [Department of Health](#) (DOH), the [New York State Education Department](#) (NYSED), the [American Academy of Pediatrics](#), and health professionals for developing re-entry and safety protocols.
- Provide expectations and training for families, staff, and students to protect everyone's health and safety.

Aramark, the food service provider, will perform enhanced COVID-19 specific safety training including COVID-19 mitigation tactics, PPE protocol, and employee health monitoring resources to help prepare for return to work. The training also includes guidance on increased sanitation measures and social distancing techniques to help ensure the safety of our students, school community, and team members.

Maintaining a safe environment begins with our cleaning and sanitation process. We have enhanced our sanitation practices to protect our school environment. There will be an emphasis on repeated cleaning of high-touch areas, such as door handles, tables, trays, and other materials frequently used. Surfaces will be regularly sanitized.

Student meals will be served individually plated to classrooms at the elementary level, while ensuring the safety of children with food allergies. Through the use of mobile carts we will offer secondary students daily hot and cold meals served in pre-packaged bags. Disposable food service items will be used whenever possible. If not feasible, all non-disposable food service items will be handled with gloves and sanitized. The sharing of food and beverages is prohibited, unless individuals are members of the same household.

Cafeteria Dining - meals will be provided at the secondary level while maintaining appropriate social distancing between students. Meals will be available for pick up in the cafeteria. Hot and cold daily meals will be plated and served in a covered container at each station. Students will have multiple locations and adequate space to eat their meals to ensure social distancing and proper disinfection.

Technology and Connectivity

Guiding Principles

- Provide equitable access to the necessary technology across all scenarios (in person, hybrid, or remote) to engage in learning to meet the NYS Learning Standards.
- Continue to maintain high quality professional learning in appropriate technology and pedagogy for blended learning.
- Resources
 - ISTE [Providing Effective and Equitable Digital Learning for all Students: Key Considerations for Districts](#)
 - Aurora Institute [Continuity of Learning Resources](#)

The effective use of digital technology is essential to the success of our return to school plan. The guidelines below are provided to be certain all students and staff have access to the tools needed for a high quality instructional program.

Online Behavior

- It is expected that students will be courteous and respectful online and adhere to the Code of Conduct. An addendum will be provided in the District's Code of Conduct regarding behaviors for video conferencing and remote learning.
- Students, staff and administrators must adhere to the Byram Hills [Technology and Network Acceptable Use and Personal Privacy](#) policy. Questions about this policy can be directed to the school or District administration.

Remote Learning Tools and Expectations

- The District utilizes the Google Apps for Education, Google Classroom, and other web-based curriculum and instructional tools.
- Students are expected to check their Google Classroom daily for teacher communications and access to the course content and other curriculum and instructional materials.
- Students will access their synchronous sessions via Google Meet or Zoom using links that are provided by the teachers.
- Students can access additional District tools through their ClassLink login.
- Students must keep their devices charged and in good working condition to be ready for learning during school hours.
- Students should supply their own headsets (e.g., earbuds, headphones.) Headsets help prevent distractions, limit feedback, and provide better audio. Every student is encouraged to have a set available in school and at home.

Technology Access

The District surveyed students, parents, and staff to determine technology and connectivity needs. The information collected from the surveys data has informed our planning and purchasing of additional technology over the summer in preparation for 2020-2021.

- All students K-12 are assigned a Chrombook for use in school and/or at home, if necessary, regardless of the instructional method used (i.e., in-person, hybrid, or remote.) Students may use their own personal devices in school (in accordance with the District [Acceptable Use](#) policy and school handbooks) or from home.
- Students in grades K-5 who are in need of a device while at home will be provided a Chromebook in case the school must close without notice. Procedures will be disseminated to families at the start of the school year. (Due to high demand, the arrival of new devices may be delayed.)
- If a District-supplied device does not work properly during remote instruction, the student or parent should call the technology hotline number or email [Byram Technology Support](#). If the device cannot be repaired remotely, we will schedule a time to replace it.
- Cellular internet devices are available if the student does not have consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote learning.
- Assistive technology is available as needed.
- The District provides every teacher with a Chromebook and/or laptop computer. Teachers also have access to document cameras, interactive monitors, headsets, and other devices that are needed to support remote instruction. Cellular internet devices are available for teachers who do not have consistent, reliable access to high-speed internet at a sufficient level to fully support remote learning.

Technology Support

For technology support, students and parents can contact our technology hotline at:

- Phone: 914-273-7299
- Email: byramtechsupport@byramhills.net

Staff can access support through the ServiceNow helpdesk portal.

When reporting a tech issue, please describe the technology issue and provide contact information.

Infrastructure

The District infrastructure includes a 10 gigabyte wired and wireless network with access across all classrooms and buildings. The district has one gigabyte internet bandwidth and is increasing access to two gigabyte for the 2020-2021 school year. We are developing plans to upgrade to a 10 gigabyte fiber line for increased internet speed and access.

Technology Privacy and Security

The District maintains strong student data privacy and security to fully comply with federal and NYS laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations. Details regarding the District procedures can be found in the [Information and Data Privacy Security, Breach and Notification policy](#).

Technology Training

The district provided over 350 training sessions in the spring and provided additional training workshops during the summer. This training included software-specific training and pedagogical training on blended and remote learning. The building technology consultants in each school provided training opportunities for staff and students, and created a website of training videos and resources. The [e-Byram website](#) provides resources for technology tools and blended learning strategies.

The District provided parent training on the use of the Google environment. Additional resources for parents and students will be found on the eLearning Student and Parent website. A link to the Student and Parent website will be provided by the end of the summer.

Career and Technical Education

Guiding Principle

- Provide high quality career and technical education and field experiences while following business and industry standards for a safe and healthy work environment.

Content and Delivery

All career and technical education programs will follow the NYS Learning Standards and the requirements applicable to industry certifications and postsecondary credentialing. Flexibility is provided in cases where supervision and mentoring are required to allow social distancing guidelines to be followed.

Students will be expected to follow their assigned schedules and attend to the instructional requirements outlined in the Teaching and Learning section of this document.

Work-Based Learning

The District recognizes the importance of work-based opportunities and will collaborate with area BOCES and other partners to ensure a safe and healthy experience for our students. Consideration to industry guidelines and the Department of Health recommendations will be addressed in the areas of:

- Supervision
- Work-site placements
- Program requirements

Attendance and Chronic Absenteeism

Guiding Principle

- School attendance is a critical component of learning and the District strives for full participation in the academic and extracurricular programs.
- The Byram Hills [Comprehensive Attendance Policy](#)

Students are required to attend school during school hours and attend their classes regardless of whether school is conducted in-person, hybrid, or fully remote. The District will continue to follow the Byram Hills [Comprehensive Attendance Policy](#). Attendance will be taken daily and the code of conduct will be enforced for absenteeism.

Families should follow school procedures for reporting absences as noted in the school building handbooks. Please email your child's school to report his/her absence on any school day:

- Coman Hill: comanhillattendance@byramhills.net
- Wampus: wampusattendance@byramhills.net
- HCC: hccattendance@byramhills.net
- BHHS: bhhsattendance@byramhills.net

Attendance will be recorded when students are learning from home in a variety of ways:

- The teacher requires attendance via video conferencing. Students must be on screen and participate to be marked present.
- The teacher requires work to be completed asynchronously during the class time. The teacher may take attendance via an online learning platform or electronically submitted work.
- The teacher conducts small group work during class time. Students must attend and participate to be marked present.

Families are encouraged to contact their child's assistant principal or guidance counselor if their child is scheduled for a long term absence for any reason. School administrators, teachers, and staff monitor attendance and reach out to students and families when they are absent.

Athletics

Guiding Principle

- Provide interscholastic sports programs in a safe and healthy environment.

According to the NYSDOH (July 13, 2020), “interscholastic sports are not permitted....additional information on athletic activities is forthcoming.” The New York State Public High School Athletic Association (NYSPHSAA) will attempt to preserve all athletic seasons for all of the student-athletes who participate in interscholastic athletics during the 2020-2021 school year.

Pending forthcoming guidance from the NYSDOH, the NYSPHSAA will provide member schools with a list of sports to be played at an appropriate time during the 2020-2021 school year taking into consideration sport risk assessment, social distancing protocols as well as CDC and NYSDOH guidance. The National Federation of State High School Associations’ (NFHS) Sports Medicine Advisory Committee, in consultation with the United States Olympic and Paralympic Committee, has developed the following sport risk assessment based upon the potential of respiratory droplet spread:

Higher Risk: Sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants. Examples include, but are not limited to: wrestling, football, boys lacrosse, competitive cheer, dance.

Moderate Risk: Sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can’t be cleaned between participants. Examples include, but are not limited to: basketball, volleyball,* baseball,* softball,* soccer, gymnastics* (if equipment can’t be sufficiently cleaned between competitors), ice hockey, field hockey, tennis,* swimming relays, pole vault,* high jump,* long jump,* girls lacrosse.

**Could potentially be considered “Lower Risk” with appropriate cleaning of equipment and use of masks by participants.*

Lower Risk: Sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors. Examples include, but are not limited to: individual running events, throwing events (javelin, shot put, discus), individual swimming, golf, alpine skiing, sideline cheer, cross country running (with staggered starts).

When players are not actively participating in practice or competition, attention will be given to maintaining social distancing by increasing space between players on the sideline, dugout, or bench. We have already purchased additional team benches for the athletes. Additionally,

coaches can encourage athletes to use downtime for individual skill-building work or cardiovascular conditioning, rather than staying clustered together.

Nurses, athletic trainers and coaches will assess the level of risk based on individual players on a given team who may be at higher risk for severe illness, such as children who may have asthma, diabetes, or other health concerns.

Sports with a large number of players on a team may increase the likelihood of spread, compared to sports with fewer team members. We will consider decreasing team sizes, as feasible.

We will limit any nonessential visitors, spectators, volunteers, and activities involving external groups or organizations.

In accordance with the NYSDOH guidelines, responsible Parties must provide and maintain hand hygiene stations on site, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Hand sanitizer will be placed throughout the site for use by employees and patrons/players/spectators. It will be placed in convenient locations such as points of entrance/exit.
- Signage indicating that visibly soiled hands should be washed with soap and water; hand sanitizer is not effective on visibly soiled hands.
- Appropriate cleaning supplies for shared and frequently touched surfaces will be available and employees will be encouraged to use these supplies, following the manufacturers' instructions, before and after use of these surfaces, followed by hand hygiene.

In accordance with the NYSDOH "Interim Guidance for Sports and Recreation During the COVID 19 Public Health Emergency" the following could be utilized to ensure appropriate social distancing during interscholastic athletic participation.

- For any indoor sport or recreational activity, capacity will be limited to no more than 50% of the maximum occupancy for a particular area as set by the certificate of occupancy, inclusive of employees and patrons/players/spectators.
- A distance of at least six feet is maintained among individuals at all times, whether indoor or outdoor, unless safety or the core activity (e.g. practicing, playing) requires a shorter distance. If a shorter distance is required, individuals must wear acceptable masks, unless players are unable to tolerate a mask for the physical activity (e.g. practicing, playing); provided, however, all coaches, trainers, and other individuals who are not directly engaged in physical activity will wear a mask.

For spectators, the following additional safety measures apply:

- For sports events (e.g. games), we intend to limit spectators to two spectators per player.

Considerations for Students:

- Each student will be responsible for their own supplies and water bottle.
- Students will wear their own appropriate workout clothing (reminded not to share clothing), and individual clothing/towels will be washed and cleaned after every workout immediately upon returning home.
- Hand sanitizer will be available at all contests and practices.
- Athletes will be reminded to tell coaches immediately when they are not feeling well.
- Face masks are required.

In the event a student-athlete is found to be COVID-19 positive or has symptoms of COVID, refer to the Health and Safety Section of this document.

Extracurricular Activities & Facilities Usage

Guiding Principle

- Provide extracurricular activities in a safe and healthy environment.

All extracurricular activities and external organizations that use school facilities must follow state and local health and safety protocols and must comply with applicable social distancing requirements and hygiene protocols.

The District is currently evaluating the ability to make our facilities available to external organizations and will provide an update to this section.

Code of Conduct

The Code of Conduct will be reviewed by the Board of Education and any amended areas will be adopted by the Board of Education.

Staff Evaluation, Certification, and Substitute Teaching

Guiding Principle

- Continue to support high quality instruction, regardless of the method of instruction, through collaboration between administration and staff and supporting ongoing professional learning.

Staff Evaluations

Pursuant to Education Law 3012-d, the District will implement its currently approved Annual Professional Performance Review (APPR) plan. To accommodate changes in the instructional process for each scenario, the District will review the appropriate elements of the APPR with the Evaluation Committee and communicate expectations to all staff and administrators.

Certification

The District will ensure all teachers hold valid and appropriate certification for teaching assignments, except where otherwise allowable under the Commissioner's regulations or education law. Such allowances are granted for incidental teaching, for example.

Substitute Teaching

The District may employ substitute teachers (with a valid certificate, working toward a valid certificate, or without a valid certificate) to work in any capacity as per the Commissioner's regulations. Special circumstances for the 2020-2021 school year are outlined on the [Office of Teaching Initiatives](#) website.

Staff, Student, Family and Community Engagement

Guiding Principles

- Follow guidelines from the [Centers for Disease Control](#) (CDC), the [Department of Health](#) (DOH), the [New York State Education Department](#) (NYSED), the [American Academy of Pediatrics](#), and health professionals for developing re-entry and safety protocols.
- Include District and community stakeholder partners as contributing groups to the District plan, including medical professionals from the field, operations experts, parents, staff, administrators, and town liaisons.
- Provide expectations and training for families, staff, and students to protect everyone's health and safety.

Special thanks to the Byram Hills Stakeholder Group and the following professionals and community members for their review and discussion of District Return-to-School documents:

Stakeholder Group

Board of Education	Mike Sanders, Lara Stangel, Scott Levy
PTSA	Petrie Verma, Alyssa Sokoloff, Liz Kaplan
CSEA	Ellen Kelly, Stan Rebackoff
BHTA	Susan Tyrrell, David Bruskwicz, Dawn Selnes, Amy Passman, Rob Sendlenski
BHAA	Chris Walsh, Kim Lapple, Peggy McInerney, MaryBeth Crupi, Kristen Sautner, Colleen O'Connor, Angelo Ancona, David Mack, GenineMarie DiFalco
School Medical Professionals	Dr. Corsaro, Betsy Gordon, Lisette Meyers, Randi Wolchok, Theresa McGlynn, Deb Negrin, Julie Gallagher
Community Medical & Field Professionals	Frances Bordoni, Senior VP - White Plains Hospital Dr. Richard Stumacher - Northwell Health Critical and Pulmonary Care Dr. Frank Contacessa, Northwell Health Hank Padley, Director of Operations, 53rd Troop Command/ element of NY Army National Guard Frank Guglieri, Regional Safety Coordinator PNW BOCES Mike Schiliro, Town Supervisor Kevin Hay, Town Administrator
Additional Community Medical Professional Review Team	Dr. Melissa Price, Caremount Medical, Endocrinology

Dr. Lori Dyer, Pediatric Urology Associates; Asst. Professor
NY Medical College

District & Board
Consultant

Dr. Thomas Murray, Assoc. Medical Director for Disease
Prevention & Pediatric Infectious Disease

Attorneys

Bond, Schoeneck & King & Shaw Perelson

Strategic Planning Committee:

Melissa Stahl, Kristen Sautner, Colleen O'Connor, David Mack, Kristina Wilson

Special thanks to the BHEF for their collaboration with the District on technology and outdoor spaces for our return-to-school and for their support since 1994 in areas of program development, physical spaces, technology, the STEAM curriculum, and Wellness, to name a few.

Special thanks to the Byram Hills Task Force, Committees, Sub-committees, and the Strategic Planning Committee for their development, review, and discussion of District Return-to-School documents:

COMMITTEE	ADMINISTRATOR / FACILITATOR	TEACHERS
K-5 Task Force	Tim Kaltenecker, Peggy, McInerney, MaryBeth Crupi, Andrew Taylor, Dave Mack, GenineMarie DiFalco	<u>E-learning committee:</u> Susan Tyrrell Robin Zilli Amy Passman <u>Teacher reps:</u> Lily Li, Sue Orenstein, Sandy Levine, Claire Simon, Liza Devaney, Danielle Wall
ELA & Math Advisory	Peggy McInerney & MaryBeth Crupi	ELA K-5 Reps: Cathy Wilkens Kirstin Russell Nicole Cavalieri Suzanne Milano Leisa Palmer Lisa Pena Melanie Berkson Liza Devaney Elana Levy Sandy Levin Katherine Mack Mary Brady

		<p>Math K-5 Reps: Liz Courtney Kath Meaney Betsy Eininger Willoughby Levesque Leslie Richman Heidi Marchseini Jen Toland Michelle See Leslie Goldfarb Heather Nimsger Lindsey McHale</p>
Special Education & Service Providers	Peggy McInerney, MaryBeth Crupi, Jill Boynton, Kim Sapone	<p><u>Special Class Reps:</u> Patricia Michaels Robin Zilli Katherine Mack Amy Cohen Lindsey McHala Allison Malone Mary Brady</p>
Specials	Dave Mack, GenineMarie DiFalco	<p>K-2 Reps: Emily Capalbo, Judy DeJarlar, Erin Meyer, John McNamara, Rob Beaton, Rekha Singh</p> <p><u>3-5 Reps:</u> Jessica Murti, Al Lovelace, Doreen Cohen, Gina Whalen, Chrissy Motta, Katie Constantine, Beth Capua, Dana Celestino, Ken Pearson, David Wolfe, Kathy Shelhart</p>
Data Teams	Peggy McInerney & MaryBeth Crupi	<p><u>CH Data Team:</u> Robin Zilli, Jean White, Lily Li, Susan Tyrrell, Sandy Levin, Leslie Goldfarb</p> <p><u>WA Data Team:</u> Claire Simon, Leslie Richman, Heidi Marchesini, Nicole Lividini, Danielle Wall, Liza Devany, Jen Toland</p>
Grade Level Teams	Peggy McInerney & MaryBeth Crupi	K Team, Gr 1 Team, Gr 2 Team, Gr 3 Team, Gr 4 Team, Gr 5 Team
Tech Advisory	Peggy McInerney, MaryBeth Crupi, Andrew Taylor	Rekha Singh Al Lovelace

Teaching Aides	Dave Mack, GenineMarie DiFalco	<u>K-2 Aides:</u> Donna Perschetz, Lori DeLio, Valeria Carlucci, Maria Morrone <u>3-5 Aides:</u> Noreen Casey, Evelyn Bauer, Mary Rippy
Coman Hill Operations Task Force	Dave Mack, GenineMarie DiFalco	Jean White, Susan Liebman, Nicole Cavaliere, Robin Zilli, Donna Perschetz, Lori DeLio, Valerie Carlucci, Maria Morrone, Judy DeJarlar, Emily Capalbo, Gedeon Toth, Betsy Gordon, Jaime Karp, GenineMarie DiFalco, MaryBeth Crupi
Wampus Operations Task Force, planning doc	Peggy McInerney, Dave Mack	Amy Passman, Willoughby Levesque, Jeanne Marie Key, Doreen Cohen, Al Lovelace, Heidi Marchesini, Mary Rippy, Evelyn Bauer, Noreen Casey, Evelyn Bauer, Colin O'Connor, Theresa McGlynn
Placement Team	Peggy McInerney MaryBeth Crupi, Dave Mack, GenineMarie DiFalco	<u>CH: 6 teachers:</u> Laura Borneman, Julie Calemme, Heather Nimsger, Jaime Karp, Sandy Levin, Elana Levy, Michelle See, Leslie Goldfarb <u>Wa: 8 teachers:</u> Yvette Thompson, Liza Devaney, Melanie Berkson, Danielle Wall, Jen Toland <u>Grade Level Reps</u> (2 hours/per person the most): Mary Amm Shkreli, Susan Tyrrell, Betsy Eininger, Willoughby Levesque, Leslie Richman, Lisa Pena
HCC Operations Task Force Planning Doc	Kim Lapple, Angelo Ancona	Loretta Rosario, Gail Lozado, Teddy Repa, Robert Sendlenski, Jon Van Alstyne, Deb Negrin, Dawn Selnes, Kimberly Braverman, Clairra Perfetto, Veer Jawahir, Alan Lounsbury
6-12 Task Force	Tim Kaltenecker, Chris, Walsh, Kim Lapple <u>Chairs:</u> Kristina Wilson, Lisa Pellegrino, Deb Cayea, Duane Smith, Jen Laden, Melissa Stahl	<u>E-learning committee:</u> David Bruskewicz Rob Sendlenski Dawn Selnes Bryan Horn Melisa Zappavigna Jim Gulick

	<u>Directors:</u> Andrew Taylor, Rob Castagna, Deepak Marwah, Jill Boynton	
English Dept	Duane Smith	Bryan Horn Kathryn Dawes
Math Dept	Lisa Pellegrino	Tori Barthel Bill LaRue
Science Dept	Deb Cayea	Kim Braverman Heather Manriquez Meredith Brieant Kristin Budden
Social Studies	Jen Laden	Sheila St. Onge Joanna Lewick
World Language	Melissa Stahl	Angela Hist Melisa Zappavigna Christina Pagliughi
Special Education	Jill Boynton	Ally Dellacioppa Lauren Congelossi Antoinette Addonizio Sara Gerol Kim Sapone
Fine Arts	Deepak Marwah	<u>Art:</u> Katie Constantine, Amy Menasche, Jayne Karlin <u>Music:</u> Emily Capalbo, Kathy Shelhart, Jonah Piali, Alan Lounsbury, Kate Smith
PE & Health	Rob Castagna	Doreen Cohen Jared Christian Jen Croke
Guidance	Kristina Wilson	Chris Spillane Carolyn Lanfredi
BHHS Operations Task Force	Kristen Sautner & Colleen Wilson	Tom Andriello, Jess Shaw, Tammy Lovecchio, Kathy Triolo, Susan Pieratti, Aaron Lockwood, Julie Gallagher, Dave Eisermann, Joy Reynolds, Matt Allen
Psychologists	Gina Cunningham	Ellen Medd; Carolyn Lanfredi; Deena Horvath; Bernice Pagan; Jaime Karp
Nurses	Gina Cunningham	Julie Gallagher; Betsy Gordon; Theresa

		McGlynn; Lisette Myers; Randi Wolchok; Deb Negrin
Interscholastic Athletics Task Force	Rob Castagna	Matt Allen Scott Saunders Ted Repa
Fastlane operations	GenineMarie DiFalco & David Mack	Maria Hebert and Alexa Troiano

References

All references are embedded in the document or may be found embedded in the [NYSED Reopening Guidance](#).