



REOPENING
YONKERS
PUBLIC SCHOOLS

SEPTEMBER 2020



2020-2021 SCHOOL REOPENING PLAN

Submitted to New York State Education Department
July 31, 2020

A Message from Rev. Steve Lopez, President, Board of Education and Dr. Edwin M. Quezada, Superintendent of Schools

The most complex opening of schools in our lifetime is before us for the 2020-2021 school year. Throughout the spring and summer, we remained steadfast on designing a reopening plan that addresses the collective needs of Yonkers Public Schools stakeholders, always with our students at the core of every decision. This plan was developed using the recommendations and feedback we received from the 2020 Reopen Yonkers Public Schools Planning Committees comprised of parents, students, teachers, administrators and staff as well as numerous virtual parent/guardian meetings and surveys offered to teachers, students and parents/guardians. Our common goal is a safe, organized return to school for students, staff and families. Our priorities continue to be the health, safety and well-being of everyone, robust teaching and learning and equity. The success of this plan relies on our strong partnerships within our community, the relentless commitment from every stakeholder and continuous communication.

Our comprehensive reopening plan aligns to the guidance from the New York State Education Department and the New York State Department of Health. As the status of the pandemic changes, we are prepared to modify student instruction in real time. In addition, the Plan will evolve through collective feedback from all stakeholders. Yonkers Reopening Plan outlines three scenarios and for each scenario, support and training will be offered.

- **In-Person Instruction** that takes place in a school or on school grounds with a teacher(s) and peers.
- **Hybrid Instruction** whereby students are divided into 2 cohorts assigned by the District and each cohort will report to school on different days of the week.
 - Each cohort will have 2 consecutive days of In-Person Instruction with teachers and peers and 2 consecutive days of Online Remote Instruction outside of a school building with or without a teacher and peers.
 - On Wednesdays, all students will participate in Online Remote Instruction, except for Special Education ICT students and selected Multilingual learners who will receive a half-day of In-Person supplemental support. In weeks where there is a holiday on Monday, Wednesdays will follow the Monday schedule.
 - Also on Wednesdays, additional cleaning will be done in all schools as well as professional development for staff.
- **Online Remote Instruction** is fully delivered outside of a school building and requires use of a technology device (e.g., laptop, notebook, iPad) and Internet. The District will continue to offer Laptops/Tablets, to families in need through our loaner program.

At this time, we can anticipate schools reopening with either a Hybrid or Online Remote Instructional scenario. To allow time to prepare for your childcare and other needs of your household for our September 8th first day of school, it is critically important to familiarize yourselves with these scenarios now!

Your continued partnership throughout the coming school is valued, needed and appreciated. There are enormous challenges before us in 2020. By working together, solutions driven by our students' needs and our core values are attainable. This roadmap for the Yonkers Public Schools offers a path for sustaining our recognized outstanding student achievement in a large city school district. And, we will achieve this through equity and access for all children and employees.



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Introduction

This plan serves as a roadmap for Yonkers City School District (YCSD) [throughout this document Yonkers Public Schools (YPS) or the District] for the 2020-2021 school year as our community continues to face impacts from the COVID-19 pandemic. This document outlines the district’s process and guiding principles for planning for the 2020-2021 school year, potential scenarios for school reopening (In-Person Instruction, Hybrid Instruction, and remote instruction), and protocols for ensuring that our schools are safe, effective, and equitable. The plan is developed based on the guidance from the New York State Education Department (NYSED) and the New York State Department of Health (DOH) and it will be adapted in real time as the status of the pandemic changes.

On Monday, July 13, 2020, Governor Andrew Cuomo announced the State’s formula to reopen and if necessary, reclose schools by region based on the percentage of COVID-19 positive individuals. The region must be in Phase 4 with a 5% or lower infection rate using a 14-day average. The State will determine by the first week in August which region’s schools will be open in September. After the initial announcement and prior to the first day of school, if the regional virus infection rate increases to 9% or higher using a 7-day average, schools will be closed.

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

The plan outlined here is for the reopening of schools in the Yonkers Public School for the 2020-2021 year, following the building closure related to the COVID-19 pandemic. This plan includes procedures that will be followed in the following schools:

SCHOOL NAME	SCHOOL WEBSITE
School 5	https://www.yonkerspublicschools.org/ps5
Patricia A. DiChiaro School	https://www.yonkerspublicschools.org/dichiaro
School 9	https://www.yonkerspublicschools.org/ps9
Thomas Cornell Academy	https://www.yonkerspublicschools.org/cornell
School 13	https://www.yonkerspublicschools.org/ps13
Rosemarie Ann Siragusa School	https://www.yonkerspublicschools.org/siragusa
Paideia School 15	https://www.yonkerspublicschools.org/paideia15
School 16	https://www.yonkerspublicschools.org/ps16
School 17	https://www.yonkerspublicschools.org/ps17
Scholastic Academy for Academic Excellence	https://www.yonkerspublicschools.org/scholastic
Eugenio Maria de Hostos MicroSociety School	https://www.yonkerspublicschools.org/hostos
School 21	https://www.yonkerspublicschools.org/ps21
School 22	https://www.yonkerspublicschools.org/ps22
School 23	https://www.yonkerspublicschools.org/ps23
Paideia School 24	https://www.yonkerspublicschools.org/paideia24
Museum School 25	https://www.yonkerspublicschools.org/museum25
Casimir Pulaski School	https://www.yonkerspublicschools.org/pulaski
Montessori School 27	https://www.yonkerspublicschools.org/montessori27
Kahlil Gibran School	https://www.yonkerspublicschools.org/gibran
Westchester Hills School 29	https://www.yonkerspublicschools.org/ps29
School 30	https://www.yonkerspublicschools.org/ps30

Montessori School 31	https://www.yonkerspublicschools.org/montessori31
Family School 32	https://www.yonkerspublicschools.org/family32
Martin Luther King Jr. Academy	https://www.yonkerspublicschools.org/mlk
Cesar E. Chavez School	https://www.yonkerspublicschools.org/chavez
Enrico Fermi School	https://www.yonkerspublicschools.org/fermi
PEARLS Hawthorne School	https://www.yonkerspublicschools.org/pearls
Robert C. Dodson School	https://www.yonkerspublicschools.org/dodson
William Boyce Thompson School	https://www.yonkerspublicschools.org/boycethompson
Cross Hill Academy	https://www.yonkerspublicschools.org/crosshill
Yonkers Early Childhood Academy	https://www.yonkerspublicschools.org/yeca
Yonkers Montessori Academy	https://www.yonkerspublicschools.org/YMA
Palisade Preparatory School	https://www.yonkerspublicschools.org/palisade
Yonkers Middle High School	https://www.yonkerspublicschools.org/ymhs
Riverside High School	https://www.yonkerspublicschools.org/riverside
Lincoln High School	https://www.yonkerspublicschools.org/lincoln
Charles E. Gorton High School	https://www.yonkerspublicschools.org/gorton
Roosevelt High School - Early College Studies	https://www.yonkerspublicschools.org/roosevelt
Saunders Trades & Technical High School	https://www.yonkerspublicschools.org/saunders
VIVE/Yonkers Pathways to Success	https://www.yonkerspublicschools.org/vive

It is possible that we may need to alternate between in-person and online remote instruction throughout the year due to recommendations and guidance from our partnering agencies and stay-at-home orders from the Governor. The level of infection, the spread of the virus and response to the disease in our community will be at the forefront of our decision making as we move to open our schools.

- As required by the New York State Education Department’s Reopening Guidance, YPS has confirmed area hospital capacity.
- The New York State Department of Health COVID-19 Regional Metrics Dashboard (<https://forward.ny.gov/covid-19-regional-metrics-dashboard>) reports the NYS Southern Tier Region as having 3.05 new cases/100,000 population, with a positivity rate of 0.9%, as a seven-day rolling average, and hospital bed availability at 44%, as of July 22, 2020.
- In contrast, the Mid-Hudson Region has 2.79 new cases/100,000 population, with a positivity rate of 0.9% and hospital bed availability at 32% for the same period. By either measure, the geographic area served by YPS meets this critical re-opening metric.

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

Planning Timeline

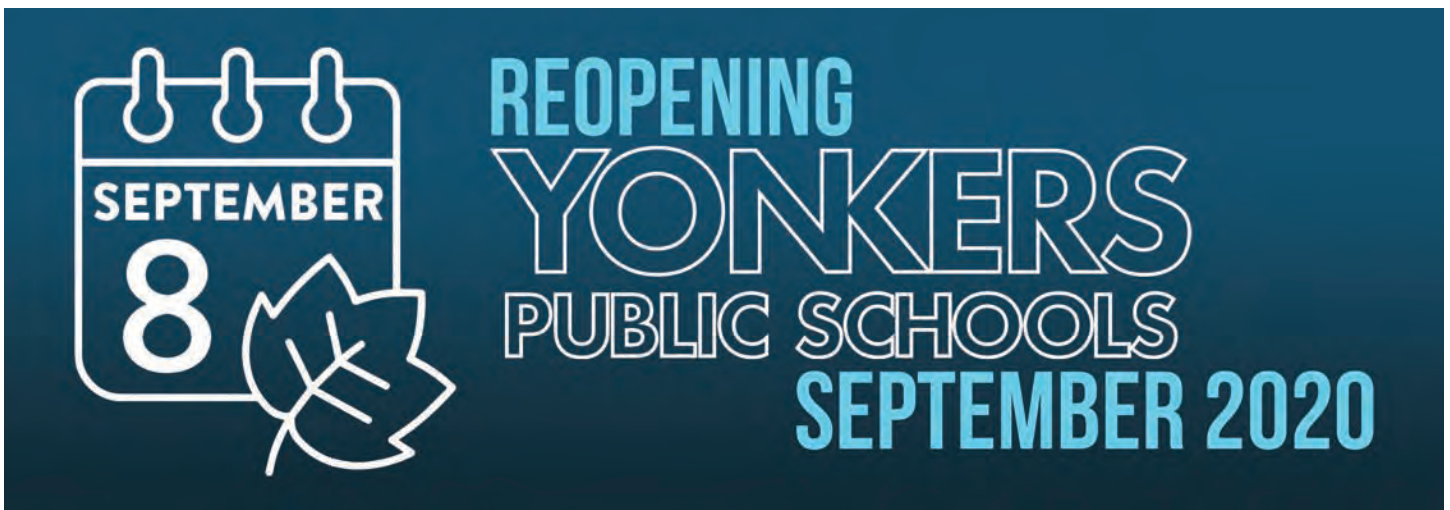
YPS began the reopening planning process in Spring 2020 by gathering stakeholder feedback, recommendations, and guidance through the Distance Learning Surveys and Stakeholder Planning Committees. In June and July 2020 YPS central office staff used this feedback to create the Reopening Plan (“The Plan”) and to ensure alignment with guidance from the New York State Education Department (NYSED) and other state and federal agencies.



- **May 18** – Committee Work Begins
- **June 16** – Stakeholder Survey Administration

- **June 9** – Committee Work Completed
- **July 23** – Stakeholder Survey Preferences for Fall 2020
- **July 31** – YPS Reopening Plan Released

- Schedule regular check-in meetings with stakeholders
- Gather feedback from Stakeholders
- Schedule professional development
- Board of Education Policy revisions and approvals as Needed

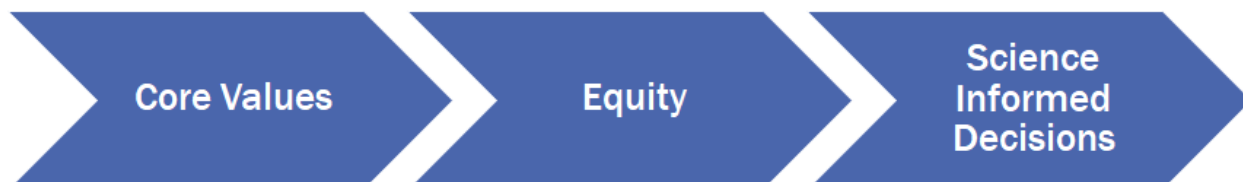


Guiding Principles

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

OUR GOALS

Our common goal is a safe organized return to school for students, staff and families. Relentless work has and continues to be done to prepare for the September opening of schools according to the State guidelines. Experts anticipate the pandemic will continue throughout the 2020-2021 school year with periods of increased community outbreaks until such time as there is a widely available vaccine. Our plans will be flexible to quickly adjust to guidance updates from health and education departments.



CORE VALUES GUIDING OUR PLANNING

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

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

The plan for the 2020-2021 school year is not the distance learning we launched last school year. Through our spring and summer experience with remote learning and the survey responses from parents/guardians, students and teachers a wide variety of feedback and needs surfaced. This has informed our preparation to significantly improve teaching and learning moving forward. As we continue to plan, the District will work collaboratively with our educators to create model in-person and online remote learning opportunities. Remote learning is expected to include synchronous and asynchronous elements, which allow for students to work together or individually at their own pace and on their own schedule.

Our context may change our commitment to equity and excellence is resolute.

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

Communication/Family and Community Engagement

To help inform our reopening plan, the District sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, bargaining units and community groups. Engagement efforts included online surveys, virtual meetings and one-on-one conversations.

The District remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan is available to all stakeholders via the District website at www.yonkerspublicschools.org, in a dedicated website for the reopening work at www.yonkerspublicschools.org/Reopening2020. The dedicated website will be updated throughout the school year, as necessary, to respond to local circumstances. The link to the plan appears on the District website homepage as well as the links to all school webpages. Every effort will be made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA. The plan can also be translated into other languages, via the G-Translate feature available on the District website.

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

- District’s digital social media platforms cohesively with the dedicated YPS Reopening 2020 website
- District’s educational access Cable channel – Channel 75
- District’s Blackboard automated mass communications system for phone messages, emails and text messages
- Appropriate signage posted at all schools and District offices
- Training opportunities for all stakeholders via in-person when available and remote online options using Zoom, WebEx, etc.

The District is committed to establishing and maintaining regular channels of communication and has reviewed and determined which methods have proven to be the most effective in communicating with our school community. The District will rely on Channel 75, District website, social media, school virtual meetings, school based leadership team meetings, and Blackboard mass messages to communicate news, requirements and updates related to reopening and in-person instruction, including social distancing requirements, proper wearing of face coverings and proper hand and respiratory hygiene. All information and resources shared will be based on state guidance.

In support of remote learning, the District will make as many computer devices, as available, to students who need them. Students and their families have multiple ways to contact school administrators and teachers during remote learning. The District's dedicated website for Distance Learning, www.yonkerspublicschools.org/DistanceLearning, and each school's website provide contact directories for teachers and administrators.

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

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

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

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

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

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

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

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

Stakeholder Planning Committees

On May 12, 2020, Dr. Edwin Quezada, Superintendent of Schools, announced the creation of six stakeholder planning committees to collaboratively research, discuss, and construct the best approach to address concerns and implement strategies to reopen schools. The six committees, listed below, completed their research and work between May 18 and June 9, 2020.

Reopening Stakeholder Planning Committees



Committees included representation from multiple stakeholder groups, including at minimum the following stakeholders represented in each committee:

Trustee (7)	Civil Service (18)
Central Office Administrators (18)	Parents (18)
School Administrators (18)	Students (40)
Teachers (36)	

Committee members worked on a voluntary basis and in collaboration with relevant YPS and City of Yonkers staff. Each committee was tasked with developing considerations and best practices for three potential scenarios – school buildings open as usual, school buildings open with social distancing, and school buildings do not open for students. Committees were provided with a list of relevant topics to cover, but were not limited to these topics in their work. Upon completion of their work, committees developed and submitted a plan to YPS to summarize their concerns and recommendations for the 2020-21 school year.

The thoughtful and detailed work of the committees highlighted the complexities of school reopening under these uncertain times. Their work provided central office staff with a strong foundation in best practices and practical implications for developing this reopening plan.

Lessons Learned from Spring 2020

In addition to the work of the Stakeholder Planning Committees, YPS built from lessons learned during Spring 2020 distance learning to inform strategies and practices to adjust and carry forward during the 2020-2021 school year. In reflecting on Spring 2020 distance learning, YPS identified the following successes and challenges that informed planning for the 2020-2021 school year:

Lessons Learned - Stakeholder Planning Committees Recurring Themes from Participants

- Health and Safety
 - Equitable Access to Engaging and Standards Based Curriculum
 - Special Education Instruction and Services
 - Pupil Support Services
 - Multilingual Learner, Language Immersion Supports and Services
 - Access to Technology – Hardware and Connectivity
 - Common Learning Platforms
 - Connection with Teachers Through Synchronous and Asynchronous Learning
 - Professional Development for Teachers and Administrators
 - Parent/Teacher/Student Feedback Regarding Student Academic and Social Progress
 - Student and Staff Social Emotional Wellness and Mental Health
 - Family Support and Training
-
- Yonkers Public Schools was responsive to the COVID-19 regulatory and statutory requirements and promptly implemented the following: adopted emergency board resolutions and policies; utilized video conferencing; recorded public meetings; reviewed and revised emergency plans; and utilized existing processes to maintain communication with parents, students, leaders, teachers, bargaining units, state and local law-making entities, and community-based organizations. The Superintendent of Schools provided regular and comprehensive Guidance Documents highlighting best practices, expectations, and available supports.
 - At the District and school level, communication with students and families occurred through a variety of platforms such as websites, Blackboard Connect, email, parent portals, District television channels, social media, Microsoft Teams, and Zoom in multiple languages. As a result, it was discovered that there is a need to provide frequent Parent Academies throughout 2020-2021 on how to access advanced forms of communication and support student engagement using Clever and Microsoft Teams.
 - Support staff are an essential component of the educational environment; however, their expertise was not leveraged to support students and families in the remote learning process. The District needs to provide professional development for these key personnel to be utilized effectively while promoting their individual growth.
 - Staff members embraced learning new platforms for delivering instruction in remote settings. This resulted in variety with respect to the use of District provided resources and teacher selected tools that did not always result in maximizing applications that were universally available. There were multiple instances where remote learning relied on distributing paper materials. There is a critical need to use one electronic platform to deliver remote instruction (Microsoft Teams) while leveraging all available content specific applications on Clever. Additional professional development is also needed for all faculty on how to use these electronic resources while planning multi-disciplinary inquiry-based instruction that also includes project-based assessment.
 - The District developed a comprehensive PK-12 Distance Learning platform to support the needs of all schools and families. This increased requests for loaner equipment from families. The Technology Department became a critical support centers to families. However, 1:1 devices were not available. Additionally, families did not have Internet access. The District purchased additional devices in preparation for the reopening of schools.
 - We learned that vulnerable student populations, students with disabilities (SWD), multilingual learners (MLL), students in temporary housing (STH), students in need of mental health services, students receiving home instruction, and students in alternative educational settings, did not have the same experiences as their peers.
 - It was apparent that the District must prioritize focusing on the social emotional needs of staff, students, and families in the re-opening process.
 - The District implemented a cohesive program for providing meals and child-care for first responders. During the re-opening of schools, we will need to continue providing meals and food securities for families.

Distance Learning Surveys

Yonkers Public Schools administered online surveys to staff, students, and families to gather feedback on Spring 2020 distance learning between June 16 and July 21, 2020. Three surveys were available targeted for teachers, students and parents/guardians. The student and parent/guardian surveys were available in English and Spanish, and the teacher survey was available in English only. Each survey consisted of multiple-choice questions and one open ended space for comments.

July 2020 Parent/Guardian Survey Preferences for Hybrid or Full Online Remote Instruction

From July 23 to July 27, Yonkers Public Schools used an online survey to ask families about their preferences related to Hybrid or Full Online Remote Instruction for the reopening of schools. The survey, in English and Spanish, described full Online Remote Learning with 5 days at home and a Hybrid Learning Model with 2-3 days in school and the other 2-3 days at home.

The District received 9,290 responses, where families recorded preference for 15,143 students. This total represents 58% of the District's students. Families requested Hybrid Instruction for 55% of students and Online Remote Instruction for 45% of students. Finally, families requested Hybrid more frequently for their children in key transition grades: pre-kindergarten, kindergarten, 9th, and 12th.

This survey provides helpful information for District planning, but it is important to take note of a number of limitations. The response rate does not give information on family preferences for 42% of our students, and because the District offered the survey only online it is maybe reasonable to assume that access

to technology was a barrier to completing the survey for these families. Further, families face many uncertainties in the current environment, so it is likely that some will make a different decision as we approach September.

Parent Preference



■ Hybrid Learning ■ Online Remote Learning

June Survey Results

The questions related to the following areas:

- Technology and Internet Access
- Areas of Needed Support
- Communication Methods
- Comfort with Distance Learning
- Participation and Engagement in Distance Learning
- Satisfaction with Distance Learning
- Experience with Distance Learning Environment

The results of these surveys informed decision making and planning for the 2020-2021 school year, including necessary adjustments to the implementation of distance learning in the district.

Overall none of the respondent groups were well satisfied with remote learning, with parents/guardians in particular expressing strong concerns about the quality of instruction their children received. However, teachers, students, and parent/guardians all had very different areas of focus in their concerns regarding how Distance Learning from March through June.

- Teachers focused on access to technology, difficulties contacting family members, tech platforms, and student accountability
- Students focused on social connection and the amount of work assigned
- Parents/guardians were most concerned by the lack of live (synchronous) teaching, challenges contacting teachers, and the many systems teachers used to assign work/communicate

Conclusion

Overall, family members and teachers felt that Distance Learning did not go well and was disorganized. Teachers were very concerned with academic rigor, while family members and students were concerned with their own and their families' and friends' health and well-being. They also felt that the concerns they had (family members who were still working, sick family members, and religious holidays) were not respected. Students and family members felt that they were simply being required to complete busy work that did not provide real learning and wanted to be able to connect with their teachers.

Family members and students repeatedly expressed their desire to continue learning, but felt the systems enacted made that impossible. They often were not able to access assignments, and were confused on where they would be (web page, Clever, another app, or Teams). Given proactive district-level planning, live teaching, and homework that was interesting and relevant to the material, it is likely the experience would have been much more positive for all involved.

See below for comments from each group, beginning with a student comment:

Distance learning for me, ... , was stressful. We are in the midst of a pandemic, and I was utterly disappointed at the lack of support manifested by some teachers as well as the district itself. Distance learning was more of something of protocol rather than actually a meaningful process in which we LEARN. I know from my experience it is rather difficult to concentrate at home and to not have a physical teacher there who can help us. Not having a physical teacher plus the amount of work given immensely disturbing caused this period of "learning" to be everything, but pleasing and helpful. We were not learning to our fullest extent if all we do is homework after homework after homework without having time to process. ... It is astonishing how emphasis is placed on giving homework rather than the mental health of the students. I hope whoever is reading this, ... , are doing well and are staying safe. Also I hope you are spending time with family something which I was not able to do much during the quarantine as a result of all the work. Thank you.

Family member comment:

It was disappointing that there was no direct interaction with either teacher for my children. Many school districts used google classroom or zoom or any number of platforms to allow for direct interaction with the students, but that was never done for either class. The only feedback my children received was responses to emails that we sent with their scanned homework. The entire burden of education of our children fell onto the Family members in the home, which is not acceptable. ... The quantity of homework, particularly math homework, assigned to our Kindergartner was ridiculous. They were being asked to complete 130 pages of math work during a 5-day week. ... My last comment focuses on the numerous platforms that assignments were given in. The assignments were all over the place. ... Tracking down the locations and logins for all of these various systems and scanning hundreds of pages of assignments was a job in and of itself. And this job fell onto Family members, many of whom were still working full time. The district needs to focus on making the process simpler on the Family members and students. One platform, one location, and direct, interactive education from their actual teachers, etc. I really hope that if distance learning continues into the fall, that the Yonkers School District manages the process in a more streamlined, interactive and thoughtful way because, in the end, the biggest losers in this experiment were our children. And when other districts so clearly do a better job, it is putting Yonkers students at a disadvantage moving forward.

Teacher comment:

As we would expect distance learning has proved to be quite challenging for the students, Family members, and teachers. We all need to find more hours in the day in order to meet the needs of all of my students, the frustration on the part of the Family member is palpable. ... The pandemic caused an abrupt change to our school so our entire school community was forced to prepare for distance learning within a week or two. ... We need to identify the most effective tools necessary

to teach and reach my students in this sub-optimal environment. As a school community we need adequate time to fully prepare all teachers, student and especially Family members of the elementary school children in order to succeed at this very difficult task. It is critical to have an assigned Information Services liaison (“go to person”) that the teacher can have as a resource for questions regarding teaching “through the computer”. ... As far as grades, accountability and pass/fail, this was maybe necessary for this recent development in March, but looking ahead, we need to have the student be more accountable and assign grades. Family members themselves have demonstrated and verbally indicated to me lax attitude toward assignments because they know most are not going to see a grade impact, they just try to get anything done because they feel overwhelmed by so many varying on line platforms. ...

Additional information is in the Supporting Documents section of this plan.



[Link to NYSED Guidance](#)

Summary of State Guidance

On July 13, 2020, the New York State Education Department (NYSED) release its guidance to districts on 2020-2021 school reopening. The reopening guidance covers three potential reopening scenarios – in-person instruction, online instruction, or a hybrid of both in-person and online instruction. The guidance provides a framework for key considerations and both required and recommended elements. The NYSED guidance and framework were developed and refined through Regional School Reopening Task Forces and stakeholder forums.

The NYSED guidance covers the areas listed below. YPS developed this reopening plan to ensure alignment with this framework and all required elements of the NYSED guidance.

NYSED Reopening Guidance Framework

Health and Safety	Nutrition	Social-Emotional Well-Being
Facilities	Transportation	Budget and Fiscal
Attendance and Chronic Absenteeism	School Schedules	Teaching and Learning
Technology and Connectivity	Special Education	Bilingual Education and World Languages
	Staffing and Human Resources	

Reopening Scenarios

Yonkers Public School is planning for three possible reopening scenarios for the 2020-2021 school year. Additional details on each scenario are provided below.

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

In-person Instruction



Schools will reopen for all students and instruction will take place in-person at schools.

- Daily in-person instruction with social distancing protocols based on current New York State Department of Health (DOH) information
- Alternative plans for medically vulnerable/high-risk groups
- Plans for health, safety, and screening
- Scenario contingent upon guidelines outlined by Governor's office, DOH, New York State Education Department (NYSED) and local government

Hybrid Instruction



Students will complete some instruction in-person at school sites and some instruction online.

- Two groups of students "A" and "B"
- Each group is receiving in-person instruction at least two consecutive days of the week
- Flex Day Wednesday will include:
 - Online Remote instruction for All students, except Special Education ICT and selected Multilingual learners who will receive In-Person Supplemental Support
 - Additional Cleaning in all schools
 - Professional Development for staff
- Alternative plans for medically vulnerable/high-risk groups
- Plans for health, safety, and screening
- Scenario contingent upon guidelines outlined by Governor's office, DOH, New York State Education Department (NYSED) and local government
- All staff is expected to report to work

Online Remote Instruction



School sites are closed to students and all instruction takes place online.

- Circumstances require schools to remain closed for in-person instruction
- All instruction occurs remotely via Microsoft Teams until further notice
- Scenario contingent upon guidelines outlined by Governor's office, DOH, New York State Education Department (NYSED) and local government
- All staff is expected to report to work

Decision Tree

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

- Schools will close if the regional infection rate rises over 9% after Aug. 1. Schools will close if the 7-day rolling average of the infection rate is above 9%. All students will receive full online remote instruction
- Schools in regions in Phase 4 can reopen if the daily infection rate remains below 5 percent using a 14-day average, unless otherwise directed from the Westchester County Health Department.
- If the infection rate rises about 9%, schools must wait until the 14-day average is below 5%
- Once schools open at Phase IV below 5% for a 14-day rolling average, schools can remain open even if the rate continues to rise about 5% until it reaches 9% for the 7-day average
- The District will be notified by: NYSDOH and/or Westchester County Health Department on the situation
- The Superintendent of Schools will consider closing school if absentee rates impact the ability of the school to operate safely
- The Superintendent of Schools may choose to modify operations prior to closing to help mitigate a rise in cases. If infection rates are rising above 5%; consider modifying school operations for medically vulnerable students and staff if they are participating in in-person activities
- The District will consult with the medical director and/or the local department of health when making such decisions
- The District will determine which operations will be decreased, or ceased and which operations will be conducted remotely;

School-Day Schedule and Learning Time

Collectively, instruction shall be designed to facilitate the student's attainment of the learning standards. At minimum, schools will schedule students for 36 minutes of instruction in all content areas. The educational program should utilize all available methodologies and modalities to maximize learning. These learning experiences include, but are not limited to: synchronous and asynchronous instruction, completing online modules or tasks; viewing instructional videos; responding via Microsoft Teams, Zoom or Seesaw to teachers and/or peers; conducting research; doing projects; or meeting in-person. All schools will clearly communicate instructional schedules following the District's communication plan found in the Communication/Family and Community Engagement section of this plan.

Key Terms:

- Asynchronous Learning – a series of learning events that are not happening at the same time (e.g., a student completing research independently while a teacher provides phonics instruction to a different group of students)
- Synchronous Learning – a series of learning events that are happening at the same time (e.g., reading as a group and engaging in a discussion about what is being read)
- Hybrid Instruction – instruction that includes both in-person learning with teachers and peers and remote instruction outside of a school building with or without a teacher and peers
- In-person Instruction – instruction that takes place in a school or on school grounds with a teacher and peers
- Remote Instruction – instruction that is fully delivered outside of a school building and requires use of a technology device (e.g., laptop, notebook, iPad) and Internet

Arrival and Departure Logistics

The existing arrival and departure times for each school remains the same. All schools will clearly communicate site specific details for arrival and dismissal procedures (entrances and exits), process for collecting staff and students health screening attestation forms, and mobility patterns in alignment with current social distancing guidelines. All individuals will be required to use face coverings that cover both the nose and mouth in school buildings and on District provided buses (except for those whose physical or mental health would be impaired by wearing face coverings).

To facilitate collecting student and staff Health Screening Attestation forms, the District or schools may stagger bus arrival.

School-Day Social Distancing Procedures

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings. Visitors must follow all safety protocols in this plan. Spaces within each school will be evaluated to determine if they are suitable for use.

Key Terms:

- Face Covering – an object that covers both the nose and mouth that can be homemade, sewn, quick cut, a bandana, or surgical mask
- Social Distancing – a process used to create and maintain safe space between an individual and other individuals who are not from the same household
- Spaces – areas that meet the requirements for social distancing and outdoor ventilation (i.e., interior spaces with windows)

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

Nutrition

Breakfast and lunch will be provided and students will eat in both the cafeteria and classroom to ensure following social distancing guidelines. Grab and Go stations may also be used to distribute meals. Students in the cafeteria will face the same direction and hard surfaces will be cleaned and disinfected between use. Sharing and family style meals are prohibited. Where applicable and appropriate, physical education classes will be provided outdoors. Every attempt will be made to stagger the use of restrooms while teaching students to follow proper social distancing and handwashing in bathrooms.

Universal Health and Safety Measures

Pre-screening procedures prior to arrival at school will be utilized for both staff and students. Pre-screening will include completing a daily health screening attestation questionnaire. Schools will determine additional screening, as needed.

Technology Access

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

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

Reopening Protocols

Appendix 1: Health and Safety

Appendix 1: Health and Safety

Per NYSED guidance the District focused on preventive actions to ensure the health and safety of the staff and families. Schools will be required to: perform health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; develop plans to maximize social distancing; develop plans to manage and isolate ill persons until they can be sent home; instruct students and staff in proper hand and respiratory hygiene; require wearing appropriate face coverings; and develop cleaning and disinfecting procedures for the school in accordance with CDC and DOH guidance.

No outside visitors or volunteers will be allowed on school campuses, except for the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings. Visitors must follow all safety protocols as listed above. Spaces within each school will be evaluated to determine if they are suitable for use. District approved before and after school programs will follow the protocols outlined in the Plan.

Health Checks and Screenings (Hybrid and In-person Instruction)

- Begin screening at home. Parents are responsible for checking their child's daily temperature and completing the health screening questionnaire. Schools will determine additional screening, as needed.
- Urge parents to assess their child(ren) daily for outward symptoms of COVID-19
- Require parents/guardians to complete COVID Survey/Attestation questionnaire for each child, and to contact the school in the event of health status changes
- Counsel parents that students are required to stay home, if they have a temperature at or above 100.0°, or are experiencing other COVID-19-related symptoms (e.g., shortness of breath or cough)
- Prioritize information requested of parents and provide in check list form
- Make students aware of the importance of, and process for, temperature screenings
- Develop YPS Health Questionnaire App, in multiple languages, which can be completed online on a computer or phone
- Include the three screening questions proposed by the DOH, in addition to questions regarding international travel, and travel to states listed in Governor's Executive Order 205
- Implement staggered school entry times, to facilitate collecting COVID-19 Survey/Attestation questionnaire and face covering recognition technology (kiosk)
- Require hand sanitizing each time a student or staff member exits and re-enters a room

Social Distancing (Hybrid and In-person Instruction)

- Parent/Guardian must provide student with a face covering on a daily basis; all students must wear face covering. Disposable masks will be available to supplement the face covering provided by the parent/guardian if necessary.
- Evaluate classrooms and other available spaces to ensure they are large enough, or class sizes are small enough, to maintain social distancing between students and staff
- Meeting rooms will allow spacing for social distancing
- Use visual aids to illustrate appropriate spacing and traffic flow throughout school building (e.g., designating hallways or entrances as one-way), the signage will be age/grade appropriate
- Post directional reminders on the walls and/or floor
- Use as many entrances and exits, as can be supervised appropriately by staff
- Supervise arrivals and departures to ensure social distancing protocols are being observed
- Restrict in-person student drop-off or pick-up during the school day to one parent or caregiver, entering designated areas of the facility to pick up or drop off a child
- Restrict non-essential visitors
- Prohibit the use of lockers

- Arrange classroom seating so that students are separated following social distancing guidelines; face desks including teacher's desk in the same direction
- Hold physical education and music classes outside whenever possible
- Encourage participants to spread out during aerobic activities while following extended social distancing guidelines
- Use visual cues to demonstrate physical spacing when inside schools
- Implement use of floor spots for inside physical education classes adhering to the extended social distancing guidelines
- Rotate staff into classrooms, whenever possible, rather than rotating students out when scheduling permits
- Place markings on the ground to facilitate physical distancing at all school entry and exit points and crosswalks near the school
- Provide social distancing floor/seating markings in reception areas and gyms
- Reconfigure common areas by spacing out furniture to minimize crowding
- Close off common seating areas if social distancing would be compromised
- Suspend activities that do not allow for social distancing, including assemblies and not limited to in-person field trips and large group use of playground equipment simultaneously
- Utilize outdoor spaces whenever possible
- Limit the size of groups participating in playground activities simultaneously, through cohort scheduling mechanism

Health Hygiene (Hybrid and In-person Instruction)

- Develop protocol for staff working with physically aggressive students that addresses spitting, shields, arm guards, shin guards, and for those students requiring toileting assistance
- Develop protocol for handling bodily fluids (e.g., drooling)
- Distribute protocol for sending and receiving materials to/from students' homes
- Maintain student supplies in labeled individual containers, like a shoe box, to reduce risk of cross contamination
- Avoid sharing materials, instruments, food and drinks
- Minimize volume of materials students carry with them to avoid potential cross contamination

Face Coverings and PPE (Hybrid and In-person Instruction)

- Institute 3 or 4 face covering breaks while social distancing, otherwise face covering should be worn throughout the day where not medically contra-indicated or developmentally inappropriate
- Remind parents/guardians to provide students with a face covering on a daily basis
- Provide disposable face covering to students and staff if and when necessary
- Require parents, caregivers, and all visitors to wear a face covering while in school buildings
- Develop multi-language videos and other visuals, demonstrating the rules for wearing face covering, using hand sanitizer, hand washing and need for undergoing temperature checks
- Include call back number/email address for requesting additional information and display video/visuals in the school lobby throughout the school day
- Continue screening by a bus monitor, where available, on the bus, using a simple questionnaire designed by the Medical Unit
- Review health and safety guidelines with all stakeholders

Cleaning and Disinfection (Hybrid and In-person Instruction)

- Develop classroom routines where students wipe/sanitize their materials and desks at end of each school day
- Establish protocol for cleaning and disinfecting surface areas, desks, doorknobs, elevator buttons, bathrooms and computer/digital equipment including the associated record keeping process

Arrival/Dismissal

- Students who do not require supervision will be encouraged to report to their classes without congregating
- Students will follow social distancing protocols, supervised appropriately by staff, when arriving at school by bus and when departing school at dismissal
- For student drop off or pick up, drivers will remain in their vehicles, to the extent possible
- For in-person student drop-off or pick-up, parent/guardian entry into the school facility to pick up or drop off child is prohibited
- Principals will determine additional arrival/dismissal procedures, as needed, and communicate accordingly to stakeholders

Hallways

- Visual aids will be used to illustrate appropriate spacing and traffic flow throughout the school building (e.g., designating hallways or entrances as one-way and posting directional reminders on the walls and/or floor)
- Staggered access and assignments will be used to reduce the need for hallway use across multiple areas of the building

Classrooms/Instruction

- Principals will evaluate classrooms and other available spaces to ensure they are large enough or class sizes are small enough to maintain social distancing guidelines between students and staff

Cafeteria

- Assess where meals will be served in accordance with social distancing protocols
- Schedule classes in the cafeteria as outlined by NYSED; consider escorting one class at a time to pick up food in PreK-5, 6, & 8 buildings and return to the classroom, if feasible or have food delivered to classroom
- Increase table spacing to maintain social distancing

Management of Emergent Illnesses (Hybrid and In-person Instruction)

Contact Tracing in Coordination with Local Health Authorities

Immediately upon being informed of a positive COVID-19 diagnostic test result of an individual within school facilities or on school grounds, including students, faculty, staff, and visitors, the District will notify the NYS and Westchester County Health Departments. By utilizing the New York State Contact Tracing Program, the District will also assist the local Health Department with tracing the transmission of COVID-19.

The District will assist in tracing all contacts of exposed individuals in accordance with protocols, training, and tools provided by relevant agencies. This assistance includes:

- a. keeping accurate attendance records of students and staff members,
- b. ensuring student schedules are up to date,
- c. keeping a log of any visitors (date and time, and where in the school they visited) and
- d. aiding the local health department in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program.

Confidentiality, as required by state and federal laws and regulations must be maintained. Employees should not attempt to determine who is to be excluded from school, based on contact without following guidance and direction from the local health department. For more information about how COVID-19 containment efforts will be communicated to all stakeholders, visit the District website and review our Reopening Plan (<https://bit.ly/YPS-Reopening-Plan>).

Should large-scale testing need to be conducted at schools, District administration will work with St. John's Riverside Hospital and St. Joseph's Medical Center, in close consultation with the Westchester County Department of Health.

District Protocols

- Subdivide Nurses Office to create an area for administrative functions and initial medical assessment and a separate area to isolate individuals exhibiting symptoms possibly related to COVID-19
- Implement Isolation Management Protocol
- Handle all symptomatic cases as if patient were COVID-19 positive, until that diagnosis is ruled out
- Conduct Medical Town Hall mandatory professional development for nursing staff prior to school reopening, to discuss parameters, guidelines and treatment plans
- Establish Hotline between District, local hospitals and medical transportation if required, so medical and nursing staff can access professional consultations when medically indicated
- Expand Hotline access to include school administrators and parents, where appropriate

Accommodations for At-Risk Students and Staff

Accommodations to all students and staff who are at high risk or live with a person at high risk include:

- Educate parent/guardian about the required health screening procedures and daily temperature checks at home, before attending school
- Explain that Health Screenings prior to sending children to school consists of the following components:
 - temperature check
 - Health Screening Questionnaire and
 - referral to Health Services (or private physician) or further evaluation, as appropriate
- Install social distancing markers and communicate mandates whenever possible
- Require facial coverings upon entering/navigating the building, anytime social distancing cannot be maintained, and whenever possible
- Limit non-essential visitors and:
 - require parents/guardians to call ahead if they need to enter the building, and
 - limit visitors to one household member at a time (no spouses or siblings)
 - program deliveries outside of school hours whenever possible
- Provide Personal Protection Equipment where required, including:
 - gloves (staff)
 - masks
 - facial shields (staff and select students) and
 - gowns as appropriate
- Install transparent polycarbonate barriers where indicated
- Establish multiple sanitizing stations, strategically placed throughout building, to supplement handwashing sink locations
- Limit people movement in the building and:
 - stagger arrival and departure schedules for students/staff,
 - provide remote learning for students when necessary,
 - rotate teachers and other providers, not students, when able,
 - orient student and teacher desks to face one direction,
 - install social distancing markers for seating and
 - eliminate the use of cubbies and lockers
- Nursing Office:
 - Increase student capacity and delineate isolation space, as appropriate.
 - Relate nurse staffing to student need and enrollment, among other considerations.
- Assign a COVID-19 Coordinator and team at the District
 - Monitor community and school spread of virus

The District will evaluate each employee's needs for accommodations in accordance with applicable laws and regulations including the Americans with Disabilities Act (ADA), New York State Human Rights Law, and the Families First Coronavirus Response Act (FFCRA). Accommodations may take the form of additional PPE, decreased students in a classroom, alternating schedules, improved ventilation, or remote work as deemed appropriate.

The process for requesting accommodations originates by using this [form](#).

Isolation Management Protocol

The purpose of the Isolation Management Protocol (the "Protocol") is to ensure the safety of students and staff by limiting their exposure to individuals with emergent illness, while in YPS facilities. Accordingly, the following processes will be used to isolate affected individuals.

Emergent Illness: Staff or students that present with symptoms of COVID-19, while at school/work will be evaluated by the school nurse. School Nurses will receive additional professional development on infection control practices, including:

- How disease spreads
- How to identify disease symptoms
- How to protect themselves
- Environmental cleaning and disinfection procedures
- Reporting processes to responsible parties

Isolation Details: If symptomatic, staff/student will be placed in a controlled, partitioned space, wherein he/she may be observed.

- They will have access to a dedicated bathroom
- Anyone entering the designated isolation space must use appropriate Personal Protective Equipment (PPE)
- The parent/guardian of a symptomatic student will be notified immediately of their child's status and instructed to remove the student from the premises. A spouse or other responsible adult will be similarly notified for affected staff members.
- Removal from the facility will be facilitated to not contaminate additional areas
- Once staff/student has vacated the isolation area, it will be ventilated, cleaned, and disinfected pursuant to CDC and DOH guidance

Contingency Plan: In collaboration with area hospitals, a plan for definitive diagnosis, treatment, contact tracing, and reporting to local health authorities of referred staff/students with emergent symptoms of COVID-19 will be developed and implemented by the YPS Health Services Unit.

Medical Crisis: Should the student/staff member develop respiratory distress, sustained high fever, or become medically unstable, the school nurse will call an ambulance and the patient will be transported to an emergency room for treatment.

- Emergency Medical Services (EMS) will determine which hospital (i.e., St. John's Riverside or St. Joseph's Medical Center) is best suited to handle the situation.
- The treating hospital will assess the patient and communicate with the YPS medical team

Reopening Protocols

Appendix 2: Facilities

Appendix 2: Facilities

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

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

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

The Current State of District Facilities

Current research indicates that the district's forty school buildings are now the oldest in the State and perhaps the Country. Yonkers has approximately 27,000 students housed in over 40 buildings with an overall square footage of 3.8 million square feet at an average over 80 years old. The oldest is 124 and nine others are past 100 years old.

The NYSED mandates that every five years each District in the state must conduct an in-depth independent third-party survey and inspection of their school building stock. This is compiled in a Building Condition Survey (BCS) report which is made available for public viewing. This was last done in Yonkers in 2015 and the field work for the 2020 BCS is currently underway, anticipated to be published in the winter 2021.

Between 2015 and 2020 the Facilities Department completed 90 capital projects for \$90 million, averaging roughly \$18 million in construction completed per year. The priorities include keeping the weather out, the heat and lights on, fire safety at an optimal and increased safety and security. Another 19 projects are in design or awaiting bid at an estimated value of \$48,000,000.

General Health and Safety Assurances

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

Space Utilization

Required Square Footage

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

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

Facility Alterations and Acquisition

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

NYSED Procedures

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

Changes to Space Utilization and/or Alterations

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

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

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

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

Space Expansion

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

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

To ensure that these sites meet all requirements, TQ submissions require submission of:

- OFP Form FP_AU-Request for Approval of Use of a Facility;
- Architectural quality floor plan;
- Site plan;
- AHERA Plan;
- Fire Safety Report;
- Confirmation of Americans with Disabilities Act compliance;
- Local Code Authority Certificate of Occupancy; and
- Approval of use of space.

YPS will modify or reconfigure spaces and areas, and/or limit use of lockers, cubbies, entryways, hallways so that individuals can be socially distanced and are not sharing workstations, desks, tables, or other shared surfaces without cleaning and disinfection between use.

The cohort model allows for cleaning and disinfection in between each group's use instead of each individual's use.

YPS will put measures to reduce bi-directional foot traffic using tape or signs in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g., outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

Building permit for use by outside groups will be limited and/or will be closed to the public (i.e., not students, faculty, or staff). Any use of a school facility or grounds by the general public, when it is deemed to be appropriate for public use, will be subject to the same guidelines required during all other school operations.

Tents for Additional Space

Open sided tents may be considered for use in sheltering queues for the arrival and dismissal. This requires approval from the NYSED OFP meeting all Fire and Building codes.

Fire/Building Code Review

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

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

Continuing compliance includes:

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

District Protocols include:

- Means to Control Infection – These are arrangements that are being considered and/or implemented to reduce transmission of infection
- Time Management – It is proposed that fixed cohorts of students will be formed and that their movements in the building will be limited to reduce student use of the corridors. This may include but not be limited to: having students assigned to and remain in one classroom location for much of the school day, teachers moving between classrooms, breakfast and lunch in classrooms, staggered times for requisite handwashing, bathroom breaks dismissal, and other times deemed appropriate by District and school administration.

- Leave Doors Open – The District will be leaving select doors in fixed open position to reduce the spread of the virus from touching door levers and knobs. This will be very limited since most doors, including classroom doors are part of the fire safety system and are to remain closed at all times. Propping doors open can only be done where it is not in violation of the NYS Fire Code or compromises building security.
- Plastic Separators – Clear plastic sheeting and panels (sneeze guards) are being installed in locations where social distance or mask requirements cannot be applied and in select places of heightened public interaction.
 - Such locations include but are not limited to: separation of individual lavatory sinks from each other, the front desk in the school offices, welcome and/or security desks, some nurses’ offices, food services and other locations as may be desirable in each school. Their use in classrooms is logistically problematic is not being considered at this time due primarily to concerns for exiting in an emergency.
 - All such plastics do conform to 2020 BCNYS (Fire) Section 2606.
- Alcohol-based Hand Rub Dispensers – YPS will augment its capacity to provide adequate hand washing facilities with the use of alcohol-based hand rub dispensers. Sanitizers will be available throughout the school but most notably in common areas, main entrances, near classroom and cafeteria entrances and exits. These will be “touch free” wherever possible, depending on availability.
 - Alcohol-based Hand-Rub Dispensers will be installed in rooms and corridor in limited quantities in accordance with FCNYS 2020 Section 5705.
- Dividers at doors and other points of congregation – YPS will be using portable dividers such as traffic cones and/or bank stanchions and/or signage and floor marking to control queues and other areas subject to crowding. The use of more permanent large footprint barriers will be avoided. In case where they are required floor plans of the changes will be submitted to the OFP for approval. This review is required because improperly placed dividers could obstruct escape during an emergency.

Fire and Lockdown Drills

Emergency Drills

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

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

The District will conduct fire (evacuation) drills and lockdown drills as required by education law and regulation and the fire code without exceptions. Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. Drills will be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

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

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

District Protocols

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

Ventilation

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

Work is under way and it is planned that classrooms windows are operable. Spaces without operable windows or suitable mechanical ventilation will not be used as classrooms.

NYSED, DOH and CDC do not specify Minimum Efficiency Reporting Values (MERV) for mechanical ventilation filtration. School Facilities is working with its HVAC services contractor and consultants in determining the viability of upgrading existing mechanical systems.

Plumbing

Facilities and Fixtures

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

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

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

The existing drinking water fountains in the school building will be turned off. YPS will replacing existing fountains with new filtered bottle filling units throughout the district. Until filling units are installed bottle drinking water will be supplied to occupants.

Reopening Protocols

Appendix 3: Nutrition

Appendix 3: Nutrition

Per NYSED guidance schools and school districts should include the Food Services Department in reopening plan discussions so they are able to: provide all enrolled students with access to school meals each school day whether school is in-person or remote; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means, in the languages spoken by families. School meals will continue to be available to all students, during In-Person, Hybrid and Online Remote Instruction.

In-Person Meals and Meal Distribution

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

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

- Parents/guardians will be notified that lunch and snacks from home MUST be placed in disposable bags
- Increase table spacing in cafeteria, if necessary, provide physical barriers to maintain social distancing guidelines

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

- In-Person Meals during Hybrid and On-Site Instruction
 - Cafeteria feeding
 - Classroom feeding
- Access to Meals during Hybrid and Online Remote Instruction
 - Grab & Go Meals will be available Monday-Friday, following the school district's Board of Education calendar, for student and/or parent/guardian pick up at each school building. Meals will also be available for bulk pick up.

In-person meals are available for student consumption while in school. Students scheduled to eat in the cafeteria will receive hot meal service. Students eating in the classroom will receive a cold Grab & Go meal.

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

Health and Safety Guidelines

- All students arriving in the cafeteria will follow social distancing guidelines
- Once the parent/guardian submits medical documentation for student food allergies, Food Services will adhere to student feeding restrictions, following existing District protocols, whether inside the cafeteria or other settings in the school
- All food-sharing tables have been dismantled, food sharing will not be permitted
- All eating tables and seats will be cleaned and sanitized prior to the next group of students arriving for meals
- All leftovers will be discarded
- Cashless point of sale for meal accountability will continue
- Disposable utensils will be utilized
- Food Service staff will wear and regularly change PPE, consisting of disposable gloves and surgical masks
- Students and staff will be regularly reminded about the importance of hand washing, and as necessary, for visibly soiled hands they will be directed to wash them. This will be done prior to entering the serving area and when leaving the cafeteria.

Child Nutrition Program Requirements

- All National School Lunch Program and School Breakfast Program requirements will be met
- Child Nutrition Program flexibilities for milk, whole grain and sodium will be implemented when/where necessary

Family Communication

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

Food Service Employee Responsibilities

- All food service professionals are required to wear clean, stain and wrinkle-free uniforms and rubber-soled footwear
- Social Distancing
 - Floor markers following social distancing guidelines will be placed on all kitchen floors indicating where each employee is expected to work
 - All staff are required to wear PPE including disposable gloves and surgical masks
 - All staff are required to change PPE when soiled

Food Service Responsibilities

Food Services will serve In-Person and Remote Instruction meals to students following the schedule implemented by YPS. All students are required to wear face coverings while entering the cafeteria and hand sanitizer will be available.

Hybrid and On-Site Learners:

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

Online Remote Learners:

- Grab & Go breakfast and lunch will be available to each YPS student at their respective school for pick-up on a daily basis.
- The District is considering additional opportunities to provide student meals through satellite Grab & Go locations throughout the City of Yonkers making breakfast and lunch pick up more accessible to students. Locations will be determined based on communication to the community following the process outlined in the Communication/Family and Community Engagement section of this plan.

Reopening Protocols

Appendix 4: Transportation

Appendix 4: Transportation

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

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

Family Communication

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

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

Busing and Student Transportation COVID-19 risk levels:

No minimal Community Spread

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

Minimal to Moderate Community Spread

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

Substantial Community Spread

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

Cleaning and Disinfection

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

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

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

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

Face Coverings

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

Staff Training

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

Routing

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

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

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

The following bus routes and schedules for High School students are subject to change.

- **YONKERS HIGH SCHOOL**
 - Weekday service to and from an accessible location to the high school, each trip will express in the area near Getty Square

- **RIVERSIDE HIGH SCHOOL**

- Adjust one southbound trip at 2:35 p.m. from Riverside High School to operate via Warburton Avenue to Riverdale Avenue, ending at Riverdale Avenue & Valentine Lane (new Route 418)
- Adjust one southbound trip at 2:35 p.m. from Riverside High School to operate via Warburton Avenue, Prospect Street, South Broadway, left on McLean Avenue, right on Radford and following Route 32 until ending trip at Caryl Avenue & South Broadway (new route 412)
- Adjust one southbound trip at 2:35 p.m. from Riverside High School to operate via Warburton Avenue, Ashburton Avenue, right on Walnut Street and following Route 32 until ending trip at Park Hill Avenue & McLean Avenue (new route 413)
- Adjust the southbound trip at 2:35 p.m. that currently operates to Getty Square and the operates as a Route 8 trip to 475 Saw Mill River Rd. The revised trip will operate from Riverside High School at 2:35 p.m. via Warburton Avenue, left Ashburton Avenue, left Saw Mill River Rd and follow onto Tuckahoe Rd ending at Tuckahoe Rd & Central Park Avenue (new route 410)

- **GORTON HIGH SCHOOL**

- Adjust one southbound trip at 2:34 p.m. from Gorton High School to operate via Park Avenue, left on Ashburton, right on Walnut Street and following Route 32 until ending trip at Park Hill Avenue & McLean Avenue (new route 423)
- Adjust one southbound trip at 2:34 p.m. from Gorton High School to operate via Park Avenue, right Nepperhan Avenue, left South Broadway, left on McLean Avenue, right on Radford and follow Route 32 until ending trip at Caryl Avenue & South Broadway (new route 422)

- **LINCOLN HIGH SCHOOL**

- Adjust one westbound trip at 2:35 p.m. from Lincoln High School to operate via Yonkers Avenue, right on Ashburton Avenue, right on Warburton Avenue ending at Yonkers/Hasting City Line (new route 471)
- Adjust two westbound trips at 2:35 p.m. from Lincoln High School to operate via Yonkers Avenue, left on Walnut Street and following Route 32 until ending trip at Park Hill Avenue & McLean Avenue (new route 473)

- **ROOSEVELT HIGH SCHOOL**

- Adjust one southbound trip at 2:35 p.m. from Roosevelt High School to operate via Tuckahoe Rd to Saw Mill River Rd to Walnut Street and following Route 32 until ending trip at Park Hill Avenue & McLean Avenue. (new route 483)

Protocols Once Students Disembark for Transportation

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

School Bus Staff Mandatory Requirements

- YPS school bus contracted vendors must assign a healthy bus driver to YPS bus routes. In the event a driver is sick the bus route must be assigned to a “replacement” driver.
- YPS bus monitors must perform a self-health assessment for symptoms of COVID-19 prior to boarding a school bus. In the event the bus monitor is sick the Transportation Department (914-376-8015) and Health Services (914-376-8226) must be notified immediately.
- Drivers and bus monitors should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings)
- As mandated by NYSED - Yonkers Public Schools bus monitors must complete a physical performance test during the Fall 2020 (season)

- As mandated by NYSED, YPS bus monitors must complete the Fall/Spring refresher course. All drivers and bus monitors will be informed of all safety measures.
- All drivers and bus monitors assigned to YPS bus routes must wash their hands with soap and water before and after the am and pm runs
- NO EATING or DRINKING rules must be enforced at all times
- Communicate with contracted school bus vendors to direct the bus drivers to open the school bus windows (if possible) for ventilation purposes
- Communicate with contracted school bus vendors and bus monitors that no student is left unattended at an assigned stop due to no face covering

Students on Transportation Mandatory Requirements

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

Student on Transportation Considerations

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

Consideration for Reopening Plans

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

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

Pupil Transportation Routing Mandatory Requirements

- YPS Transportation Department will adhere to providing transportation services to public, non-public, parochial, private, charter schools and for students with disabilities
- Non-public schools applications deadline was extended to May 15, 2020 and applications are under review
- Alternate arrangement stops request application deadline was extended to May 15, 2020 and applications are under review
- Parents who missed the deadline to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education

Pupil Transportation Routing Considerations

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

Student Metro Card High School Students

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

Reopening Protocols

Appendix 5: Social-Emotional Well-Being

Appendix 5: Social-Emotional Well-Being

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

Multi-Tiered Systems of Support

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

Student Supports

Tier One – Universal Interventions: Considerations for All Students

- Identify students who are struggling emotionally; create a plan of support
- Provide virtual meetings for students as a forum to discuss social-emotional topics and school environmental changes
- Develop and adjust classroom schedules to allow students to start their day with an Emotional Check-in (e.g., Restorative Circles, Mood Meters, “How Do You Feel” prompts)
- Incorporate additional lessons on social emotional needs into the Health curriculum
- Incorporate trauma-sensitive strategies into daily instructional and social interactions (e.g., conflict-resolution, perspective taking, skills to build empathy)
- Empower student council structures within the school to provide feedback on social emotional supports in the school
- Provide student surveys on school climate

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

- Conduct mental health screenings and assess for mental health readiness, level of trauma and grief/loss using surveys
- Support students who are struggling emotionally; develop a plan of support upon re-entry
- Involve students in the mentor assignment process incorporating student preferences
- Align students with mental health community partners, as appropriate

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

- Provide students receiving counseling with additional outlets to discuss their feelings
- Evaluate the need for a Functional Behavior Assessment (FBA) within current Pupil Support Team (PST) structures to target and identify strategies focused on building social emotional health
- For students with Behavior Intervention Plans (BIPs), conduct regular progress monitoring to ensure the effectiveness of plans
- Incorporate trauma-sensitive practices into existing BIPs
- Align students with mental health community partners, as appropriate

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

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

Staff Supports

Pupil support professionals are responsible for ensuring students are maintaining healthy social emotional routines. Staff must support and guide students while they also navigate their reactions to potential triggers and traumatic life events. The adults who support children must also feel supported. It will be critical to have systems in place to support the overall health and well-being, both physical and mental, of all staff.

District Protocols

- Include social emotional focused discussions in the school MTSS framework
- Develop systems in each school building for staff needing emotional support
- Support access to mental health and trauma supports and resources for adults in the school community
- Review school procedures for risk assessments
- Provide staff with strategies for self-care and resiliency
- Promote training for Pupil Support staff in how to support the school community (e.g., resiliency, Mindfulness, Adverse Childhood Experience)
- Promote training for administrators on social-emotional learning
- Provide opportunities for interdisciplinary planning with staff upon re-entry to school
- Provide Professional Development opportunities for staff (e.g., Recognizing Anxiety, Stress, and Depression, Mindfulness, Trauma-Informed care, Adverse Childhood Experiences)
- Discuss social emotional learning strategies within current Professional Learning Community (PLC) structures
- Support PLCs for Pupil Support Service Personnel to share resources and strategies
- Utilize District and school Shared Decision Making Committees (SDMC) to review and revise Comprehensive Counseling Plans

Family Support Protocols

- Survey parent/caregiver needs and address parents' concerns and questions about returning school reopening
- Ensure families are aware of the health precautions taken by the District and expectations of students regarding social distancing, physical environment, and PPE to alleviate concerns about returning to school
- Distribute lists of community-based mental health supports for families
- Offer emotional support to families (e.g., How are you feeling? Why are you feeling that way? How can we work together to feel better?) through community partners and virtual support groups
- Provide webinars for parents (e.g., Dealing with Trauma and Supporting Your Child's Social Emotional Health)

Adult Anti-Racism and Anti-Bias Work (Social Consciousness and Cultural Relevance)

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

District Protocols

- Address COVID-19 stigmas and prepare socially responsive support systems
- Enhance anti-bullying campaigns and provide student leadership opportunities to promote anti-bullying
- Strategically plan curricular lessons to be mindful of social and cultural implications as aligned to current events

Students with Disabilities (SWD)

- Utilize social stories to prepare students for social distancing, handwashing and changes in the environment
- Ensure social-emotional supports reflect the students learning style (e.g., pictures, one-word, cartoons, digital photos)
- Identify SWD with existing social-emotional supports in their IEPs; prepare for counseling supports to identified students
- Be mindful of students who may need a familiar face when they re-enter school to provide a sense of routine and normalcy
- Support students with sensory and self-regulation issues

School Climate

- Plan return to school events following social distancing and providing opportunities for virtual remote social connections
- Identify all previously planned school-level celebrations and develop plans and alternate plans to celebrate in unique ways (e.g., meet the teacher, transition from kindergarten and middle school, promotion to high school, assemblies, student/staff recognitions)
- Allocate significant time and resources upon school return to process and debrief the event and impact of school closure and return for entire school community
- Expand school community knowledge of Adverse Childhood Experiences (ACE)
- Ensure school handbook reflects social emotional learning supports and protocols
- Develop a school culture which promotes trust
- Provide student and staff surveys to assess school culture
- Identify community partners to provide focused supports to the school community focused on emotional well-being and mental health
- Provide PD addressing coping with and through a public health emergency

Reopening Protocols

Appendix 6: Teaching and Learning

Appendix 6: Teaching and Learning

Per NYSED guidance mandatory teaching and learning requirements include: clear opportunities for equitable instruction for all students; continuity of learning when using any instructional model; standards-based instruction; substantive daily interaction between teachers and students; and clear communication plans between parents and schools.

Per NYSED guidance districts have flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences. When appropriate, districts and may utilize remote or virtual work-based learning experiences for CTE and CDOS programs.

Equitable Education

The reopening scenarios leverage the use of technology, remote learning and a single platform to meet the academic, and social emotional needs of our students. Instructional practices that are necessary for our staff to implement effective pedagogical practices are included in all 3 models of reopening. Teacher pedagogical practices will continue to reflect the data driven targets for individual students, sub groups, and for the grade level related to specific content areas and are aligned with the District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plans (SCEP) with foundations of Every Student Succeeds Act (ESSA) indicators at both the elementary and secondary levels.

Teacher professional learning will include: improving proficiency in Microsoft Teams and the Clever platform, promoting the inquiry method of teaching, leveraging the use of assessments in remote learning, expanding use of project-based learning, identifying instructional practices that support the needs of Multilingual Learners (MLL), Students with Disabilities (SWD) and twice exceptional learners, as well as implementing restorative practices and culturally responsive education.

As per NYSED, regulations Part 100.3, 100.4 and 100.5, all students will be provided instruction designed to enable them to achieve the New York State Learning Standards. As a result of the COVID-19 pandemic, the YPS Reopening Plan outlines three proposed models of instruction. All models incorporate the 180 minutes of instruction per week as a benchmark for the delivery of instruction. When considered in totality, the models of instruction are comparable in rigor, scope and magnitude to the traditional delivered unit of study. Equivalent instruction means at least 180 minutes delivered in person or through a hybrid/remote model that includes digital technology, blended learning, is standards based and under the guidance of a teacher. Instruction is not defined concretely as time in front of a teacher in a traditional setting. It may include remote learning experiences designed by teachers that may include completion of online assessments through the Microsoft Teams or Clever platform, completing projects, responding to essential questions, engaging in discussions, conducting inquiry research and completing mandated labs to name a few. Thus, meaningful interactions occur that meet the needs of students through content that reflects same standards and expectations as a traditional classroom setting.

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

Continuity of Learning

YPS designed three possible opening scenarios that includes the following models for delivering instruction: In-Person Instruction, Hybrid Instruction, and/or Online Remote Instruction.

In-person Instruction	Hybrid Instruction	Online Remote Instruction
<ul style="list-style-type: none"> ✓ 100% in-person operations ✓ Schedules follow regular/ customary patterns ✓ Remote learning is integrated into the instructional program as necessary ✓ Social emotional learning and supports are integrated into the instructional program 	<ul style="list-style-type: none"> ✓ Students receive instruction in a school at least 2x per week (excluding holidays) ✓ At least 36 minutes of instruction for all scheduled content areas daily ✓ Schools may stagger arrival, dismissal, and transitions ✓ Remote learning takes place on the days students are not in a school ✓ Related services may be provided in-person or remotely ✓ Social emotional learning and supports are integrated into the instructional program and may be delivered in-person or remotely 	<ul style="list-style-type: none"> ✓ Students receive instruction remotely 5x per week (excluding holidays) ✓ At least 36 minutes of instruction for all scheduled content areas daily ✓ Related services are provided remotely ✓ Social emotional learning and supports are integrated into the instructional program and are delivered remotely

At the center of these three models are the relationships that students have with their peers, teachers and community. YPS is committed to developing instructional experiences in all 3 models that are inclusive, culturally responsive and considers the academic and social-emotional needs of all students with a priority on high-needs vulnerable students. In all three models, a single platform, Microsoft Teams, is the lever for synchronous teaching. In addition, Clever houses a variety of applications and content specific programs to support teaching and learning in grades PreK -12.

Standards-Based Instruction

Professional Development (PD) for our pedagogical staff has been ongoing since the onset of school closures in March 2020 focused on improving Microsoft Team proficiency as well as incorporating all of our programs found on Clever that support specific content areas across all grade levels. During the 2020-2021 school year, PD will be delivered in a Professional Learning Community (PLC) format. PLCs are a recognized research-based format by NYSED for engaging in professional development that also allows groups of practitioners to identify areas for adult learning that are specific to school settings. Content for professional development will focus on creating engaging instructional environments using Microsoft Teams, accessing standards aligned resources found on Clever, implementing a new reading program Benchmark Advance, and a Multi-Tiered System of Support.

In addition, YPS developed the Power Standards from the state learning standards for grades K-8 across the four major content areas (ELA, math, science, and social studies). The YPS Power Standards are a blueprint to assist teachers in the reintegration of students by focusing on conceptual understandings and skills necessary for each grade level. Used alongside the new Benchmark reading program, and the inquiry-based science and social studies programs, Power Standards provide guidance for teachers to develop interdisciplinary project-based learning that can be easily applied to remote asynchronous instructional settings.

Students at all levels will be assessed upon return to determine proficiency using a number of locally determined formative or diagnostic assessments.

Arts

Music and art education will continue to provide a program following [New York State and National Standards](#). Schools will, to the extent possible, minimize movement as well as adhere to social distancing guidelines. Teachers may rotate into the classroom when appropriate.

Whenever possible, students enrolled in an art class will maintain access to their own art items and materials (e.g., markers, pencils, scissors, erasers, etc.). If supply items are non-replaceable (e.g., clay) students will be given their own portion of materials with which they may work. Once those items are touched by a student, they will not be reincorporated into a general mass.

For Hybrid and Online Remote Instruction, students will have access to teaching modules that are provided by the teacher. Students will also have access to online and digital learning content that can supplement and/or enhance their engagement with art that is located on the [Department of the Arts Homepage](#).

Whenever possible, students enrolled in a music class requiring singing and movement activities will receive instruction outdoors (weather permitting) and students will be distanced with enough space to turn their faces and/or instruments away from each other. Concerts and assemblies are cancelled until further notice however, music teachers may creatively engage with ways to present performances. Students will not share band instruments, reeds or mouthpieces under any circumstances.

For Hybrid and Online Remote Instruction, students will have access to teaching modules that are provided by the teacher. Students will also have access to online and digital learning content that can supplement and/or enhance their engagement with music that is located on the [Department of the Arts Homepage](#).

Career and Technical Education (CTE)

In YPS CTE, instruction, in all three proposed scenarios, ensures that applicable NYS Content & Learning Standards, Industry Certifications and Postsecondary Credentials are met. In the event that NYSED changes or waives any of the outlined CTE requirements due to COVID-19, the YPS will respond accordingly. Additionally, the YPS will adhere to the specific curricula and clinical hours outlined by the NYSED and DOH as related to specific fields of CTE study. All CTE programs will follow recommended NYSED and DOH safety and social distancing guidelines. Certified CTE teachers, to the extent possible, teach CTE programs during the COVID-19 pandemic.

English Language Arts (ELA)

Pre-K will be utilizing the Big Day Houghton Mifflin program which incorporates thematic literacy and numeracy units through the program, hard copy resources and a digital component. Big Day includes a School-Home Connection component to communicate with parents with regard to the literacy and numeracy learning taking place during the unit of instruction.

In grades K-6, ELA instruction will follow a teacher-student centered approach in accordance with the school building's schedule. Benchmark Advance/Benchmark Adelante (bilingual/dual language text) will be utilized for instruction.

In grades 7-8, ELA instruction will follow a teacher-student centered approach in accordance with the school building's schedule. The ELA curriculum for middle school will continue a standards-based instruction utilizing EngageNY ELA modules.

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

Library Media

Students will use the Follett destiny electronic card catalog to select and reserve books online. Browsing of the bookshelves is not permitted. Signage instructing students and other patrons of the new policy will be posted on shelves.

Library Media Specialists (LMS) will create a reserve shelf or cart and label it. They will check Follett Destiny Circulation Software online every day for material reserve requests, locate and the books/materials on reserve and place them on a reserve shelf/cart ready for checkout when the student/patron arrives to pick up materials.

The educational focus will be to teach students and staff new library procedures and safety and health precautions. LMS will encourage students/staff to use and read electronic books and materials. LMS will teach the school community to use the Follett destiny reserve systems and how to safely pick-up and return materials. LMS will create and distribute a list of the school library's eBooks and instructions on how to access materials to the school community through email and print. LMS and school administrators will assist students in obtaining their Yonkers Public Library Card, which will give them access to library materials throughout Westchester County.

Mathematics

Pre-K will be utilizing the EngageNY program which incorporates literacy and numeracy through a story of units.

In grades K-5, mathematics instruction will be continuing with a teacher-student centered approach in accordance with the school building's schedule. Eureka Math or Ready will be utilized for instruction.

In grades 6-8, mathematics instruction will be continuing with a teacher-student centered classroom model in accordance with the school building's schedule. EngageNY Math modules, eMathInstruction, or Ready will be utilized for instruction.

The high school math program will continue to offer a teacher-student centered classroom in accordance with the building's schedule. EMathInstruction and grade specific supplemental materials aligned to the Next Generation Learning Standards will be used for instruction.

Science

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

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

PK-12 science instruction may be supplemented with BrainPOP, BrainPOP Jr. BrainPOP ELL, or Discovery Education.

Social Studies

In grades K-6, social studies instruction will follow a teacher-student centered approach in accordance with the school building's schedule. The Putnam Northern Westchester Board of Cooperative Education Services (PNWBOCES) Social Studies program will be utilized for instruction.

In grades 7-8, social studies instruction will follow a teacher-student centered approach in accordance with the school building's schedule. American Stories and The Putnam Northern Westchester Board of Cooperative Education Services (PNWBOCES) Social Studies program will be utilized for instruction.

In high school courses, social studies instruction will follow a teacher-student centered approach in accordance with the school building's schedule. World History and America Through the Lens will be utilized for Regents courses.

PK-12 social studies instruction may be supplemented with BrainPOP, BrainPOP Jr. BrainPOP ELL, or Discovery Education.

Physical Education

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

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

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

Substantive Daily Interactions

The Hybrid Model of Instruction is summarized as follows:

- All students will have an opportunity to engage in face-to-face instruction at least twice a week with the exception of vacation days
- All students will have the opportunity to engage in remote learning at least twice a week with the exception of vacation days
- All students will have the opportunity to engage in instruction for required content areas (see Equitable Education)
- Clinical/special services (e.g., counseling, resource room, Title I Reading, ENL, and related services) will be provided as scheduled
- No more than 50% of students will be in-person at any time
- Every effort will be made to provide students in Special Education classes of 15 or less students with four days of in-person instruction
- Every effort will be made to maximize in-person instruction for students requiring special attention (e.g., multilingual learners). The principal will determine students who will receive additional In-Person Instruction.
- Provide students with in-person instruction on consecutive days
- Provide students with remote instruction on the remaining days of the week using Microsoft Teams or Clever
- Ensure that siblings are following the same rotation schedule

Hybrid Instruction Sample Week Schedules –Prekindergarten through Grade 12

Key Points

- No more than 50% of the students enrolled in a class will receive in-person instruction on a given day
- If students are not receiving In-Person Instruction they will be engaged in remote assignments at home using the Microsoft Teams platform, Clever or Seesaw
- Students in Cohort: Group A will receive In-Person Instruction 2 days per week on Mondays and Tuesdays
- Students in Cohort: Group B will receive In-Person Instruction 2 days per week on Thursdays and Fridays
- Wednesdays follow a schedule that includes staff professional development, synchronous online remote instruction, and in-person additional supports for select Special Education ICT students and selected Multilingual learners
- Weeks with a Monday Holiday, on Wednesday students will follow the Monday schedule
- Once the Cohort Groups are established, there will be no changes to assignments.

Sample Week - No Monday Holiday - Cohort: Group A				
Monday	Tuesday	Wednesday	Thursday	Friday
In-Person Instruction	In-Person Instruction	Flex Day <ul style="list-style-type: none"> Synchronous Online Remote Instruction for all students, except for Special Education ICT students and selected Multilingual learners who will receive a half-day of In-Person supplemental support Staff Professional Development 	Online Remote Instruction (Microsoft Teams) Seesaw	Online Remote Instruction (Microsoft Teams) Seesaw

Sample Week - No Monday Holiday - Cohort: Group B				
Monday	Tuesday	Wednesday	Thursday	Friday
Online Remote Instruction (Microsoft Teams) Seesaw	Online Remote Instruction (Microsoft Teams) Seesaw	Flex Day <ul style="list-style-type: none"> Synchronous Online Remote Instruction for all students, except for Special Education ICT students and selected Multilingual learners who will receive a half-day of In-Person supplemental support Staff Professional Development 	In-Person Instruction	In-Person Instruction

Sample Week – Monday Holiday - Cohort: Group A				
Monday	Tuesday	Wednesday	Thursday	Friday
Holiday	In-Person Instruction	In-Person Instruction	Online Remote Instruction (Microsoft Teams) Seesaw	Online Remote Instruction (Microsoft Teams) Seesaw

Sample Week – Monday Holiday - Cohort: Group B				
Monday	Tuesday	Wednesday	Thursday	Friday
Holiday	Online Remote Instruction (Microsoft Teams) Seesaw	Online Remote Instruction (Microsoft Teams) Seesaw	In-Person Instruction	In-Person Instruction

Sample Instructional Day for Prekindergarten-5/6/8 Schools

Sample suggested Instructional Day for Students who are receiving In-Person Instruction OR Online Remote Instruction	
8:45-9:21 AM	Reading (ELA)
9:26-10:02 AM	Writing (ELA)
10:07-10:43 AM	Math
10:48-11:18 AM	Art or Music or PE
11:23-11:59 PM	Science
12:00-1:00 PM	LUNCH
1:00-1:36 PM	Social Studies
1:41-2:17 PM	Community Meeting
2:22-2:58 PM	Small Group Lessons

During the Community Meeting, teachers and students participating in either In-Person Instruction or Online Remote Instruction may be engaged in one or more of the following activities, examples: a whole class check-in, completing an exit ticket (e.g., responding to a prompt in Teams), pre-writing using a prompt, or building schema (Culturally and Linguistically Responsive-Sustaining Practices).

Staff Sample suggested Wednesday Instructional Day for PK-5/6/8 Schools	
Regular Staff	Staff providing Additional Supports In-Person OR Online Remote Instruction
8:35-9:35 AM Cohort: Group A Synchronous Remote Instruction	8:35-10:05 AM In-Person or Online Remote Instruction
9:35-10:05 AM Teacher Planning Time	10:05-10:35 AM Teacher Planning Time
10:05-11:05 AM Cohort: Group B Synchronous Remote Instruction	10:35-11:05 AM Parent Outreach, SEL, Program Monitoring and Refinement
11:05 AM-12:05 PM Grade Level/Interdisciplinary Planning	
12:05-1:05 PM Lunch	
1:05-2:30 PM Professional Development	
2:30-3:15 PM Wellness Checks/Parent Conferences	

Sample Instructional Day for Grades 7 through 12

Sample suggested Instructional Day for Students who are receiving In-Person Instruction OR Online Remote Instruction	
7:45-8:21 AM	Math
8:21-8:32 AM	Community Meeting
8:36-9:12 AM	ELA
9:12-9:23 AM	Community Meeting
9:27-10:03 AM	Art or Music or PE
10:03-10:14 AM	Community Meeting
10:18-10:54 AM	Science
10:54-11:05 AM	Community Meeting
11:09-11:56 AM	LUNCH
12:00-12:36 PM	Social Studies
12:36-12:47 PM	Community Meeting
12:51-1:27 PM	Foreign Language
1:27-1:38 PM	Community Meeting
1:42-2:18 PM	Elective
2:18-2:29 PM	Community Meeting

During the Community Meeting, teachers and students participating in either In-Person Instruction or Online Remote Instruction may be engaged in one or more of the following activities, examples: a whole class check-in, completing an exit ticket (e.g., responding to a prompt in Teams), pre-writing using a prompt, or building schema (Culturally and Linguistically Responsive-Sustaining Practictes).

Staff Sample suggested Wednesday Instructional Day for Grades 7 through 12	
For Regular Staff	Staff providing Additional Supports In-Person OR Online Remote Instruction
7:45-8:45 Group A Synchronous Remote Instruction	7:45-10:15 Additional In-person or Remote supports
8:45-9:30 Teacher Planning Time	
9:30-10:30 Group B Synchronous Remote Instruction	10:15-11:00 Teacher Planning Time
10:30-11:00 Parent Outreach, SEL, Program Monitoring and Refinement	
11:00-12:00 Grade Level/Interdisciplinary Planning	
12:00-1:00 Lunch	
1:00-2:00 Professional Development	
2:00-2:30 Professional Learning Communities	

Special Education Students (SWD)

Coupled with the need to ensure the health and safety of both students and staff, Self-Contained Special Education Classes (i.e., 12:1, 12:1:1, 12:1:2, 12:2:2, 12:1:4, 15:1, 15:1:1) as well as Autism Program Classes (i.e., 8:1:2, 12:1:2), will implement the following model upon reopening of schools for In-Person Instruction.

- Self-Contained Special Education Classes with an enrollment of 15 students or less will receive four days of in-person instruction (Monday, Tuesday, Thursday, and Friday). The days may be adjusted for holidays.
- Students will also receive 1.5 hours of synchronous remote instruction on Wednesday
- These classes will constitute cohorts meaning that their membership will remain constant
- Intermingling of instructional cohorts will be avoided to the greatest extent possible
- Flexibility will be used in the scheduling of staff to support this model

As members of general education settings, SWD in Integrated Co-Teaching (ICT) Classes will be educated in the instructional model of their non-disabled peers. To address social distancing requirements, ICT Classes will be divided into two heterogeneous groups (maintaining the proportional distribution of general education students and SWD), which will constitute an "ICT Cohort," per above.

Multilingual Learners

Multilingual learners who are either SIFE, at the entering or emergent level, or who require additional intensive support will receive additional in-Person Instruction. The building principal, in collaboration with the ESOL team will identify students who receive this instruction.

Communication

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

Reopening Protocols

Appendix 7: Technology and Connectivity

Appendix 7: Technology and Connectivity

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

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

Access to Devices

All 39 schools have computers within their buildings however, the number of devices and types range. During the school closure, 2,100 devices (i.e., laptops and iPads) were loaned to families who did not have them from both the schools and the central office to begin to address the demand. An additional 1,000 computers were purchased by the District in April and loaned to families. The district recently purchased an additional 4,100 Chrome Books that will be available for use by the opening of the school year thus decreasing the digital device divide.

Access to Internet

Many families have access to the Internet however, there are families in the community that do not have access to Internet or technology. The district has been working with service providers to find low cost solutions for families that do not have Internet. This includes finding the means and funding to provide “portable hot spots” to families. Wi-Fi access is also accessible immediately outside of school buildings, including many school parking lots and the public libraries provided they are open.

Technology Access Survey

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

Technology Supports

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

Other supports include:

- Assistance with log on and password issues
- Assistance with devices and instructional technology
- Videos posted for families, students and teachers on the Distance Learning website and individual school websites providing instruction on accessing district programs, including Microsoft Teams and Clever, the district’s instructional technology single-sign on system
- Technicians are assigned to school buildings to provide support
- Library Media Specialists and technology liaisons are available to support students and teachers in the schools
- District technology staff loaning laptops to families in the main atrium of the Yonkers Public Library and District building are easily accessible to the public

Professional Development (PD) and Training

PD and training have taken both a holistic and tiered approach. Over 60 trainings on use of Microsoft were accessible and provided to all district teachers and administrators from March and continuing through the summer. Student training has occurred virtually in classrooms both during the school year and the summer programs offered at the high school and elementary/middle school levels on Microsoft Teams. Additional trainings for parents began in July.

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

Professional development will continue to build teacher, administrator, student and family digital knowledge and competencies as we continue to pursue the acquisition of additional devices and Internet access for all families. PD will transition to:

- Building digital fluency for all learners, PK-12
- Continuing to increase the number of teachers and administrators that have digital mastery and who are tech savvy to provide ongoing and expanded support
- Expanding the creation of a video library that provide tech tutorials for students, teachers, administrators and families
- Streamlining the number of platforms in the district so that there is uniformity and consistency
- Designing lessons and units that are more flexible, allow choices, and account for the varied levels of technology access

Alternative Options for Participation

The district was able to provide hard copies of lessons in the core content areas for students in grades PK-12 during the time of distance learning and a Distance Learning website was developed and implemented that provided instructional materials for students throughout the time of distance learning and has become a permanent part of the website. In addition:

- The district provided hard copies of instructional materials in the major content areas
- The schools provided classroom packets of instructional materials for families to pick up
- Teachers develop their webpages to provide announcements, lessons, activities, and resources to families
- Learning materials were offered by publishers and other third-party providers
- Longer term inquiry-based projects were provided by the district for students at multiple grade levels

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

Alternative Options for Demonstrating Mastery

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

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

Reopening Protocols

Appendix 8: Special Education

Appendix 8: Special Education

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

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

Providing Special Education Services/IEP Implementation/Accommodations and Modifications (Hybrid and Remote Instruction)

Whether services are provided in person, remotely and/or in a hybrid model, IEPs will be implemented to the greatest extent possible, providing a FAPE to SWDs, consistent with the need to protect the health and safety of both students and staff. Flexibility will also be employed regarding mode/manner, group or individual sessions, group size for related services, frequency, duration and location of related services and class size ratios.

During In-Person instructional days, SWD with Resource mandates will receive their regular program in accordance with the school schedule. In collaboration with general education teachers, special education teachers will provide remote support through various video platforms, telephone conferences and multiple Apps during periods of school closure.

School-level Pupil Support Teams (PST) will ensure SWD have access to the supplementary aids and services including assistive technology relating to IEP mandates. The following additional actions will be implemented:

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

Accommodations/Modifications/Supplementary Aids & Services

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

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

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

Parent Engagement

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

- Urge and support parents to practice classroom routines, and review Hybrid Instruction at home, to facilitate student transition to In-Person Instruction
- Pupil Support Services (PSS) and PST staff will engage families of students they served previously, or earlier this school year

Parent Communication/Coordination

District Protocols

- Use all available mechanisms to reach parents: Website, Blackboard Connect, email, United States Postal Service (USPS)
- Provide information to families regarding where school-based satellite clinics are located
- Send District procedures regarding social distancing to parents in advance
- Focus on what materials are essential to the beginning of the school year
- Keep supplies to be purchased to a minimum
- Identify assistance that can be provided to those families who cannot afford to purchase school supplies
- Inform parents of changes and new procedures to be implemented
- Find out from parents what additional needs their child may have
- Send home suicide prevention resources and anti-bullying District policies
- Identify and orient those who will serve parent liaison function
- Send home pictures, possibly in book form, for parents and students to become familiar with the new school environment

Procedural Safeguards and Prior Written Notice

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

Collaboration with Program Providers/Progress Monitoring/Compensatory Services

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

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

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

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

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

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

Instructional Supports (In-person and Hybrid Instruction and Remote Instruction, where applicable)

District Protocols

- Prepare visual schedules for classes/students
- Review past years' Measures of Academic Progress (MAP) performance to gauge where students were relative to their current functioning
- Consult current IEPs
- Implement grade level assessment/activities
- Administer diagnostic assessments
- Prepare social stories/pictures for significantly impaired as well as other students
- Use uniform pictures and language across grade levels for consistency
- Provide parent training to prepare students at home
- Use Picture Enhanced Communication (PECs) and digital communication programs
- Use augmentative communication programs like PROLOQUO2GO, where appropriate
- Use clear face masks with students whose condition impairs their ability to understand and interpret facial expressions and social cues

Behavioral Supports (In-person and Hybrid Instruction)

District Protocols

- Support virtual after school programming in the early stages of schools reopening
- Identify specific space/classrooms that could be outfitted to host after school activities
- Limit the number of students attending such activities in person to allow for social distancing
- Develop equitable eligibility criteria to ensure proportional participation of disabled and non-disabled students in such programs

Technological Supports/Assistive Technology

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

The District will provide appropriate hardware and associated software to support both distance learning, and the individual curricular access and socio-emotional needs of SWD, pursuant to their IEPs to the greatest possible extent.

The District will provide assistive technology devices to SWD whose IEP mandates include such supports. The following additional actions will be implemented:

- Use multiple outreach mechanisms: email/USPS/Online/District website
- Obtain more digital devices for student use
- Explore options for acquiring "hot spots," for families lacking internet services to engage in distance learning

Required Documentation

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

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

Contingency Plan for Extended Remote Learning

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

The following additional action will be implemented:

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

Professional Development (PD)/Training Needs (In-person and Hybrid Instruction, and Remote Instruction where applicable)

District Protocols

- Provide PD for teachers, support staff, teaching assistants (TAs), 1:1 aides, and classroom aides to review IEPs and identify current students' needs
- Provide crisis training for staff working with children with self-regulation challenges
- Prepare students and families for the changes that will be occurring in their school/classroom
- Train CSE/CPSE staff on use of a uniform video platform
- Provide PD for all school personnel to raise awareness of bullying and the resultant socio-emotional issues
- Provide parent training to better supports students at home
- Provide PD for teachers and other staff on identifying the signs associated with Post-traumatic stress disorder (PTSD) and other anxiety related disorders

Reopening Protocols

Appendix 9: Bilingual Education and World Languages

Appendix 9: Bilingual Education and World Languages

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

Introduction

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

English Language Learner (ELL) Identification

Pursuant to Part 154 of the Regulations of the Commissioner of Education and aligned to the YPS Reopening Plan procedures for English Language Learners (ELLs) screening, identification and placement during the initial enrollment or reentry process will be implemented. This process ensures that all Multilingual Learners/ English Language Learners are appropriately identified and receive the appropriate services and supports. All testing scenarios will follow the YPS Reopening Plan Health and Safety protocols. The identification process will be completed within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-2020, as well as all students who enrolled during the summer of 2020 and during the first 20 school days of the 2020-2021 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within required 10 school days of initial enrollment.

Across the three instructional scenarios the testing procedures will include:

- All enrolling families complete the digital Home Language Questionnaire (HLQ) digitally
- The Emergent Multilingual Learners (EMLL) Screener will be administered digitally to all families enrolling Prekindergarten students
- NYSITELL testing, SIFE Questionnaire, and Multiliteracy Screener (MLS) will occur centrally when conditions allow and following the guideline in this plan. Testing will occur at schools only during in-person and blended instructional scenarios.

Academic Supports for Multilingual Learners

Regardless of the instructional setting, our Multilingual Learners are to receive high quality instruction and resources that addresses their conceptual, analytical and linguistic development.

- For in-person and synchronous instructional contexts, provide frequent opportunities for Multilingual Learners to engage in collaborative tasks, with extended and meaningful exchanges of language, as a way of supporting student understanding of key content area concepts
- For online remote instructional contexts, provide students within the linguistic and content support they need in order to tackle academic activities they are not yet ready to complete independently
- Invite Multilingual Learners to engage in multimodal tasks, in-person and via online remote instruction, that support and reinforce listening, speaking reading, and writing in English throughout the content areas
- Frequently maintain communication with students and families via phone, email, and or other social media (if families are offline, send a note) in a language the parents can understand

- Assure parents of their important role in supporting their students' education efforts and offer guidance and tools for carrying out that role
- Be flexible about students' ability to meet homework due dates as many have more familial duties than normal at home. Create a schedule that parents and students can utilize when students engaged in online remote instruction.
- Use NYSED's Blueprint for Multilingual Learner/ English Language Learner Success to guide the decision-making process

Four Essential Practices for Multilingual Learners

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

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

Creating Academic Programs for Multilingual Learners during In-Person, Online Remote & Hybrid Instruction

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

Curriculum: Benchmark Grades K-6

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

Highlights:

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

Programming

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

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

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

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

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

Blended Instructional Units of Study for Grades 9-12

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

Multilingual Learner Proficiency and Progress Monitoring

Schools are to program all English Language Learners during the 2020-2021 academic year according to their mandated units of study for their level of English proficiency. All returning MLLs/ELLs will maintain their 2019 NYSESLAT English Language proficiency level (Entering, Emerging, Transitioning, Expanding, Commanding- FELL1/FELL2) during the 2020-2021 academic year. For MLLs/ELLs who have not yet taken the NYSESLAT, their NYISTELL proficiency level must be utilized for their mandated units of study. An exception to this requirement is made for students who scored Expanding on the 2019 NYSESLAT and who took and passed the Regents Examination in English Language Arts in January 2020 with a score of 65 or higher. These students will be considered to have met the exit criteria for ELL services and be considered as Former English Language Learners in the beginning of the 2020-2021 school year.

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

- All returning MLLs/ELLs will be administered a diagnostic assessment in all four modalities in English and the home language using LasLinks to measure their English Language development in order to inform instruction during the 2020-2021 academic year
- Formative assessments for grades K-6 using Benchmark Advanced and Benchmark Adelante
- Content specific teacher constructed formative assessment for grades 7-12
- MAP testing in language and math skills for grades K-8 at the beginning of the year and at the end to measure progress

Family Communication

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

Language Access Resources

Talking Points - talkingpts.org

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

DocTranslator - www.onlinedoctranslator.com

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

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

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

Yonkers Public Schools Parent Academy

As part of fulfilling Yonkers Public Schools' mission of ongoing engagement, seamless communication, and increasing the capacity of our families to support the social-emotional and academic development of our students, District will provide a YPS Parent Academy. The YPS Parent Academy will host workshops designed to provide learning experiences that will give adults new skills and knowledge around health and wellness, college and career preparedness, individual grade level expectations and high school programs. The workshops are also designed for our Multilingual Learner families as there are specialized bilingual workshops. All workshops will be available to our Multilingual families using the Language Access resources.

Workshops are offered in English and Spanish. Participants may access classes from a desktop, laptop computer, tablet, or even a smart phone. Workshop session leaders use Zoom and Microsoft Teams to present information. There is no cost to participants. For additional information call 914-376-8183 or email tmcgowan@yonkerspublicschools.org.

World Languages

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

Students will have opportunities in all instructional scenarios to:

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

In addition, MLL/ELL students will have opportunities to:

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

Instructional Framework

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

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

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

Interpersonal

- Active negotiation of meaning among individuals during conversations in the target language using Microsoft Teams or in person collaborations
- Participants observe and monitor one another to see how their meanings and intentions are being communicated
- Adjustments and clarifications are made accordingly
- Speaking and listening (conversation); reading and writing (text messages, emails or via social media)

Interpretive

- Interpretation of what the author, speaker, or producer wants the receiver of the message to understand
- One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer
- Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) “between the lines,” including understanding from within the cultural mindset or perspective
- Reading on websites, stories, articles, listening to speeches, messages, songs, or viewing video clips of authentic materials

Presentational

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

NYS Seal of Biliteracy

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

- Student candidates must upload their criteria evidence to their school’s Microsoft OneDrive folder
- Professional Learning around the NYS Seal of Biliteracy will be held via webinars
- Final Determinations will be held using telecommunication platforms

Reopening Protocols

Appendix 10: Attendance

Appendix 10: Attendance

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

Attendance Tracking and Reporting

- Teachers must track attendance in PowerSchool, whether students are attending at schools or engaging from home
- The primary classroom teacher of grades PK-6 will take attendance on a daily basis. For grades 7-12, each teacher will take attendance for each class period
- For students engaging from home, the District recommends teachers give a daily attendance assignment or exit ticket in Microsoft Teams, then mark students that complete the assignment as engaged in PowerSchool

Chronic Absenteeism

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

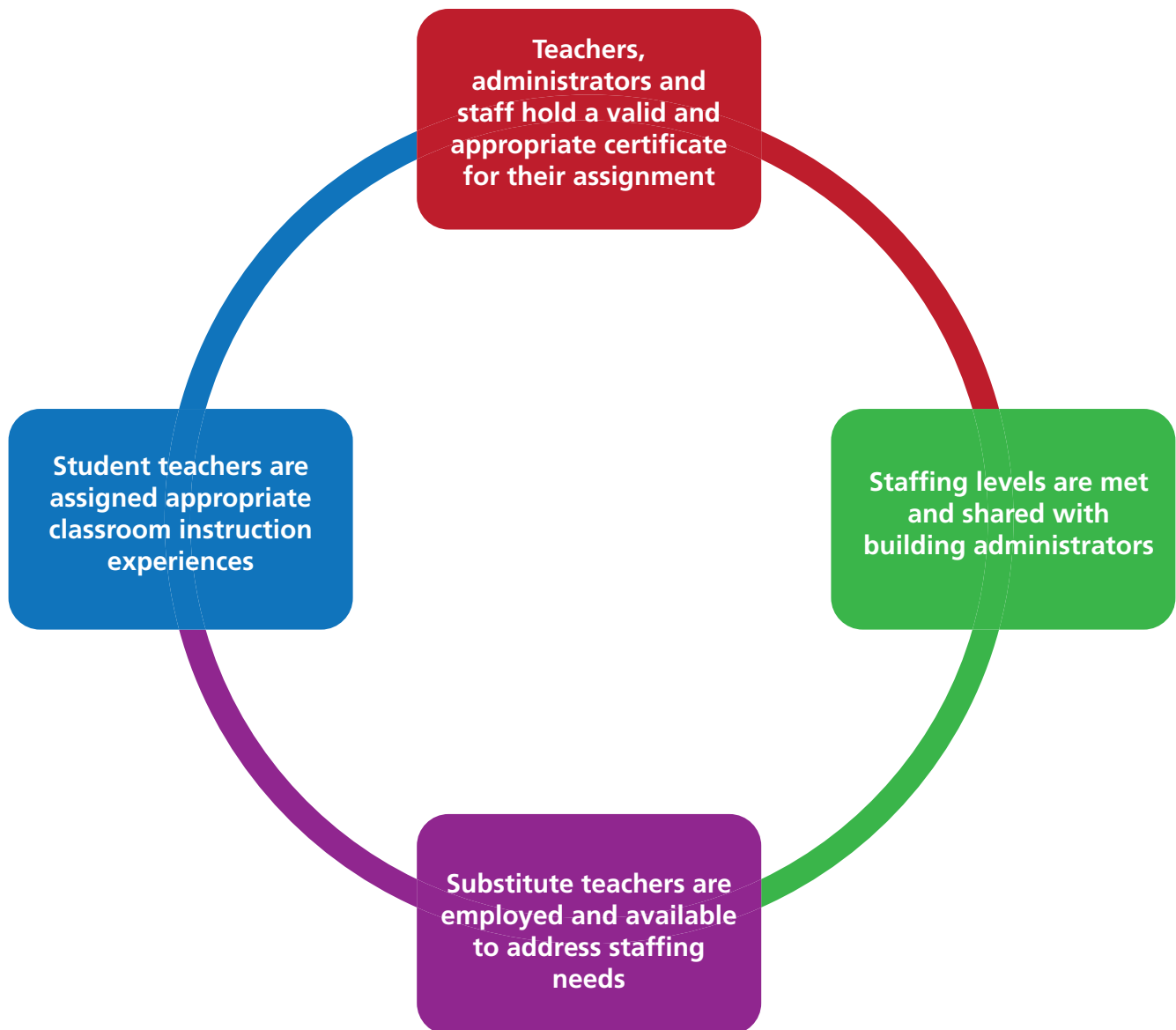
Reopening Protocols

Appendix 11: Staffing and Human Resources

Appendix 11: Staffing and Human Resources

Per NYSED guidance school districts must ensure that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff their classrooms; can employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; should work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and should consider whether their currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model.

Yonkers Public Schools and the City of Yonkers, through the 2014 Intra-Municipal Agreement, will work collaboratively to ensure that:



COVID-19 Federal and State Mandates

YPS will follow all federal, New York State and local laws and regulations, Westchester County Department of Health and the Centers for Disease Control and Prevention guidelines. The District has implemented a protocol to comply with FFCRA using this form.

The District will continue to comply with all applicable employment laws including but not limited to the Americans with Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state laws.

It is important to note that the shortage of substitutes has been further exacerbated by COVID-19.

Roles and Responsibilities

The effective reopening of schools is contingent upon the collaborative relationships from the administration, instructional staff and support staff. It is important that in addition to their daily responsibilities District departments assist with, provide guidance for and augment school buildings and their leadership team's logistics required to maintain the health and safety of all stakeholders, including:

- Provide time for staff collaboration and planning;
- Prioritize vulnerable student groups for face-to-face instruction;
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment;
- Work with staff and faculty to ensure that teaching and learning and all student services are effectively and efficiently developed, planned, and delivered;
- Hone collaboration, cooperation and relationship building skills, when necessary, and provide alternative methods to remain connected to virtual instruction;
- Define and provide examples of high-quality instruction given context and available resources;
- Assess teacher, student, and parent needs regularly;
- Ensure students and parents receive necessary supports to ensure access to instruction;
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment;
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students, parents and resetting routines;
- Collaborate on curriculum planning and assessing student academic and social-emotional well-being when they return to school;
- Create feedback loops with parents and families about students' academic and social-emotional health and well-being;
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models;
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models;
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment;
- Assist with the development and implementation of adjusted schedules;
- Assist teachers with providing updates to students and families;
- Support embedding of SEL into lessons;

- Lead small group instruction to ensure social distancing and individualized learning;
- Reinforce social distancing protocols with students, co-teacher and support staff;
- Limit group interactions to maintain safety;
- Support school building safety logistics (e.g., entering, exiting, restrooms);
- Become familiar with district online protocols and platforms;
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings;
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities;
- Provide regular feedback to students and families on expectations and progress;
- Set clear expectations for remote and in-person students;
- Assess student progress early and often and adjust instruction and/or methodology accordingly;
- Develop opportunities for real-time interactions with students (e.g., office hours, virtual meetings);
- Instruct and maintain good practice in digital citizenship for all students and staff;
- Provide materials, manipulatives and items for at-home activities;
- Limit on-line activities for preschool students;
- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies;
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings;
- Pre-record read-alouds and videos around SEL activities and routines. Caption prerecorded instructional videos from general education teachers;
- Provide real-time support during virtual sessions;
- Research websites, videos, and links for accessible activities;
- Support families and students in accessing and participating in remote learning;

The District looks forward to working with all stakeholders to create learning conditions where these recommendations can be actualized.

Teacher and Principal Evaluation System

Pursuant to Education Law 3012-d, the Yonkers Public Schools has an approved Annual Professional Performance Review (APPR) plan that was negotiated with the Yonkers Council of Administrators (YCA) and the Yonkers Federation of Teachers (YFT). Unless new teacher and principal evaluation systems are collaboratively developed with the YFT and the YCA, the district is intending, as mandated by New York State Education Department, to fully implement the currently approved APPR plans during the 2020-2021 academic year.

Reopening Protocols

Appendix 12: Budget and Fiscal

Appendix 12: Budget and Fiscal

Per NYSED guidance, school districts must continue to meet existing state aid reporting requirements. Additionally, the content of data submissions, such as attendance data, will remain consistent with past practice, except where modified by law, regulation or executive order.

The budget and fiscal impact of the COVID-19 pandemic presents many fiscal challenges for delivery of Essential Operational and Educational services and related services to students and for meeting the mandates articulated in the NYSED and DOH guidance documents.

In the past five (5) years, the City of Yonkers, supported by the State delegation, has made a significant investment in the Yonkers Public Schools. However, now more than ever the Yonkers Public Schools long-standing fiscal struggles hinder the District's ability to satisfy the requisite needs of our students and staff.

From the 2020-2021 budget and fiscal perspective, it is important to note the following:

- The District was forced to close a \$22.5 million gap by cutting services and reducing staff;
- The District was forced to cut 169 positions;
- Foundation Aid was cut by \$10.3 million through the pandemic adjustment;
- The District was appropriated \$10.3 million from the Federal CARES Act but the funds have a provision of Equitable Share Services to Non-Public Schools, approximately \$500,000;
- The 2020-2021 Title I preliminary allocation was reduced by \$107,831; and
- The current 2020-2021 budget was adopted with \$24.81 million in non-recurrent revenue.

Due to these fiscal constraints, the District cannot:

- Provide full-time pupil support staff in all schools;
- Provide full-time art and music in every school;
- Provide an appropriate electronic device to all students;
- Assign a full-time assistant principal in all schools; and
- Invest the required capital to address the numerous facilities challenges.

These are just a few of the seemingly insurmountable challenges that our school district faces. The additional expenses that have been incurred and will continue because of the pandemic and the reopening of order school further increase these challenges. Examples of these recurring expenses include:

- Adhering to health monitoring and cleaning/disinfecting protocols;
- Hiring staff to implement health and safety protocols;
- Providing Personal Protective Equipment; and
- Providing Transportation and childcare.

The 2015 Building Condition Surveys has articulated a \$550 million need for capital investment to be able to address the physical and infrastructural challenges present in our aging buildings.

WHAT WILL IT COST TO REOPEN SCHOOLS?

Additional Expenses Yonkers Public Schools Anticipates to Reopen

\$10,742,571

These estimates are some of the anticipated expenses Yonkers Public Schools may incur in response to the COVID-19 pandemic and as YPS plans to reopen for the 2020-2021 school year.

These calculations assume an average of 27,000 students, 41 buildings and 3,700 staff members.



ADHEREING TO HEALTH MONITORING & CLEANING/DISINFECTING PROTOCOLS

Touchless Sanitizers and wipes for schools
\$335,000

Window Repairs
\$100,000

HVAC Upgrades
\$500,000

No-touch thermometer and temperature scanning machines
\$128,000

Disinfectants/ Cleaning Supplies
\$780,000

Ventilation
\$1,170,000

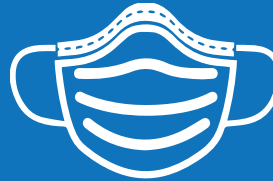


HIRING STAFF TO IMPLEMENT HEALTH & SAFETY PROTOCOLS

Additional custodial overtime and temporary help for increased cleaning/disinfecting to prevent spread
\$2,250,000

Additional FT/PT nursing staff
\$416,769

Ensuring one Bus Monitor per bus
\$1,614,306
(if feasible)



PROVIDING PERSONAL PROTECTIVE EQUIPMENT (PPE)

Gloves for custodial, nursing and food service staff
\$138,160

Daily disposable masks for in-school staff
\$43,345

Disposable masks for students who do not bring masks from home (est. four months)
\$598,913

Signage/Dividers/ Touchless bottle filters
\$1,957,350



PROVIDING TRANSPORTATION

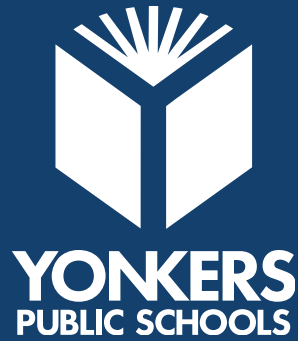
Purchasing additional single use Metro Cards for increased Homeless and Foster Students
\$20,000

Food Services Grab & Go Program
\$689,760

NOTE: These expenses in addition to less revenue from the Food Services Program, loss of Medicaid reimbursement, loss of expense aid and a looming threat of additional cuts in Foundation Aid place a burden on the District's ability to implement all of the mandates promulgated by NYSED.

In spite of these challenges, the District commits to meeting state aid reporting requirements and in addition, the Yonkers Public Schools will:

- Increase our Laptop/Tablet Loaner Program;
- Identify ways to provide connectivity to families facing financial challenges;
- Provide breakfast and lunch to students when in school for In-Person Instruction and at home participating in Online Remote Instruction; and
- Support students and staff facing social-emotional challenges



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