



Ithaca City School District Reopening Plan

Four Pillars For Reopening

Culture

Exemplify the tenets of our [Culture of Love](#) with an emphasis on caring and selfless thoughts and actions to benefit our students, caregivers and staff.

Social-Emotional and Academic Learning

Instructional innovation aligned with district mission and vision.

Physical and Environmental Health and Safety

Support the health and well being of students, staff and visitors based on latest guidance and evidence-based practices.

Communication

Clear systems communication with internal (staff, caregivers and students) and external stakeholders (local and state authorities).





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The ICSD's Approach to Reopening

The ICSD's vision of 6000+ Thinkers and our mission to "Engage, Educate, Empower" continue whether we are in physical or virtual spaces together. The COVID-19 pandemic pushes our community around this common, powerful mission and vision. As we prepare for reopening, all of us - staff, students, families and community members - must rely on one another's diverse thinking, solve complex and relevant problems, recognize our blindspots, and make discoveries and decisions together.

On July 13, 2020, New York State (NYS) Governor Andrew Cuomo indicated that, **if the data supports doing so, schools must open safely for as much in-person instruction as possible, while also offering remote options for those who need/want it.** Together, we must adhere to strict state guidelines regarding this safe reentry into our physical spaces, while also preparing to support distance learning for those who must/choose to engage remotely. Finally, we must remain flexible knowing that we may need to very quickly return to full distance learning if community spread of COVID-19 dictates.

The upcoming school year is an opportunity for us to reimagine how we "do school" and we will seize this opportunity. Our system has not worked well for many of our learners, not by coincidence, but because of oppressive systems at play. We now have the responsibility to *change our system* to be actively anti-racist and to liberate all of our learners.

As an organization, we must operate from a place of knowledge and empathy rather than fear. We have a collective responsibility to understand basic information about coronavirus disease (COVID-19), including its symptoms and complications, how it is transmitted, and how to prevent transmission. We also have a responsibility to educate and support this learning process, to advance science-based knowledge, as well as to quash actions that are overactive or underactive to the virus. As a district, we will continue to access

"The opposite of racist isn't 'not racist.' It is 'antiracist.' What's the difference? One endorses either the idea of a racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no in-between safe space of 'not racist.'"

— Ibram X. Kendi, *How to Be an Antiracist*





reputable sources, such as the CDC, NYS Department of Health and the Tompkins County Health Department, for this information. This knowledge will allow all of us to make informed decisions for ourselves, our students, and our families.

As a community of learners, we recognize that planning for reopening will be an iterative process requiring stakeholders' candid and constructive feedback. This document is a work in progress and requires our best thinking - critical, creative, and solution-oriented - to arrive at a place that not only supports health and safety, but also advances our vision and mission.

At this time, ICSD schools will follow New York State Department of Health (NYSDOH) and New York State Education Department (NYSED) guidance to reopen safely and welcome back as many students as possible, while also providing distance learning for those who need/want it.

Option 1	In-person teaching and learning	Goal: 5 days per week, in-person teaching and learning for students and staff given: <ul style="list-style-type: none">● space capabilities while adhering to 6-foot physical distancing mandates;● staffing capabilities and availability due to COVID-19 related accommodations; and● limited transportation capacity on school buses to and from school.
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Or

Option 2	Distance teaching and learning	Goal: 5 days per week distance learning for students and teachers, including: <ul style="list-style-type: none">● those considered to be at increased risk for severe COVID-19 illness;● those living with someone in their home who is at increased risk for severe illness; and● students and teachers who may not feel comfortable returning to an in-person educational environment.
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More details regarding how families and teachers will indicate their preferences and additional factors are outlined in the section titled, [“How Will Schools in the Ithaca City School District Reopen?”](#)

We fully recognize that, regardless of state mandates and district decisions, there will be some students, families and educators who will struggle with said mandates and decisions. Our goal is to truly provide the best options given an extremely difficult situation that we are all facing together as a community, as a nation, and as a world.

Regardless of the options chosen by students and teachers, we will continue to organize our reopening planning within four pillars:

- Culture
- Physical and environmental health and safety
- Social-emotional and academic learning
- Communication

What Has the Reopening Planning Process in the ICSD Entailed?

In March 2020, ICSD personnel began planning for reopening. Keeping our mission and vision at the forefront, we have been engaging in extensive research, connecting with our students and their families, collecting input from stakeholders, and working collaboratively with union leadership to plan for the day when we can reopen our buildings.

March 13, 2020	All ICSD school buildings close
March 15	Free remote meal program up and running for all children
Ongoing	Family, staff, and students communicate feedback with closure, learning, and other structures via the Let'sTalk! portal





March 18	Governor Cuomo mandates that all New York PreK-12 schools are closed for 2 weeks (continued 2-week increments until May 15, when he announced that schools would remain closed through the end of the school year)
March	Collaboration with union leadership to determine structure for “Distance Learning 1.0”
March 23	Free remote meal program transitions to deliveries only
March	Device deployment for all students with disabilities with adaptive equipment on their IEPs complete
March	Device deployment for grades 6-12 complete
March - April	Internet needs identified; contracts established to provide internet to students in need of service
March - April	Device deployment for grades 2-5 complete; transitioned to surveying and deploying devices to families in grades PreK-1
March - July	Home delivery of instructional and personal materials to students’ residences
March - April	Educator “Working Groups” design structure for Distance Learning 2.0; ongoing collaboration with union leadership
March - June	Collaboration with district and community groups, including: <ul style="list-style-type: none"> ● Superintendent’s Student Advisory Council ● Equity and Inclusion Leadership Council (EILC) ● Parent-Teacher Association (PTA) Council ● Cornell University faculty and staff ● Child Development Council
March	Reopening planning begins among central office staff; plan development includes: <ul style="list-style-type: none"> ● Adherence to our mission and vision





	<ul style="list-style-type: none"> • Extensive research • Utilization of Let'sTalk! and other communication from our community
May	First draft of "Reopen ICSD" is released internally for comments and additional input
May	Protests throughout the country and world begin, calling for the end of systemic racism in the wake of the murders of George Floyd, Breonna Taylor and Ahmaud Arbery
May	Collaboration with union leadership to determine structure for culminating experiences
June	Initial "Reopen ICSD" sessions held; extensive feedback received from students, educators, and families
June	Survey opens for all ICSD students, staff and families; over 2,800 respond
June	Data analysis of all survey data
June	States and districts throughout the nation release reopening plans
July 13	NYS Governor Cuomo announces factors for determining school reopening by Phase and issues health and safety guidance from the NYS Department of Health
July 16	NYS Education Department releases 145-page guidance for reopening schools
July 17	NYS Education Department opens portal outlining all required elements for school/district reopening
July 31	<i>All NYS schools/districts must submit reopening plans</i>
August 1 - 7	<i>Governor Cuomo announces final state-wide plans for reopening</i>





How Will Schools in New York State Reopen?

On July 13, 2020, New York State Governor Andrew Cuomo released [guidance](#) regarding how schools within New York State will reopen for the 2020-21 school year. The Governor, and COVID-19, will determine the way(s) by which the Ithaca City School District will open the academic year.

The ICSD must reopen our buildings for in-person teaching and learning if:

- our region (the [Southern Tier Region](#)) is in Phase IV of reopening; and
- [our region's daily infection rate is 5% or lower over a 14-day average](#).

The ICSD must close all of our buildings and return to distance learning and teaching if:

- our region's daily infection rate rises to 9% over a 7-day average after August 1, 2020.

Governor Cuomo, through the NYS Department of Health (NYSDOH), indicated that all schools must work to safely welcome back as many students as possible to our physical spaces. Additionally, closures may occur in the event of positive cases of COVID-19 within our school community, as each school district must identify factors that will trigger said closures and develop these plans in consultation with their local health departments (see [“Confirmed Cases of COVID-19 Within Our Schools”](#) for more information).

On July 16, 2020, The New York State Education Department (NYSED) released a comprehensive [guidance document](#) outlining all health and safety and educational requirements for the 2020-21 school year. Similar to the NYSDOH guidance, this guidance also requires us to provide in-person instruction to the greatest extent possible, and to prioritize in-person education for students who receive special education services, English language learners, and are our youngest learners. The mandates contained in the NYSED document are reflected throughout this plan, as we have addressed each of the elements through in-depth planning and stakeholder involvement. NYSED outlines the following areas (some required, some suggested, others informational) for school districts and charter schools to consider in planning for reopening:





Communication/Family and Community Engagement

Health and Safety

Facilities

Child Nutrition

Transportation

Social-Emotional Well-Being

School Schedules

Budget and Fiscal Matters

Economic Overview

Attendance and Chronic Absenteeism

Technology and Connectivity

Teaching and Learning

Career and Technical Education (CTE)

Athletics and Extracurricular Activities

Special Education

Bilingual Education and World Languages

Staffing

Teacher and Principal Evaluation System

Student Teaching

How Will Schools in the Ithaca City School District Reopen?

At this time, ICSD schools will follow NYSDOH and NYSED guidance to reopen to safely welcome back as many students as possible, while also providing distance learning for those who need/want it.

<p>Option 1</p>	<p>In-person teaching and learning</p>	<p>Goal: 5 days per week, in-person teaching and learning for students and staff given:</p> <ul style="list-style-type: none"> ● space capabilities while adhering to 6-foot physical distancing mandates; ● staffing capabilities and availability due to COVID-19 related accommodations; and ● limited transportation capacity on school buses to and from school.
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Or





Option 2	Distance teaching and learning	Goal: 5 days per week distance learning for students and teachers, including: <ul style="list-style-type: none">● those considered to be at increased risk for severe COVID-19 illness;● those living with someone in their home who is at increased risk for severe illness; and● students and teachers who may not feel comfortable returning to an in-person educational environment.
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Families will receive an enrollment request form to indicate their preferences for the first semester of 2020-2021 school year during the week of July 27, 2020 with clear directions and a timeline for making this decision.

Teachers will receive a form to indicate their intention to request remote teaching through Americans with Disabilities Act (ADA) or Family and Medical Leave Act (FMLA) provisions, or if they would simply prefer it. Other staff, as always, will be able to indicate their requests for accommodations through the ADA or FMLA for a maximum 12-week period (as the law requires), as well. More information regarding this process can be found in [“Welcoming Students and Staff Back to Distance Learning”](#).

The ICSD will use the information gathered from these request forms to determine class rosters for students, staffing assignments for personnel, technology needs for students and staff, routes for transporting students via school buses, and preparation of meal service, both in school and via delivery/pick-up.

Frequently Asked Questions Regarding Our Teaching and Learning Options

Why 5 days a week in-person or 5 days a week remote?

- This model aligns with our equity goals and our work to promote voice and choice.
- We are following guidance to bring as many students back as possible, and will adhere to all health and safety guidelines.
- We have over 1 million square feet of space throughout our district to accommodate young people safely.





- We believe that returning to school is important for the healthy development and well-being of children.
- We understand that the majority of children learn best when physically present in the classroom.
- We recognize the challenges of childcare for our staff and families.

Will every student get their preferred mode of learning?

- Every student who wants distance learning will definitely be granted this option.
- Every student who requests to learn 5 days a week in our buildings will be granted this option.

Can we change our choice at any time before or during the year?

- Although we understand that both personal and state-wide factors may shift folks' circumstances throughout the summer, we ask that families and staff maintain their selection for the semester.
- If absolutely necessary, families can make specific requests to each school and those requests will be considered based on space and availability of personnel. Information regarding this process will be forthcoming.

If a student's preferences for in-person learning are not feasible, can they receive another option (such as every other day)?

- Once we have all data from the family and teacher surveys confirmed, we will make final determinations about reopening options. Family requests and staffing will drive these determinations.

Will every teacher's request be honored?

- We will continue to comply with all laws and regulations outlined in the ADA and FMLA.
- Teachers' requests for remote teaching (based on concern, fear, or desire to remain home) will be honored.

What if there aren't enough staff who want to come back?

- If teachers and other staff are unable to return, we will work within these parameters to find the best way to bring as many students as possible back to our physical spaces.
- There may be situations where students will learn from a teacher virtually, even though the students are attending school in person. In these instances, another staff person would support student learning in person, while the teacher teaches virtually. We will clearly communicate any such scenario to students and families in advance.





Will staff have to move school assignments if there are not enough staff at one school, and too many at their current school?

- This is currently unclear, as we do not have finalized data on teacher and family choices. We will collaborate with union leadership to outline an equitable process for working through choice-based requests that do not match our student needs within a particular school.

Will students be able to attend the school they're districted to attend (or have received open enrollment approval to attend)?

- We anticipate yes. However, at this time, we do not have finalized data and must work through the above-mentioned component prior to making a determination.

Why can't other staff indicate their preference for a remote option? Why just teachers?

- At this time, we anticipate that we need teachers to teach remotely for those students who are engaged in distance learning.
- School district operations require virtually all other staff to be present for those students who are attending in person, as there are limits to remote working options for other staff as long as young people are present in our buildings. Again, ADA and FMLA protections remain for all staff.





Who is Responsible for Coordinating the ICSD’s COVID-19 Preparation and Response?

In the ICSD, we take a collective approach to COVID-19 preparation and response, involving many stakeholders in the processes through a variety of means. ICSD Deputy Superintendent Lily Talcott functions as the COVID-19 safety coordinator and is responsible for ensuring continuous compliance with all aspects of the school district’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.

Organization Chart for the ICSD Reopening Plan

<p>Teachers and Support Staff</p> <ul style="list-style-type: none"> Student Learning Antiracist Education Social/Emotional Learning Assessments/Grading Classroom Instructional Technology Instructional Materials Caregiver/Child Communication Health/Safety Collaborator 		<p>Principals and Associate Principals</p> <ul style="list-style-type: none"> Building Questions Teaching and Learning Social Emotional Support Arrival and Dismissal Procedures Student Movement Playgrounds and Recreational Space School Visitors 		
<p>Luvelle Brown</p> <ul style="list-style-type: none"> Communication Vision and Mission Board of Education Strategic Planning/Thinking 	<p>Lily Talcott</p> <ul style="list-style-type: none"> Curriculum and Instruction COVID-19 Safety Coordinator Communication Professional Development Afterschool Programs 	<p>Robert Van Keuren</p> <ul style="list-style-type: none"> ADA/FMLA Facilities Transportation School Nutrition Ventilation Water Testing 	<p>Amanda Verba</p> <ul style="list-style-type: none"> Fiscal Management Budget Development and Oversight Facilities Planning DASA Furniture/Handwashing Stations Capital Projects 	<p>Mary Grover</p> <ul style="list-style-type: none"> Inclusion Special Education Project Innovation Farm to Table Social-Emotional Learning Professional Development ENL Literacy





<p>Dan Breiman School Safety Facility/Grounds Use Room Configuration (Facilities) ENL Student Discipline McKinney-Vento</p>	<p>Kari Burke Health/Wellness Screening Student Health Services Guidance on PPE COVID-19 Response</p>	<p>Laura Evans Pre-K Pre-K Enrollment Pre-K Instruction</p>	<p>Zach Lind Technology LMS Blended/Distance Learning Technology Wireless Access</p>	<p>Samantha Little Athletics Athletic Facility Use Athletic Equipment</p>
<p>Daphne Shululu Fine Arts Music Instruction Instruments Performances</p>	<p>Liz Berner Transportation Routing/Scheduling Breakfast/Lunch Delivery Instructional Material Delivery</p>	<p>Beth Krause Food Service Child Nutrition</p>	<p>Paul Alexander Facilities Cleaning/Disinfecting Custodial Supervision Fire Code Maintenance</p>	<p>Master Educators for Inclusion Inclusion Professional Development CSE Meetings 504 Meetings</p>

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Culture

In the ICSD, our Culture of Love has always pushed us to be honest, patient, caring, trusting, forgiving, committed, and selfless. In the COVID-19 era, this culture now requires us to create and co-cultivate new norms for interacting with one other in physical and digital spaces. For some, this will feel like a loss of independence; for others, it will feel comforting. Regardless of our feelings, we must abide by new requirements and new social rules in order to protect the physical, emotional, and academic well-being of our community members. We also believe strongly in the importance of adhering to these new cultural norms in ways that are child-centered and affirming while actively pushing against the potential pull toward efficiency, which can create prison-like environments and experiences for our young people.

Our new normal requires **thinking collectively and acting individually** (e.g., wearing a face covering, maintaining 6 feet of distance from others when not wearing a face covering, staying home when sick).

It requires the creation of **physical and social environments that not only support health, safety, and learning** by making it easy to “do the right thing” (e.g., staggering school arrival/attendance to enable physical distancing, implementing a robust learning management system for distance learning), but continue to **validate and affirm our students and staff** (e.g., yelling down the hall to a friend you are unable to greet in typical manner, providing choice - camera, chat, Jamboard, Google Meet breakouts - for interaction in synchronous digital spaces).

And it requires **restorative practices** that 1) acknowledge that decision-making is based on individual needs, priorities, and situations, all of which are influenced by culture (e.g., I had the virus, so I don’t need to socially distance); 2) work to modify expectations; and 3) generate acceptable, safe alternatives.

It is vital for our entire community to remember that each policy and practice we implement in this new era is either *racist* or **anti-racist**. We will engage in the reflections, constructive conflict, and behavioral shifts needed to address systems that have





traditionally marginalized young people and families. Examples include code of conduct, special education, grading, and attendance policies.

Shifts in School Culture: In-Person Learning

Schools throughout the world are grappling with dramatic changes in their everyday operations and the felt impacts of this on school culture. Identifying these shifts and the approaches to address them, while maintaining a Culture of Love, is key to helping us return to school in the most supportive way possible. Some of these shifts include, but are not limited to, the following:

Cultural Shift	Components to Maintain a Culture of Love	Persons Responsible
Daily use of face coverings	<ul style="list-style-type: none">● Welcoming authentic expressions of identity and self through mask-wearing● Calmly (tone and content) reminding students when face coverings should be worn● Offering free face coverings to those who do not have them● Engaging in discussion about the challenges associated with wearing face coverings● Addressing any issues about wearing face coverings that arise with the school community early, to find solutions together● Assuming positive intentions● Not “letting it go”	All staff, students, families and visitors
Maintaining 6-foot distance	<ul style="list-style-type: none">● Clear markings and reminders that are simple and beautiful● Seating areas that are welcoming and inviting (avoiding barren rows of desks)● Engaging students in finding ways to help the community adhere to 6-foot distance requirements	All staff, students, families and visitors





	<ul style="list-style-type: none">● Calmly (tone and content) reminding students when 6 feet of distance is needed● Assuming positive intentions● Not “letting it go”	
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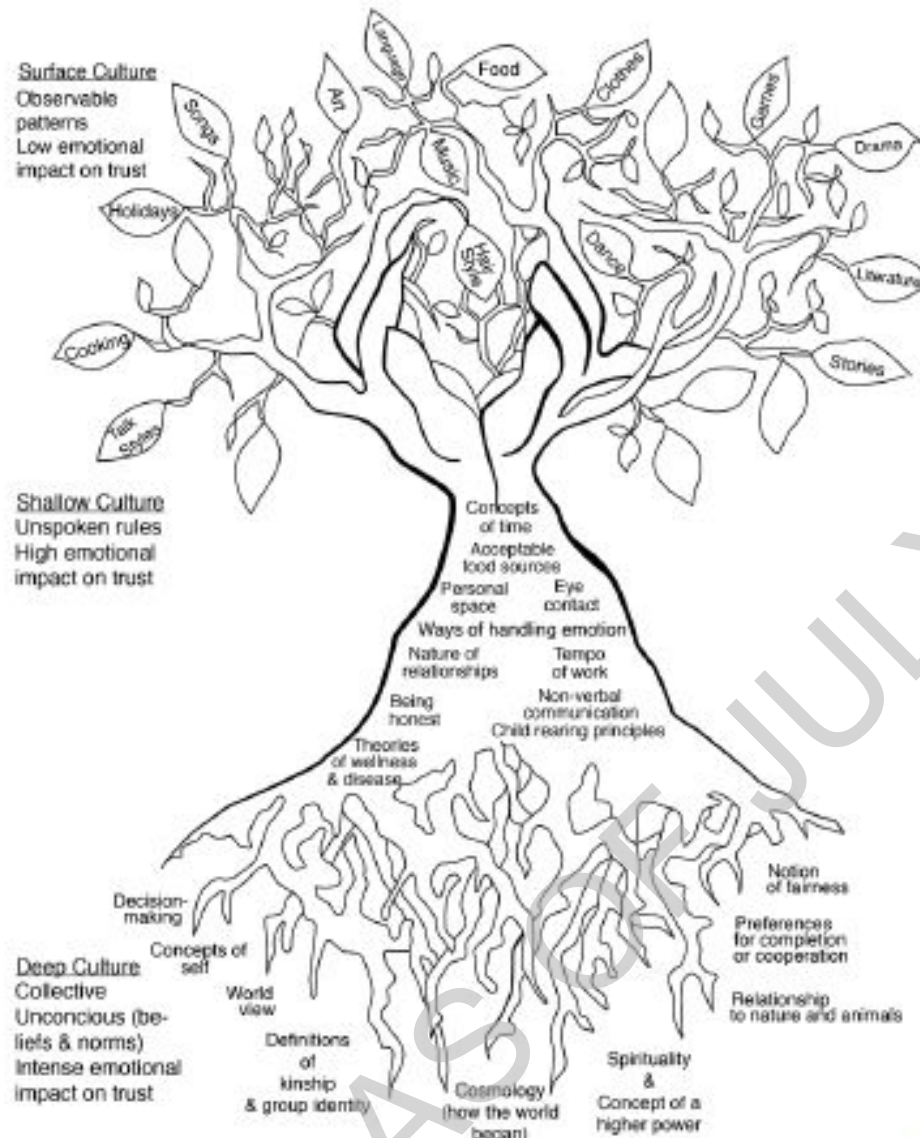
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Levels of Culture (School or Home Culture)

("Culture Tree" by Zaretta Hammond)



Surface culture is observable and concrete elements of culture such as food, dress, music, and holidays. Low emotional charge. Potential examples include:

- Handwashing
- Online meetings; connecting through social media
- Shift to pre-packaged foods in lieu of potlucks

Shallow culture is made up of the unspoken rules around everyday social interactions and norms (courtesy, attitudes toward elders, nature or friendship, personal space, nonverbal communication, rules about eye contact or appropriate touching). Interpretation of certain behaviors as disrespectful, offensive or hostile. Social violation of norms can cause mistrust, distress or social friction. Potential examples include:

- Physical (social) distancing
- Using sick leave
- Wearing face covering or mask
- Covering sneeze or cough

Deep culture is the tacit knowledge and unconscious assumptions that govern peoples' worldviews. It governs how we learn new information. Intense emotional charge. Mental





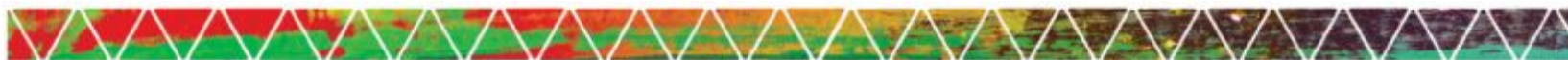
models help the brain interpret threats, rewards in the environment; a challenge to values produce culture shock or trigger the fight or flight response. The worldview we will carry into formative years is at this level. Potential examples include:

- Schools are vectors of illness, incapable of managing risks
- Civil liberties must/must not be sacrificed for public health

Validate, Affirm, Build, Bridge

As we enter a new normal, our students, colleagues and families will have opportunities to “re-norm” around what’s appropriate for school. As an organization, we will continue to work toward *balancing* how we validate and affirm cultural behaviors, and build and bridge school-based behaviors. Dr. Sharroky Hollie talks about “Rings of Culture,” including age, gender, religion, class, nationality, orientation, and ethnicity, and how these intersect for our young people and for us. We must recognize possible behaviors through this lens and identify ways to support and guide. As we envision reopening, some examples of validating, affirming, building and bridging may include:

Validate and Affirm	Build and Bridge
Verbal overlapping and calling out (especially as students have not <i>seen</i> one another)	Turn-taking and silence for some intervals, but be mindful of the length of time
Talking loudly in class, in hallways, or other spaces, as a means of communicating while physically distant (or any time)	Quiet, individual times (again being mindful of the balance)
Using electronic devices (phones, Chromebooks) in class	Engaging with peers and teachers through non-electronic means
The need for many, varied movement breaks (in a physically-distant manner, and/or while wearing masks)	Stationary work time





Thinking Collectively and Acting Individually

- Ask questions, educate yourself, and get information from reliable sources.
- Protect yourself and others.
 - Wash your hands frequently, always with soap and water, for at least 20 seconds.
 - Remember to not touch your face.
 - Do not share cups, eating utensils, food or drinks with others.
- Students: tell a caregiver or family member if you feel sick, and ask to stay home.
- Staff: take your temperature daily and fill out the staff questionnaire prior to reporting to work each day. Stay home and call your healthcare provider if you develop any of the symptoms listed in the questionnaire.
- Don't stigmatize or tease anyone about being sick. The virus doesn't follow geographical boundaries, ethnicities, ages, abilities or genders.
- Black and Latinx people are disproportionately impacted by COVID-19, with higher infection and death rates. Each individual act to contain the spread of COVID-19 impacts our whole community.
- This is not the time for "toughing it out" and showing up for work or school. This is the time to take care of yourself and stay home if needed.

Supportive Physical and Social Environments

- We will continue to encourage staff to stay home if they are sick and encourage caregivers to keep sick children home. Specifically, we will:
 - continue to explore policies for staff to continue working from home when possible/necessary;
 - continue efforts to provide accommodations to employees with a disability through the Americans with Disabilities Act (ADA) and to those who need it through the Family and Medical Leave Act (FMLA) (ensuring compliance with the [Families First Coronavirus Response Act](#)), whether working onsite or remotely;





- continue attendance policies for students to stay home when sick; and
- adhere to New York State regulations regarding flexible student attendance (remote, in-person, or hybrid if necessary).
- We will provide visual aids (e.g., painter’s tape, stickers) to illustrate traffic flow and appropriate spacing to support physical distancing.
- We will model good practices, such as sneezing or coughing into our elbows and washing our hands.
- We will provide adequate supplies, including soap, hand sanitizer, paper towels, tissues, disinfectant wipes, and face coverings.

Restorative Practices

We believe that we must engineer our environments for both affirmation and safety. This means that the way we design our spaces matters. From classroom and cafeteria set-ups to child-centered markings on the floors and signs in hallways, the physical appearance of our schools can help students and adults alike remember the importance of physical distancing and other safety measures. The visual reminders of physical distance must be child-friendly, supportive, and phrased in positive language. In addition, the ways in which we communicate with students to pre-teach and remind them of physical distancing measures will be key.

Children and adults have a natural drive to be physically close. We are social beings. In this new era, impulse toward physical closeness must be replaced with a skill of physical (social) distancing for now, as a way to show taking care of oneself and others. When students move toward one another (without face coverings), we have to work with them through our restorative practices lens to understand, support, teach, and provide opportunities to make amends, if amends are needed. Discussing what happened, feelings associated with the occurrence, ways in which anyone involved has been

“Restorative responses must recognize and acknowledge that while all people are being impacted at some level, people of color, people who have another minority identity or status (i.e. low socioeconomic status, women, LGBTIQ folx, people living with disabilities, physical or mental illness, immigrants, people who are undocumented, elders, children, etc.), and people who experience the intersectionality between these identities and circumstances (i.e. a woman of color living in poverty), will be disproportionality impacted by the COVID-19 virus itself as well as by the economic and social fallouts from business, school and community closures.”

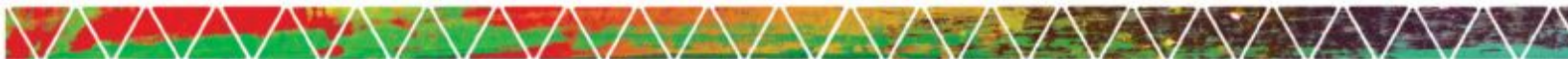
-Ames Stenson, Restorative Responses to COVID-19: A Call for Dialogue and Action for Restorative Practitioners





harmed, and strategies for repairing the relationship and community will continue to be key. Our students and adults need us all to engage in these discussions in order to shift our culture to one in which we think collectively and act individually. We all have a responsibility to love, support, and teach one another as we learn these new norms together.

AS OF JULY 31, 2020



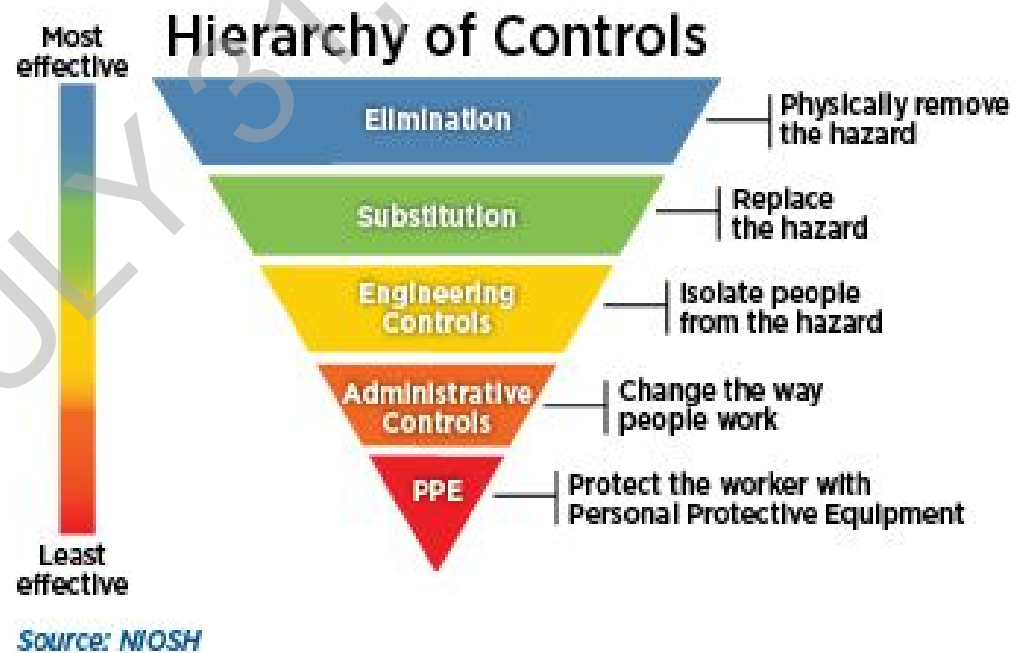


Physical and Environmental Health and Safety

A healthy, safe, and supportive environment is most conducive to effective teaching and learning. ICSD policies, procedures and practices - whether paid sick leave for staff, the provision of student health screenings and nursing services, or regular building cleaning and disinfection by custodial staff - are designed to support the health and safety of our school community. Reopening schools will require a combination of new and enhanced measures at the individual, building and district level. Following basic principles of infection prevention and control, coupled with hygiene, distancing, screening and use of face coverings will help keep students, teachers, and other staff as safe as possible at school, and help mitigate the spread of this disease.

The COVID-19 virus can be spread from person-to-person, primarily through respiratory droplets produced when an infected person talks, coughs or sneezes. The virus may also be spread by people touching a surface or object and then touching their mouth, nose or (possibly) eyes.

Available guidance from the Centers for Disease Control and Prevention and the New York State Department of Health can be considered through the lens of occupational health and safety. Utilizing a Prevention through Design approach, COVID-19 prevention and mitigation strategies can be identified and evaluated using a "hierarchy of controls." District strategies are outlined in tables here: [Controls to Prevent the Spread of COVID-19](#).





Welcoming Students and Staff Back to In-Person Learning

Our commitment to welcoming back as many students as possible to in-person learning requires all members of our community to adhere to a number of new health and safety practices outlined in this section. NYSED asks us to pay particular attention to the following when determining resumption of in-person instruction: our ability to [maintain appropriate \(6-feet of\) physical distance](#), [availability of face coverings](#), [availability of safe transportation](#), and our local hospital capacity (which we monitor in close, regular communication with the Tompkins County Health Department).

The ICSD must reopen our buildings for in-person teaching and learning if:

- our region (the [Southern Tier Region](#)) is in Phase IV of reopening; and
- [our region's daily infection rate is 5% or lower over a 14-day average](#).

Schools will close if the region's daily infection rate is greater than 9% using a 7-day average after August 1, 2020.

To support our students' success in adhering to our new health and safety protocols, we will be providing them with education and training on infection prevention and control measures and PPE use, including, but not limited to:

- hand hygiene;
- proper face covering-wearing;
- physical distancing; and
- respiratory hygiene.

This information will be conveyed to students and their caregivers in age-appropriate and accessible formats prior to and throughout the school year. Distributing educational materials to families in the weeks before school reopening will give time and space for caregivers to model and support students as they acclimate to key practices (e.g., handwashing and mask-wearing) and discuss other expectations for the school setting. Once school begins, education on these topics will be reinforced in both active (e.g., verbal





reminders) and passive ways (e.g. classroom configuration, posters and other signage) on a daily basis. Teachers and staff will be provided curricula and materials (e.g., [classroom lessons and activities on handwashing](#)) to facilitate instruction, training or dialogue on these topics and others, as needed.

Clear, timely and accurate communication is essential to implementing and upholding practices designed to ensure the health and safety of our entire school community. Students, staff and caregivers who participated in our online surveys overwhelmingly identified email as the preferred means of receiving communications from the district, followed by text messaging. Phone calls, the district website and social media channels, and print materials were preferred to varying degrees by our audiences. These survey results will further inform our dissemination efforts. A dedicated webpage - [Reopen ICSD](#) - is publicly available and includes recordings of virtual information sessions, links to current guidance and a frequently asked questions (FAQs) page, which will continue to be updated based on inquiries from our school community. This reopening plan and related documents will also be posted to the [Reopen ICSD](#) page.

Signage will be posted throughout our buildings to provide visual reminders and cues, including materials available through the [Centers for Disease Control and Prevention](#), the New York State Department of Health and [Tompkins County Health Department](#). More information on our communication channels and strategies can be found in the section on [Communication](#).

Welcoming Students and Staff Back to Distance Learning

The ICSD recognizes and appreciates that many families have children who are at high risk for developing COVID-19, live with someone at home who is high-risk, are simply not comfortable sending their children back to our buildings, or found that distance learning was a more effective mode of learning for their children. Families will “enroll” their children in either distance learning or in-person learning for the start of the 2020-21 school year, through a paper or online form, between July 29 and August 5, 2020. Family selections are for the semester.

Additionally, there will be staff who find themselves in the same aforementioned situations. Staff must follow the procedures outlined by Human Resources for requesting accommodations through the ADA or FMLA, and will receive a form to indicate their intention to apply for such protections so that we can begin to plan (employees will still need to file the appropriate paperwork). Teachers will also





have the option of requesting a remote assignment. District and union leadership will outline and communicate a system for approving or denying these requests.

All students, staff and families must be prepared for an eventual and sudden shift to distance learning and remote work in the event of another school closure. Please see "[Social-Emotional and Academic Learning](#)" for further details regarding the various modes of learning.

Identifying Symptoms Early

District personnel will receive training on both typical and emergency signs of illness to support their ability to observe them among students and staff. Staff will be educated to observe students or other staff members for signs of any type of illness, such as:

- Flushed cheeks
- Frequent coughing or sneezing
- Vomiting
- Fatigue and/or irritability
- Frequent use of the bathroom

Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse.

Staff will also be trained on signs of an urgent or serious nature associated with COVID-19, including Multisystem Inflammatory Syndrome in Children (MIS-C), and the appropriate response, as described below.





<p>1) Immediately call 911 and then 2) call the school nurse if students or staff are observed to have any of the emergency warning signs listed below.</p>	<p>Notify the caregiver if their child shows any of the following symptoms and recommend that the child be referred for immediate follow up with a healthcare provider.*</p>
<ul style="list-style-type: none">● Rapid or difficulty breathing (without recent physical activity)● Bluish lips or face● Chest pain● New confusion● Inability to wake or stay awake	<ul style="list-style-type: none">● Fever● Abdominal pain● Vomiting● Diarrhea● Neck pain● Rash● Bloodshot eyes● Feeling extra tired

*Symptoms associated with Multisystem Inflammatory Syndrome in Children (MIS-C)

Students or staff who develop symptoms suggestive of COVID-19 or those with a positive response to the questionnaire during the school day will be assessed by the school nurse, with the district medical director available for consultation, as needed. [Following assessment by the school nurse](#), any students or staff with a temperature of 100.0°F (37.78°C) or higher, signs of illness, and/or a positive response to the screening questionnaire will be directed to a dedicated isolation area, where students will be supervised prior to being picked up or otherwise sent home.

Isolation areas in each school building were identified prior to school closure in March 2020 and will be reconfirmed prior to school reopening. An outdoor isolation space will also be identified for use, as feasible, based on the weather and availability of staff supervision. In the event a caregiver or other designated adult is unable to pick up their student from the school (because, for example, they are under quarantine or isolation orders, serving as a primary caregiver for another member of the household, or lack transportation), the school nurse and/or building principal will work with district transportation to arrange for travel from the school site





to the student's home. Caregiver consent will be secured and confirmation of arrangements will be communicated by phone, email or text and documented by school staff.

Schools are not responsible for conducting investigations or testing staff or students. This responsibility lies with local health officials and healthcare providers. It is important to maintain the privacy and confidentiality of those seeking health care and those who may be part of any contact investigation by the county health department.

Daily Temperature Screenings; Health Questionnaires

The ICSD is providing [Student Health Screening Guidance for Parents/Guardians](#), currently available on the ICSD Health and Wellness webpage. Expectations for daily screening will be communicated to families in multiple languages, using various channels (email, robocall, website, social media, printed flyers, newsletters, short video) prior to the start of school, with regular reminders provided throughout the year. The district is also exploring the use of supportive technologies for remote health screening (e.g., by electronic survey, digital application, or telephone) by a parent/guardian before any student reports to school. The guidance for screening children will be subject to change based on guidance from health authorities.

Using information provided to us by caregivers and/or students, building staff will work to identify and screen students for whom confirmation of a completed screening (i.e., daily temperature and symptom check) is lacking. There will be communications to caregivers and students regarding this process, including the need for timely completion and confirmation to support our review and preparation before students begin arriving at their building. Additional details will be forthcoming, based on the capabilities and use of any potential supportive technology.

Screening of students also involves the use of a periodic questionnaire, which asks whether they have tested positive for COVID-19 and about any symptoms or known exposures. The list of possible symptoms is included for their review, first among them being a temperature of 100.0°F (37.78°C) or higher, as well as a definition of close contact for evaluating exposures (i.e., within 6 feet of a person with a lab-confirmed case of COVID-19 or someone who has or had symptoms of COVID-19 for at least 10 minutes, as defined by the NYSDOH). Following the governor's announcement regarding travel restrictions, another question was added to the questionnaire pertaining to travel from a restricted state with significant community spread, with information about exceptions and a





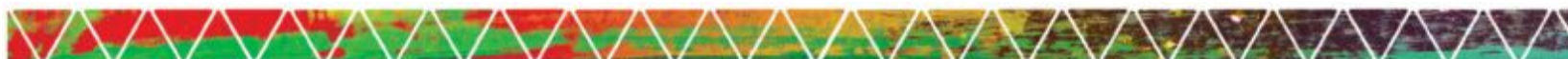
live link to the active list of restricted states. Students are not asked to record their temperature or provide any additional information beyond affirming or negating their status regarding testing, symptoms, exposures and travel.

For secondary students, we are proposing to randomly select students to complete the questionnaire using their Chromebook or personal device via a link sent to their ICSD email account. The information they submit will be reviewed by school nurses, who will follow up with students based on their responses to the screening questions to further assess and/or to place them in isolation until they can be picked up by a caregiver.

A number of options are being considered for elementary students, which require further evaluation. Among these are leveraging any supportive technology in place for daily symptom screening by caregivers by periodically expanding them to include additional questions to be completed before sending their child(ren) to school. Another proposal is to periodically deploy substitute nurses to an elementary school site to conduct temperature checks and administer questionnaires with the support of a caregiver or staff member assisting the student in answering questions.

The implementation of periodic questionnaires for students is subject to change based on available resources and supports.

All ICSD employees currently receive a daily COVID-19 health screening questionnaire in their email inbox at 1:00 a.m., which they are required to complete prior to entering any district facility. In this questionnaire, staff are asked whether they have tested positive for COVID-19 and about any symptoms or known exposures. The list of possible symptoms is included for their review, first among them being a temperature of 100.0°F (37.78°C) or higher, as well as a definition of close contact for evaluating exposures (i.e., within 6 feet of a person with a lab-confirmed case of COVID-19 or someone who has or had symptoms of COVID-19 for at least 10 minutes, as defined by the NYSDOH). Following the governor's announcement regarding travel restrictions, another question was added to the questionnaire pertaining to travel from a restricted state with significant community spread, with information about exceptions and a live link to the active list of restricted states. Employees are not asked to record their temperature or provide any additional information beyond affirming or negating their status regarding testing, symptoms, exposures, and travel. At this time, the district is looking to enhance the monitoring capabilities of its current system, as well as exploring applications available through third-party vendors.





Daily Respiratory and Hand Hygiene

Preventing the spread of respiratory illness is the most important step in disease management. It starts with the affected person recognizing their symptoms, as well as their awareness and the awareness of those around them to maintain appropriate healthy hygiene. To that end, the district will clearly communicate to both staff and students to remain home if they are ill with respiratory symptoms. Within buildings and during the school day, a number of strategies will be utilized to educate and support respiratory and hand hygiene, such as:

- Posting [signs](#) that promote everyday protective measures in highly visible locations (e.g., at entrances and exits, and in restrooms)
- Ensuring the availability of materials needed for adhering to hygiene practices (e.g., tissues, garbage cans, hand soap, paper towels, and hand sanitizer when soap and water are not available)
- Broadcasting [regular announcements](#) (building-wide and in homebase or morning meetings)
- Using age-appropriate [videos](#) to educate and remind students to wash their hands frequently and to cough or sneeze into a tissue or their elbow and throw used tissues into the trash
- Building hand hygiene into the school day schedule, including but not limited to:
 - Upon arriving to the classroom and after breaks
 - Before and after eating or handling food, or feeding children
 - Before and after diapering
 - After blowing your nose, coughing, or sneezing
 - After using the toilet or helping a child use the bathroom
 - After playing outdoors or in sand
 - Before touching your eyes, nose, or mouth

Additionally, we are in the process of procuring outdoor, portable hand washing stations for ease of access and to supplement existing facilities.

Caregivers can inform the school that they do not want their child to use alcohol-based hand sanitizers by sending a written notice to





the school. School nurses will document receipt of caregiver notification regarding non-use of alcohol-based hand sanitizers for their student(s) and include notification in the medical alerts section of the electronic student health record system, visible to all school personnel (teachers, aides, drivers, food service) who can support the student's access to handwashing facilities.

Physical Distancing (also known as “Social Distancing”)

Physical, or social, distancing will be practiced even before students enter school buildings using strategies to **stagger and decentralize arrival**, as detailed in [“Arrival and Dismissal Procedures.”](#) To further support physical distancing, we are also **restricting the number of persons in our buildings**. Visitors will be limited to those who are absolutely critical to be on site and caregivers will no longer be able to accompany their child(ren) to their classrooms.

Once inside, staff and students will be prompted by visual aids (e.g., signage, sensory pathways, stickers) to illustrate traffic flow and appropriate spacing to support physical distancing in **hallways and common areas**. Lockers and other student storage areas will be assigned by cohort or have their use eliminated. (However, we remain cognizant that students should not carry an unreasonable number of books or materials throughout the day.) We will reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules and class transitions. Restroom use will be staggered, allowing use at other times when necessary. For our elementary students, we will provide monitoring to ensure physical distancing and handwashing in restrooms.

Classrooms and other instructional spaces will be reconfigured to maximize the distance between participants.

- We will restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be physically distanced.
- Desks will face in the same direction, rather than facing each other, to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Instruction will be rethought to enable projections or displays so that students can remain distanced, rather than gathering closely to watch a demonstration.
- Non-traditional spaces, such as cafeterias, libraries, gymnasiums, art/music rooms, and the outdoors, may be utilized for instruction.





Cohorting will be used, particularly for younger students, to create student groupings that are as static as possible. The size of these groups or cohorts will be determined by the number of students who can be in each classroom while maintaining 6 feet of physical distancing.

Large group events will be canceled or moved to a virtual format. Special area teachers (e.g., music, art, and physical education teachers) will predominantly go to individual elementary classrooms, rather than rotating all students through a shared space. If students are engaging in activities requiring projecting the voice (e.g., singing), playing a wind instrument, or aerobic exercise, instruction may need to be modified or an alternate space used to ensure that a distance of 12 feet in all directions is maintained between individuals. Our playgrounds may continue to be used when proper safeguards are in place.

- In elementary school settings, we will consider staggering playground use, rather than allowing multiple classes to play together.
- We will limit other activities where multiple groups interact. We will wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible.
- When possible, we will build in visual cues that demonstrate physical spacing.

Face Coverings: Masks and More

Face coverings are an effective tool in mitigating the spread of COVID-19. Face coverings, including cloth and surgical masks, are meant to [protect other people](#) in case the wearer is unknowingly infected but does not have symptoms. There is [emerging research that suggests face coverings also protect the wearer](#). And even if a person is infected, they are more likely to get a milder or [even asymptomatic form of the disease](#) if they were wearing a face covering when exposed.

Face coverings will be worn by staff, students and visitors at all times, except for scheduled mask breaks when students are physically distanced, including when they are eating and drinking. Students whose physical or mental health would be adversely affected by wearing a mask

Caregiver back-to-school checklist:

- Label your child's face mask with a permanent marker.
- Have them practice putting on and taking off their mask without touching the cloth.
- Make a labeled, resealable plastic bag to store their mask during meal times.





will not be required to wear one. We will all be responsible for cultivating a culture of mask-wearing, along with practicing physical distancing, good hand and respiratory hygiene, and staying home when sick. Students and staff will be frequently reminded to not touch their face covering and to wash their hands frequently. Information will be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

Cloth face coverings should not be placed on:

- Children younger than 2-years-old
- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings, such as school. If students are struggling to meet these expectations, we will engage students in discussion, solution-seeking and restorative practices to ultimately support the student in engaging in these health and safety practices. Building administrators will work directly with teachers to support the identification and implementation of scheduled and/or naturally occurring (e.g., lunch, outdoor PE) mask breaks during the course of the school day.

Considerations for Students and Staff Wearing Masks

- We will continue to stay current with the most recent guidance regarding the use of masks.
- Students and staff may wear their own masks (cloth or surgical). The ICSD will also provide masks. Employees with healthcare provider documentation stating they are not medically able to tolerate face coverings will not be required to do so.
- It goes without saying that requiring students to wear masks will present many challenges. Below are just a few of the elements we must consider:
 - Ways to encourage mask wearing, including wearing masks that they prefer and that express their authentic selves
 - How to physically distance if students cannot/will not wear masks
 - Precautions staff and students can take immediately following interactions with individuals not wearing PPE





- If students are struggling to meet mask-wearing expectations, we'll engage them in discussion, solution-seeking, and restorative practices to ultimately support them in engaging in these health and safety practices.

The Centers for Disease Control and Prevention offers information on mask-wearing and related topics in this resource: [COVID-19: Checklists to Guide Parents, Guardians, and Caregivers](#)

The ICSD has currently warehoused approximately three months worth of PPE (masks, gloves, hand sanitizer, wipes, aprons/gowns). The procurement method is initiated through DCMO BOCES, which bids items on a regional basis. Once delivered to the ICSD's Facilities Center (Hancock Street), the items are inventoried and entered into the ICSD's MasterLibrary (ML) online procurement system. Items are then delivered by Facilities staff to each of the buildings, as needed. The Head Custodian at each building will be responsible for securing and storing PPE and delivery of the same to each classroom and/or building main office for distribution to students, staff as needed. The ML system will be utilized to restock at each building. Note, school nurses at each building have been given access to order PPE supplies specifically for use in the nurses suite/office.

Confirmed Cases of COVID-19 Within our Schools

If a student or employee tests positive for COVID-19, we will uphold their right to privacy and confidentiality to the greatest extent possible, while also supporting any contact investigation by the Tompkins County Health Department (TCHD). We will determine the level of closure in consultation with the TCHD, as well. "Cohorting" practices (the amount of intermingling among groups) will dictate whether a classroom, grade level, wing of a school building, or entire school will close.

Those in close contact with the individual who tested positive will then receive instructions from the TCHD regarding testing, quarantine, and a timeline for returning to school in person. Distance learning will ensue for all who are not able to be physically present at school and are well enough to participate. If too unwell to participate in distance teaching and learning, staff would utilize benefit time and students would receive an excused absence.



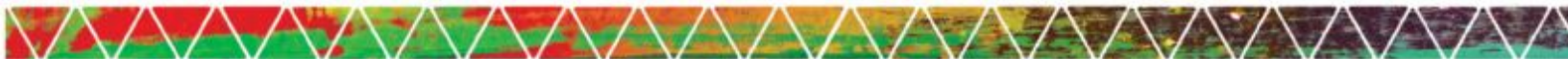


Return to Learning

Students and caregivers should use the following guidelines for returning to in-person learning related to COVID-19 symptoms or exposure.

COVID-19 related symptom(s) + Tested positive or not tested	May return 10 days after onset of symptoms if fever free (without fever reducing medication) and with improvement of symptoms for 3 days (72 hours)
COVID-19 related symptom(s) + Tested negative	May return after feeling better and fever free (without fever reducing medication) for 24 hours
No COVID-19 related symptoms (asymptomatic) + Tested positive	May return 10 days after testing if still not having symptoms
Known COVID-19 exposure + No COVID-19 related symptoms (asymptomatic) + Tested negative or not tested	May return after 14 days of self-quarantine if approved by the Tompkins County Health Department
Had symptoms proven to be caused by something other than COVID-19	May return once cleared by primary care physician (note from PCP required)

Return to Work





As district employees return to the workplace, diligence must be paid to the health and safety of employees, especially those who previously tested positive for COVID-19 or had close or proximate contact with a person with COVID-19 for a prolonged period of time.

Employers and employees should take the following actions related to COVID-19 symptoms or exposure:

- If an employee tests positive for COVID-19, regardless of whether the employee is symptomatic or asymptomatic, the employee may return to work upon completing at least 10 days of isolation from the onset of symptoms or 10 days of isolation after the first positive test if they remain asymptomatic.
- If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is experiencing COVID-19 related symptoms, the employee may return to work upon completing at least 10 days of isolation from the onset of symptoms.
 - The New York State Department of Health considers a close contact to be someone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the infected person was isolated. The local health department should be contacted if the extent of contact between an individual and a person suspected or confirmed to have COVID-19 is unclear.
- If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time AND is not experiencing COVID-19 related symptoms, the employee may return to work upon completing 14 days of self-quarantine.
 - However, if such an employee is deemed essential and critical for the operation or safety of the workplace, upon a documented determination by their supervisor and a human resources (HR) representative in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work so long as the employee adheres to the following practices prior to and during their work shift, which should be monitored and documented by the employer and employee:





- Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer's occupational health program.
 - Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after last exposure.
 - Social distance: The employee must continue social distancing practices, including maintaining, at least, six feet of distance from others.
 - Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
 - Maintain quarantine: The employee must continue to self-quarantine and self monitor for temperature and symptoms when not at the workplace for 14 days after last exposure.
- If an employee is symptomatic upon arrival at work or becomes sick with COVID-19 symptoms while at the workplace, absent close or proximate contact with a person with COVID-19, the employee must be separated and sent home immediately and may return to work upon completing at least 10 days of isolation from the onset of symptoms OR upon receipt of a negative COVID-19 test result.

The district is currently engaged in planning with the Tompkins County Health Department to identify other conditions that may warrant reducing in-person education or transitioning to full distance learning, independent of the metrics outlined by the governor for the Southern Tier Region. Factors that may trigger full distance learning operations for all students and staff include, but are not limited to: positive case(s) of COVID-19 and staff or student absenteeism that diminishes our ability to safely operate. Once determined, this information will be available to students and their families to support their planning for full distance learning operations. Additionally, we will continue to communicate with staff, students, families and the community via our website, social media, robocalls, email, and print as necessary, throughout the process.

The members outlined in our [Organizational Chart](#) will be key decision makers to determine the threshold of operations upon increases to the regional infection rate. The ICSD is committed to the maintenance and provision of food stability, delivery of





instructional material, building maintenance, water system management, communication, social-emotional support of students and staff, professional learning communities, collaboration with childcare providers, technology support, and connection with our local county health department and BOCES. Regardless of the level of remote working and learning, we will not consider ourselves closed.

We will institute nonpharmaceutical interventions (NPIs), much like we did prior to March 13, 2020, as listed [here](#), to reduce the spread of COVID-19 as much as possible, prior to transitioning to full distance learning. The milestones for determining implementation of NPIs will be crafted in consultation with the TCHD.

Safety Drills

In the ICSD, conducting safety drills is an important part of keeping students and staff safe in an emergency. However, we will make sure that steps will be taken to minimize the risk of spreading infection while conducting drills. The ICSD is planning on conducting evacuation drills on a “staggered” schedule, where classrooms evacuate separately, rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classroom will minimize the contact of students in hallways, stairwells, and at the evacuation site. The drill will be conducted with all students in the school building on that school day.

During our drills, students will be instructed that, if it were an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining physical distance in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

Modifications to Lockdown Drills

- We will conduct lockdown drills in classroom settings while maintaining physical distancing and using masks.
- We will conduct lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain physical distancing.
- All students will receive instruction in emergency procedures and participate in drills while they are in attendance in person.





- We will conduct lockdown drills in the classroom without “hiding”/ “sheltering,” but provide an overview of how to shelter or hide in the classroom.

Our district safety plan and individual school safety plans will be updated to have written language to conduct required school safety drills with language and/or modifications that ensure physical distancing between persons. Our schools shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. We will continue to participate in Fire (evacuation) Drills and Lockdown Drills required by Education Law and regulation and the Fire Code. Our district/school methods to promote and provide for physical distancing during the evacuation drills are ultimately the district’s or other applicable school’s decision and responsibility. These changes will be included in the Fire Safety plans.

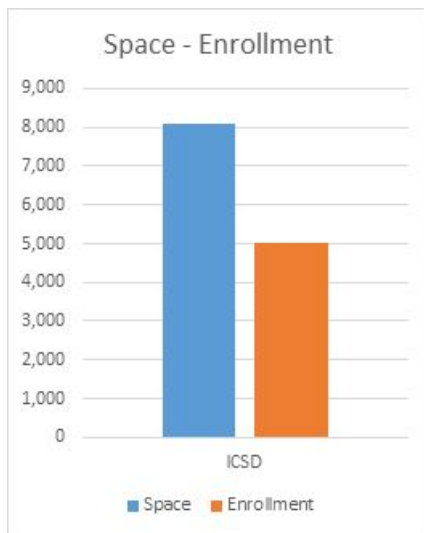
In the event of a true fire emergency, students, staff and any visitors must exit the building quickly to provide immediate safety for all. In the event of a true shelter in place emergency where a lockdown must be initiated students, staff and any visitors will need to shelter in place as quickly as possible.

Facilities

Space, Capacity and Use of Non-Traditional Spaces Throughout Our Schools

We are committed to affirming the ICSD culture and will create spaces that are student-centered and foster sociocentrism as much as possible. We will use classroom spaces, as well as nontraditional spaces like cafeterias, libraries, gymnasiums, art/music rooms, the outdoors, and rooms formerly utilized for non-integrated, specialized services. We continue to support place-based instructional strategies that engage our students in project-based learning. When possible, we support our educators leveraging the outdoor spaces on our campuses. We appreciate and value long-standing community partnerships, such as those with Trout in the Classrooms and field experts who have supported our students in engaging in inquiry outdoors.





In the ICSD, we have over 1,000,000 square feet of space throughout all of our buildings. We have closely examined the occupancy of our learning spaces and have created plans that maintain appropriate social distance of more than 6 feet for both staff and students. To evaluate occupancy, we began with each learning space's gross square footage, then reduced the number of fixed items in the space (average reduction of 20%) and divided by 40 square feet per child. This model helped us to provide 7 feet, 2 inches of spacing for each student, which surpasses the recommended 6 feet of physical distancing per child and allows for more seamless and child-centered room configurations.

While recommendations on physical distancing suggest that maintaining a six-foot distance from others is optimal, the NYS 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. The state provides guidance that says, if a district is contemplating a change in class size, it should use 20 square foot (SF) per person for a classroom, 15 SF per person for cafeterias, 50 SF per person for vocational, tech and special education spaces, 150 SF per person for offices, and 5 to 15 SF per person for gymnasiums.





Additionally, we will be adhering to [NYS guidance regarding face coverings](#).

Other Considerations

- We will reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations:
 - If possible, we will have the same cohort of students with the same teacher each day.
 - Special area teachers (e.g., music, art, and physical education teachers) will go to individual classrooms, rather than rotating all students through a shared space.
 - Whenever possible, we will hold physical education and music classes outside and encourage students to spread out.
- In addition to mask-wearing, we will face student and adult desks in the same direction as much as possible, in order to reduce transmission caused by virus-containing droplets (e.g., from talking, coughing, sneezing).
- When all students (and staff) in a classroom are wearing masks, as per NYS guidance, students have the ability to move around. Therefore, if all are wearing masks, room configurations can be adjusted to support a variety of instructional arrangements, collaboration, and project-based learning to create a supportive classroom environment.
- We will keep individual student belongings separated and will limit use of shared supplies to one group of students. Shared supplies will be disinfected between use.
- We will restrict the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be physically distanced. We will assign lockers or other student storage areas by cohort or eliminate their use (however, we will remain cognizant that students should not carry an unreasonable number of books or materials throughout the day).
- We will limit gathering in small spaces (e.g., elevators, faculty offices) by more than one individual at a time, unless all individuals in such space are wearing acceptable face coverings.
- Our playgrounds may continue to be used when proper safeguards are in place. In elementary school settings, we will consider staggering playground use, rather than allowing multiple classes to play together. We will limit other activities where multiple





groups interact. We will wash hands before and after touching play structures and keep 6 feet of space from other children as much as possible. When possible, we will build in visual cues that demonstrate physical spacing.

Cleaning and Disinfecting Protocols

Prior to reopening, all district buildings will undergo enhanced cleaning and disinfection based on current [CDC](#) and [NYSDOH](#) guidance, and all water systems will be inspected for safe use after a prolonged facility shutdown.

Definitions: Cleaning, Disinfecting and Sanitizing

In the ICSD, we utilize the following [definitions from the Centers for Disease Control \(CDC\)](#):

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

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

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Standard Operating Procedures - Sanitizing of District Facilities

The following Standard Operating Procedures (SOPs) for sanitizing district facilities and protocols to effectuate compliance have been developed and implemented: training of staff has occurred; expectations have been delivered to appropriate staff (with each custodial





staff attesting thereto by signature to the June 15, 2020 memorandum titled, “Standard Operating Procedures - Sanitizing of District Facilities”); systems of accountability (logs, inspections, etc.) have been developed; and fidelity will be closely monitored and re-training will be liberally administered to effectuate full compliance with these SOPs.

As a result of the COVID-19 pandemic, these SOPs are now the “normal course” of custodial operations and all custodial staff have been trained and understand that these SOPs are to be carefully and thoroughly followed.

Safety Protocols to Protect Custodial Staff

- Follow all protocols related to personal protective equipment (PPE) as they relate both to the products being used and mitigating the risk of exposure to COVID-19 virus.
- Read, understand, and follow all directions found in the Safety Data Sheet (SDS) for each product utilized.
 - If you do not understand the information found in the SDS for any product, contact the Director of Facilities prior to using the product.
- Use products in accordance with directions found on the product labels.
- Report accidents, injuries, and exposures to your supervisor as soon as possible.

Areas to be sanitized: The following items/areas will be sanitized at least once every twenty-four (24) hours when a building is in normal operation. Custodial staff will respond to requests for more frequent sanitizing as needed. Sanitizing will be the primary mode of operations and will take precedence over duties related to aesthetics only. The following list is not exhaustive:

- High Utilization Touch Areas
 - Door handles, railings, filing cabinet handles; appliance handles (refrigerators, microwaves, etc), light switches; paper towel dispensers; soap dispensers; all sink faucets (bathrooms, classrooms, kitchens); water dispensers (towers and fountains); locker dials and handles; fitness equipment; chairs, lavatories
- Flat Working Surfaces
 - Desk tops, table tops, staff desk tops, counter tops





Equipment and supplies

- SDS for all products used
- Gloves (required)
- Masks (required as directed by COVID-19 protocols)
- Aprons (as requested)
- Eye protection (shields/goggles), as requested
- Disinfectant
 - Oxivir, QT3 or non-acid restroom disinfectant/cleaner
- General cleaners
 - Spic and Span, 64, or SM-1
- Green back sponges
- Spray bottles, buckets, paper towels, razor blade scrapers
- C3 cleaning companions(bathrooms/locker rooms).

Sanitizing Procedures:

- Step 1: Thoroughly clean any of the surfaces with a general cleaner to remove any visible soiled areas. Use a greenback sponge and wipe the surface dry. Removing the dirt will allow the disinfectant to be effective by directly contacting the surface.
- Step 2: Disinfect the cleaned surface by using a spray bottle of disinfectant. Apply the disinfectant to wet the surface thoroughly. Allow the disinfectant to remain wet for 10 minutes, then dry the surface with a paper towel. A C3 machine can be used to apply the disinfectant in bathrooms and locker rooms.

Audit Control: It is vital to maintain fidelity to these cleaning and sanitizing procedures. As part of the process to ensure fidelity, custodial staff will maintain an accurate and up-to-date log with the date, time and areas that were sanitized. Appropriate supervisor(s) will review logs daily.

Supervision: Supervisors will immediately notify their direct supervisor of any “non-compliance” to these protocols and appropriate resolutions will occur, consistent with collective bargaining agreements.





Bathrooms and Sinks

- Number of Toilet and Sink Fixtures
 - The district is in compliance with the New York State Building Code regarding the number of toilets and fixtures
- Functionality of Toilets and Sinks
 - A thorough inspection of each toilet and sink in every building is currently being conducted and is expected to be finalized by mid-August. At a minimum, the review will identify the following: (a) the flow of water (flushing mechanism/faucet is fully operational, has appropriate flow, and stays "on" for appropriate amount of time); (b) drains appropriately (no backup of water); (c) there are no leaks. Staff conducting the review shall maintain a log of each inspection by location, date/time of said review, and result of said review.
 - Custodial staff will test each toilet and faucet as part of their daily cleaning protocols and immediately request repairs. Supervisors will ensure timely repairs and notify their immediate supervisor if any toilet or sink is taken "off line" for more than eight (8) hours (not including hours when a building is not occupied).
- Use of Temporary Facilities for Staff or Students (approval through the Office of Planning Facilities)
 - The ICSD currently has no plans for utilizing "temporary facilities" for staff or students.

Ventilation

- Ventilation vs. Temperature Controls: It is important to note that the temperature control issues are separate and distinct from ventilation - the former having primarily been caused by electronic control devices that do not affect the amount of air flow, but rather only affect temperature settings. As part of the Building Condition Survey (BCS), the ICSD identified needs in various buildings related to HVAC system upgrades, refurbishments, or replacements. These findings have been incorporated into the ongoing, multi-year Capital Improvement Project (CIP). It is anticipated that, in the identified buildings, temperature control issues will continue from time-to-time until remedied by the CIP.
 - As the phases of the CIP develop, focus will be placed on assisting or replacing existing systems, and proposed updates thereto, to incorporate items that assist in mitigating viral exposure/spread (e.g., filters, motor durability).
- Ventilation:





- The ICSD maintains sixteen (16) facilities supported by HVAC (Heating, Ventilation, Air Conditioning) systems: twelve (12) instructional buildings and four (4) non-instructional buildings. A thorough inspection of the air handling equipment in each building is currently being conducted by district personnel in consultation with Trane and is expected to be finalized by mid-August.
- Many of the systems, particularly units in the classrooms, pull in fresh air directly from the outside. Air that is "pulled out" (exhausted) by these units from the building is simply released outside. This exhausted air is not recirculated into the building. Other portions of the HVAC systems re-circulate some percentage of indoor air (mixing it with a significantly higher percentage of air drawn in from outdoors). In order to better ensure the removal of potential contaminants (including COVID-19 virus), each of these air handling systems are slated to be equipped with MERV-13 filters (certified to capture viral molecules). In the event that the Trane review concludes that some of these units will not be able to function properly with the MERV-13 filters, the district will place the highest-rated filter that is acceptable with that system. Additionally, the ICSD has requested Trane to provide guidance regarding the efficacy of an ultraviolet light mechanism being added to the systems to help reduce COVID-19 virus if present in the system. If these UVC mechanisms are technologically sound, the ICSD will purchase and install them, as per the manufacturer and Trane's guidance. These UVC's will be installed safely without exposing any faculty or students to the ultraviolet light.

Doorways and Windows

- **Classrooms:** To encourage maximum air flow throughout the building, classroom doors will remain open during hours of building occupancy by staff/students. Door handles will remain "locked" in the event of an emergency requiring rapid locked-closure of doors. As much as practicable, windows will remain open to facilitate the introduction of outdoor air.
 - Faculty/staff may close doors if appropriate to maintain student confidentiality or to facilitate appropriate delivery of instruction, but the duration of such instances will be minimized.
- **Hallways:** To encourage maximum air flow throughout the building, classroom doors will remain open during hours of building occupancy by staff/students.
 - Fire rated doors equipped with "automatic hold open" devices (automatically released by the fire alarm system) will not be altered in any way. The function, position, and operation of those doors will remain unchanged.





- **Exterior Doorways:** Exterior doorways will remain locked and closed, as per normal protocols, so as to maximize deterrence of entry by unscreened visitors.

Fire Code

Storage of alcohol-based sanitizing gels

The CDC recommends an alcohol-based hand sanitizing gel containing a minimum of 60% alcohol when hand washing is not readily available. The New York State Uniform Fire Prevention and Building Code maintains specifications for the storage and control of combustible materials. At the time of this writing, TST BOCES' Work Environment Health and Safety Coordinator has requested, in writing, additional clarification and guidance from the Fire and Safety Division of the New York State Education Department.

The ICSD will carefully store and manage the dissemination of alcohol-based sanitizing gels so as to not store unused gel in occupied spaces. Instead, the bulk of the unused gel will be stored in an appropriately fire-rated storage unit(s) at the ICSD's maintenance facility. The inventory of gel will be dispensed as needed to each building. Once received by the building custodian, the gels should be immediately dispensed to the rooms, so as to minimize bulk storage in one location of the building. Gel that cannot be immediately dispensed to individual rooms shall be stored in the appropriately fire-rated storage unit of the building.

- An appropriately-rated and sized fire extinguisher shall be located outside of the room storing the fire-rated storage unit of bulk gel. The fire storage unit shall be located in a space that has a fire-rated door that shall be closed and locked at all times. Fire resistant and light-reflecting signage shall be affixed to the outside of the door indicating that flammable material is stored inside.
- The fire department servicing the building shall be notified, in writing by the building principal, of the exact location and maximum amount of the bulk storage of gel.
- Custodial carts utilized to disseminate gel to the various rooms shall be equipped with an appropriately-rated fire extinguisher.





Lead Testing

The ICSD maintains a rigorous lead testing protocol, including testing on a legal compliant schedule with review by the Tompkins County Health Department and public dissemination of all test results through the [ICSD website](#). All such protocols and procedures will continue to be followed and adhered to.

Provision of potable, safe drinking water for students and staff through bottled water and water tower dispensers shall continue.

Child Nutrition

The ICSD is fully committed to providing enrolled students with access to school meals (both breakfast and lunch) each day, whether they are learning in ICSD buildings or remotely within ICSD boundaries.

- Most students will travel with their classroom cohort, at staggered times from other classroom cohorts, to the building's cafeteria, be provided their meal, and travel back to their classroom (or outdoors, weather permitting) to consume their meals. Proper sanitation protocols (hand-washing or sanitizing prior to consumption; appropriate containers for food waste; physical distancing; not sharing food/drink) will be followed. The use of the cafeteria itself will be determined on a case-by-case basis.
 - For students unable to navigate to the cafeteria, their meals will be delivered by appropriate school personnel to the learning location of the student.
 - If a situation arises in which students must utilize the cafeteria to consume their meals, classroom cohorts will sit together in the cafeteria with at least 6 feet of physical distance and school nutrition line supervisors will ensure the proper cleaning and disinfecting of tables between use.
- We will limit time in lines to decrease chances for physical distancing challenges.
 - The ICSD has eliminated "self-service" items (e.g., salad bars).
 - Pre-packaged items will be utilized whenever appropriate.
- Vending machines will be cleaned and sanitized regularly. Hand sanitizing stations will be installed in close proximity, as well as signage advising users to sanitize hands after each use.





Breakfast and Lunch for Students Learning At Home or Elsewhere

- The ICSD will utilize the online and mail-order forms developed during spring 2020 for caregivers to make their meal choices and dates requested known to the ICSD.
- Sites will be set up throughout the district, based on responses generated, so the greatest number of families will be able to comfortably travel to a nearby site. Attention will be given to remote areas, as well as areas that have a higher percentage of families reliant on public transportation.
 - Pick-up times will be generated for each family to reduce the number of people picking up at a location at any one time. Families will be encouraged to “pool” their orders so that one family can pick up for multiple families, again, to reduce the number of people picking up at a site.

General Health and Safety Considerations: Guidelines and Allergies

- Temperature Checks for School Nutrition Staff: school nutrition staff will continue to take daily temperatures (at a minimum, upon arrival to work) and record whether the result was pass/fail as per NYSED guidance, in addition to completing the [Daily Staff Screener](#).
- Personal Protective Equipment and Safety Protocols: All other personal protective equipment (PPE) protocols established for school nutrition staff in the normal course of their work will continue to be followed as well.
- Student Food Allergies: Food allergies will continue to be logged by school nurses into HOA, and then merged nightly into Nourish (the Child Nutrition Program system) and SchoolTool. The point-of-sale (POS) system utilized by school nutrition staff identifies student allergy needs, and staff have been trained to provide alternative meal choices for those students. Likewise, students learning remotely are specifically prompted to identify any food allergies, and that information is then added to the POS system. The same identifications are then revealed to the staff preparing meals for these students, and their meals are prepared and marked accordingly.





- Statement of Compliance with the Requirements of the Child Nutrition Program: A thorough vetting of the ICSD's Reopening Plan by the Director of the Child Nutrition Program confirmed that the plan conforms to all Child Nutrition Program requirements.

Hand Hygiene Before and After Meals

- Adult supervision will be available for students during mealtimes, so as to provide age-appropriate, supportive reminders about safe food handling/consumption (e.g., hand washing prior to handling food, physical distancing, not sharing food/drink utensils, etc.).
- Hand hygiene has been incorporated into signage located in various areas of each building identifying practices that mitigate the spread of COVID-19 virus.

Cleaning and Disinfecting of Kitchens and Cafeterias

- Appropriate staff (custodial and/or school nutrition staff) will utilize the procedures outlined in this plan for sanitizing high-touch surfaces, equipment, etc. in any common area where meals are served to multiple waves of students.
- Line supervisors will ensure fidelity to these cleaning and disinfection protocols and log their occurrence.

Discouraging Food and Beverage Sharing

- Adult supervision will be provided for students during mealtimes, so as to provide age-appropriate, supportive reminders about safe food handling/consumption (e.g., hand washing prior to handling food, physical distancing, not sharing food/drink utensils, etc.).

Locations

Schools will work within their communities to identify locations for meal consumption. It is anticipated that meals will be consumed in classrooms, or outdoors whenever possible.





Supervision

Adult supervision will be provided for students during mealtimes, so as to provide age-appropriate, supportive reminders about safe food handling/consumption (e.g., hand washing prior to handling food, physical distancing, not sharing food/drink utensils, etc.).

Communicating with Families

- The ICSD will continue to utilize the USDA link to Free and Reduced program forms in multiple languages. Communications have been translated into multiple languages through cooperation with ICSD English as a New Language (ENL) and World Language teachers. Additional languages will be translated, as needed by our families, by contracting interpreters or implementing interpreting software.

Transportation

The ICSD believes the school bus serves as an important and often essential bookend for a student's day and is an extension of the classroom. Transportation services will be provided to all students who indicate that they need it, including those who are homeless (McKinney-Vento) or in foster care, those with disabilities, and those who attend non-public schools or charter schools. Our drivers are fully prepared and trained to perform regular school bus disinfection. Our summer school program has served as an excellent module for implementing these skills for our drivers and bus aides.

Our Director of Transportation, in collaboration with our Coordinator of Health Services and Wellness, will work with principals to deliver training to students and all transportation staff required health and safety measures. All students are required to wear masks on the bus and should maintain appropriate physical distancing. Bus seating plans will be created to assist students in converting their learning into practice. This will be helpful in supporting physical distancing, especially on buses designed with wheelchair placements. The ICSD will also communicate with families about proper physical distancing measures at bus stops during loading and unloading times.





Wearing masks on buses, just like in our school buildings, will be mandatory for everyone (except when exempted for physical/emotional health reasons). Training will be provided to all school bus staff on how to engage, educate, and empower students in mask-wearing, without marginalizing those who refuse to wear them or those who are unable to medically tolerate them. Drivers and bus aides will not engage with students regarding the impairment to physical or mental health that a mask may cause them. No student will be denied transportation if they do not wear a mask. If students are struggling to meet mask-wearing expectations, we'll engage them in discussion, solution-seeking, and restorative practices to ultimately support them in engaging in these health and safety practices.

The ICSD is also committed to working with caregivers who have missed deadlines for indicating their transportation preferences or submitting requests for out-of-district transportation. Our Transportation Department will adapt routes and utilize substitute drivers as needed to accommodate our students' transportation needs.

Buses: PPE (Face Masks) and Physical/Social Distancing

- Students will wear a mask on school buses. Students who are unable to medically tolerate a face covering, including students for whom such covering would impair their physical or mental health will not be subject to the required use of a face covering.
- School bus drivers, monitors, attendants and mechanics will wear a mask and will also be given the option of a face shield.
- Students will be seated one student per bus seat (students living in the same household may be seated together). If greater physical distancing is available on a bus based on student ridership, it will be utilized.
- Children who reside in the same household will be encouraged to sit together if additional riders would be able to be transported.
- Students who do not have a mask will never be denied transportation.
- Students who do not have masks will be provided one by the district.
- Drivers, monitors and attendants who must have direct physical contact with a child will wear gloves.
- Drivers, monitors, attendants, mechanics and cleaners will be trained and provided periodic refreshers on the proper use of personal protective equipment (PPE) and the signs and symptoms of COVID-19.





- Personal protective equipment (PPE), such as masks (and gloves for drivers, monitors and attendants on buses), will be provided for all staff working in the Transportation Department.
- Hand sanitizer will be provided for all staff working in the Transportation Department but will not be carried or be equipped onto buses due to its combustible composition and potential liability to the carrier and/or district.

Temperature Screening and Health Questionnaire

Students

- As was outlined in the [Health and Safety](#) section of this guidance, all caregivers will be required to ensure their child/ren are not experiencing any signs or symptoms of COVID-19 and do not have a temperature of 100.0°F (37.78 °C) or higher prior to them boarding their method of transportation to school.

Staff:

- As with all other district staff, school bus drivers, monitors, attendants and mechanics shall perform a [daily self-health assessment](#) for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19, they should notify their supervisor and seek medical attention.

Cleaning and Disinfecting

- All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) that are used daily, whether district-owned or contract carriers, will be cleaned/disinfected at least once a day. High contact areas will be wiped down after the morning and afternoon runs.
- Due to their flammability rating, alcohol-based hand sanitizers are not permitted in any amount on school buses.

Other Transportation Considerations

- When school is in session pupil transportation will be provided to non-public, parochial, private, and charter schools, and for students whose Individualized Education Plans (IEPs) have placed them out-of-district and whose schools are meeting in-person when/if the ICSD is not.





- All students are entitled to transportation by the district to the extent required by law. The ICSD will not deny transportation for children who are in foster care, homeless, or attend private or charter schools. The Transportation Department will assist caregivers who may have missed the deadline to request out-of-district transportation due to a reasonable excuse, so that they may file a 310 Appeal with the Commissioner of Education.
- When outside temperatures are above 45°F, school buses will transport passengers with roof hatches or windows slightly opened to provide additional airflow.

Arrival and Dismissal Procedures

- Arrival and/or dismissal times will be staggered.
 - Multiple student entry points and times will be assigned, rather than funneling all students through the same entry (e.g., bus arrival entrances, walk/drop-off/bike entrances).
 - The ICSD will encourage families who are able to do so, to walk or transport their students to school by personal vehicle. This will help support students whose only mode of transportation to and from school is by school bus. Additionally, it will aid in students' ability to physically distance on school buses to the greatest extent possible.
- Screening measures will be done at home. However, if ICSD staff notice that a student is showing signs of illness, students will be attended to in a safe, respectful manner in accordance with applicable privacy laws and regulations.
- Procedures for family/caregiver pick-up will be clearly communicated by each building principal.
 - Caregivers will be alerted that drop-offs will be as brief as possible.
 - Caregivers will be asked to wash their own hands and assist in washing the hands of their children before drop-off, prior to pick-up, and when they get home.
 - Traffic in and out of the school will be limited.
 - Pen and paper sign-in/sign-out sheets will be eliminated (i.e., a single individual, such as a school monitor or secretary, will be responsible for signing students in and out).
- Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. Current regulations pertaining to the provision of hand sanitizer in schools for children will be followed.





Hallway Movement

Hallway traffic will be one-way as much as possible to limit cohort mingling. Each building has created plans and accompanying signage to educate the community regarding these new patterns, including maintaining 6 feet of distance while walking in hallways, and directions for foot traffic. This will be another culture shift for our schools, and will require all of us to provide respectful reminders and learn together.

Playgrounds, Green Spaces and Recreational Areas

- Outdoor spaces will be used as much as possible to the degree that they support physical distancing measures, weather permitting.
- Each school will develop a plan, in consultation with stakeholders, to utilize playgrounds, green spaces and other recreational spaces in ways that support physical distancing.
- Support staff will encourage students in age-appropriate, physically distanced activities during unstructured recreation (e.g., recess).
- PE teachers will develop activities that support physical distancing. Videos and other communication tools (e.g., PE mobile app) will be created to teach physically-distanced playground games for elementary and secondary students.



- Each school will have staggered playground use to limit cohort mingling.
- Signage outlining restricted access to outdoor equipment to visitors during the school day will be created and displayed.
- Students will wash their hands before and after using the playground equipment.

After School Programs and Other Facility Use

Third-party after school programs that utilize ICSD facilities will be invited to continue using the facilities as long as our schools are open and the programs meet the requirements of our online





facility reservation system and agree to our terms of use. After school programs such as these benefit our students, families and wider community. Each school building leader will work with the program directors to develop protocols (regarding spaces, cleaning and disinfecting, etc.) that align with the appropriate governing agencies.

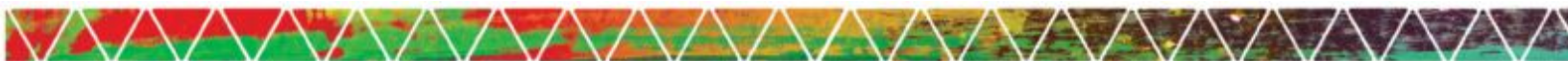
Other organizations that wish to use ICSD facilities must submit a request through the online reservation system, and all requests will be reviewed for approval by the district.

Visitors to School

To limit the spread of COVID-19, visitors to our schools will be limited to the greatest extent possible. Any visitor who is permitted to enter a school building will be required to fill out a screening questionnaire in alignment with staff [Daily Temperature Screenings: Health Questionnaires](#). QR codes that allow visitors to complete the questionnaire on their personal devices and self-service kiosks are currently available (kiosks must be disinfected immediately after use).

Controls to Prevent the Spread of COVID-19 in School Environments *(Not an exhaustive list)*

Elimination – Completely eliminating exposure to the hazard	<ul style="list-style-type: none"> • Continue full distance learning
Substitution – Replace the hazard	<i>Not currently an option</i>
Engineering controls – Isolate students and staff from the hazard via physical or mechanical means	<ul style="list-style-type: none"> • Ensure ventilation systems operate properly and increase circulation of outdoor air (open doors and windows, as feasible) • Monitor humidity; levels should be between 40-60% relative humidity to lower risk • Alter classrooms and staff workspaces to maintain physical distancing <ul style="list-style-type: none"> ○ Remove or rearrange desks





<p>Administrative controls – Change the way students and staff “do school”</p>	<ul style="list-style-type: none"> ● Encourage students and staff to stay home when sick ● Limit any nonessential visitors, volunteers, and activities involving external groups ● Implement daily health screening assessment for students, staff and visitors ● Use verbal announcements, signage, and visual cues to promote physical distancing ● Work to keep student and staff groupings static by having the same group of children stay with the same staff (all day for young children, as much as possible for older children) ● Stagger use of common spaces (e.g., cafeterias and playgrounds) ● Limit gatherings, events, and extracurricular activities to those that can support physical distancing and proper hand hygiene, and restrict visitors ● Provide training and reinforce handwashing and respiratory etiquette practices ● Clean and disinfect high-touch surfaces, specific high-risk locations. (e.g., health offices, lunchrooms, athletic rooms) and shared objects (e.g., school supplies) ● Monitor student and staff absenteeism
<p>Personal protective equipment – Protect individual students and staff with PPE</p>	<ul style="list-style-type: none"> ● Students and staff may wear their own face coverings; the ICSD will provide masks and other PPE (face shields, gloves, gowns) as needed

Controls to Prevent the Spread of COVID-19 in Non-Instructional Environments *(Not an exhaustive list)*

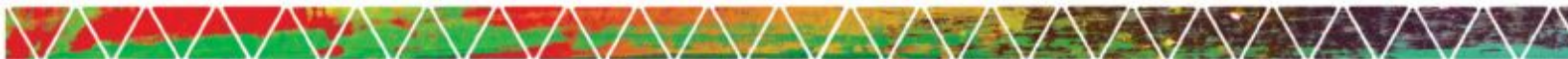
<p>Elimination – Completely eliminating exposure to the hazard</p>	<ul style="list-style-type: none"> ● Work remotely <ul style="list-style-type: none"> ○ Virtual meetings and trainings through the use of web conferencing applications
<p>Substitution – Replace the hazard</p>	<p><i>Not currently an option</i></p>
<p>Engineering controls – Isolate students and staff from the hazard via physical or mechanical means</p>	<ul style="list-style-type: none"> ● Ensure ventilation systems operate properly and increase circulation of outdoor air (open doors and windows, as feasible) ● Monitor humidity; levels should be between 40-60% relative humidity to lower risk ● Alter workspaces to maintain physical distancing <ul style="list-style-type: none"> ○ Remove office furniture/rearrange workspaces





	<ul style="list-style-type: none">○ Use partitions as barrier shields
Administrative controls – Change the way students and staff “do school”	<ul style="list-style-type: none">● Encourage staff to stay home when sick● Stagger staff start and end times● Review job tasks in order to assess the hazards to which staff may be exposed; change workflows or shift duties to minimize contact with the public and other employees● Limit any nonessential visitors, volunteers, and activities involving external groups● Implement daily health screening assessment for staff and visitors● Use verbal announcements, signage, and visual cues to promote physical distancing● Implement disinfection procedures for facilities, shared equipment and work spaces● Provide employees with effective, disposable disinfectant products● Provide training on and reinforce proper hand and respiratory hygiene and disinfecting practices● Monitor staff absenteeism
Personal protective equipment – Protect individual students and staff with PPE	<ul style="list-style-type: none">● Staff may wear their own face coverings; the ICSD will provide masks and other PPE (face shields, gloves, gowns) as needed

AS OF JULY 31, 2020



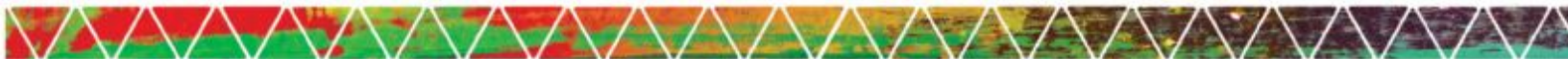


Additional Considerations

Animals in School

Other than service animals, there will be no animals in classrooms, including visiting therapy animals. In accordance with the Americans with Disabilities Act (ADA), service animals will be permitted to remain with their handlers.

AS OF JULY 31, 2020





Social-Emotional and Academic Learning

The ICSD's vision of 6000+ Thinkers and our mission to "Engage, Educate, Empower" continue whether we are in physical or remote spaces together. As we enter a new normal, we agree that **we cannot simply go back to the way the ICSD was**. This is neither an option or preferable. Here's why:

- For centuries, systemic oppression has driven our education system, and thus us, to marginalize students of color, students from low-income backgrounds, and students with disabilities.
- Blended (distance and in-person) learning or strictly distance learning will very likely be in our future again.
- Our students have had wildly differing experiences since March 13, 2020, and the "way things were" will very likely not meet their needs now.
- Our educators have demonstrated exceptional creativity, fortitude, and ability to learn and apply new strategies, on new platforms, in new ways, especially since March 13, 2020. We can do this.

"We have both a historic opportunity and an obligation to create approaches to reopening schools that work for all groups of students all of the time, not just some groups of students some of the time."

- Russlynn Ali, co-founder, and CEO of the XQ Institute

Continued Elements of the ICSD Approach

In the ICSD, we have focused on the following elements for many years, in an effort to create the most engaging educational experience for our young people: social-emotional learning, culturally responsive practices, inclusion, and innovation.





Social-Emotional Learning

Social-emotional learning and academic learning are inextricably connected. One cannot experience academic learning without attending to the social and emotional needs of students. The RULER approach supports social-emotional learning throughout our school district (beginning with adults), and as we enter the 2020-21 school year, we will continue to transition to supporting students in our learning environments.

([RULER](#))

Culturally Responsive Practices

Culturally responsive practices are critical for the academic and social-emotional success of truly all of our students. Culturally responsive practices are those which validate and affirm cultural behaviors, and build and bridge school behaviors.

([Hollie; Hammond](#))

Inclusion

Inclusion means that we design learning (from the start) to meet the needs of the students we have traditionally marginalized, and provide multiple means for student engagement, representation and expression.

([UDL](#))

Innovation

Innovating the how, what and why of teaching and learning means that we bring more purpose to students' education, we reach more students, and provide them with a more robust education. We innovate by creating projects that focus students on a real problem/issue, engages them in research, service learning, field work, and which ends in a product or performance assessment for an authentic purpose.

([PBL; Case Study](#))

New Elements of the ICSD Approach

Building upon our aforementioned foundational elements, the era of COVID-19 has brought to light the need to deepen our collective practice around blended learning and enhanced partnerships.

Blended Learning

Blended learning is an educational approach that combines distance and physical learning in a flexible, fluid manner. Varied opportunities for student interaction, grouping, scheduling, and choice in pace,

Enhanced Partnerships

Students, caregivers, and community organizational partnerships with educators are the cornerstone of effective learning in the blended approach. With regular communication and collaboration,





place and path are all interwoven in this approach. Teachers and other educators function much more as facilitators of learning.

common goals, access to materials and other supports, and diversity of thought and experiences, these relationships provide the most robust social-emotional and academic learning experience for our young people.

Our caregivers have always been vital partners in student learning, and we recognize that we have room to grow our strategies and approaches when engaging with families. Additionally, many families and students experienced significant challenges as they tried to make distance learning work. Our partnership is now more important than ever.

We commit to growing our capacities around providing high quality blended/hybrid learning and support services (social-emotional, meal delivery, etc.) that can seamlessly allow students and educators to transition to full distance learning in the event of a building being unavailable due to governmental mandates. Both components of blended learning require strong connections with caregivers as we work to support students' social-emotional and academic growth.

Social-Emotional Well-Being

We are in the midst of a pandemic, protests calling for racial justice continue each day, and a financial recession. Our students and staff need to process, explore and understand the emotions we are all carrying into physical and digital spaces with one another. Focusing on social-emotional well-being and learning will be absolutely essential at the beginning of the school year, and throughout.

In August 2019, ICSD school counselors attended a retreat to revisit and update the district-wide Comprehensive School Counseling Plan. As part of our ongoing efforts to ensure the plan is reviewed and updated to meet current needs, school counselors will convene the first week of August 2020. The Comprehensive School Counseling Plan will be shared with other pupil personnel service providers, including school social workers and/or school psychologists, as well as students and caregivers, to gather additional input and feedback.





In March 2019, teams from each of our 12 buildings attended the [RULER](#) Institute at Yale University's Center for Social Emotional Intelligence. RULER is a framework for integrated social-emotional learning. The RULER acronym stands for:

- Recognizing emotions in self and others
- Understanding the causes and consequences of emotions
- Labeling emotions accurately
- Expressing emotions appropriately
- Regulating emotions effectively

In the summer of 2019, each building established a RULER implementation team composed of school administrators, teachers, mental health professionals (counselor, social worker or school psychologist) to inform implementation. Our efforts will be further enhanced by inviting students and caregivers to join this year.

The first step in Yale's framework is supporting adults. Therefore, we focused our 2019-20 RULER implementation on staff by embedding training on self-awareness and the importance of emotions in regards to teaching and learning. This year, staff will be using RULER in their learning communities with students and caregivers. Beginning in August 2020, family and caregiver resources will be available on our website and in our buildings.

We acknowledge collaboration as a key element to supporting social-emotional well-being for students and staff. The mental health professional learning community (PLC), consisting of social workers and school psychologists, met as a district team weekly after March 13, 2020 to collaborate and share resources. As we plan to reopen, this structure will be expanded to include an advisory counsel with caregivers, students, teachers, administrators and community-based collaborators. To date, collaborations with [Tompkins County Mental Health](#) and [Racker](#) ([Lighthouse](#) and [Possibilities](#)) have expanded programming and support for our students.





The district will continue to support families with resources and maintain a referral process for mental health, behavioral and emotional support. A list of resources can be found on our [website](#). With resumption of instruction, both students and staff may require mental health services. [Turnaround for Children](#) recommends rebuilding relationships, resilience, and routines by focusing on physical, emotional, and identity safety and empowering students to design and use planning tools. ICSD mental health staff will co-create norms and routines and provide tiered support systems at all levels. We also encourage staff to access the benefits outlined in their contracts, which include mental health supports (e.g., the [Employee Assistance Program \(EAP\)](#), teletherapy provided by insurance).

Students, staff and families may be grappling with the following, or more, and will react differently based on their situation, development, pre-existing mental health issues, and connection to COVID-19:

- Loss/sicknesses of caregivers, grandparents, friends, school members, etc.
- Being behind on schoolwork/classwork
- Having to send child back to school
- Secondary traumas
- Increased anxiety/stress
- Increase in abusive tendencies
- Isolation/loneliness
- Change(s) in routine
- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology
- Family job loss

Students, staff and families may have mixed emotional reactions as they exit quarantine:

- Mixed emotions, including relief after quarantine
- Fear and worry about own health and the health of loved ones
- Sadness, anger or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with them, even though they have been determined not to be contagious
- Other emotional or mental health changes





- Stress from the experience of monitoring themselves or being monitored by others for signs and symptoms of COVID-19
- Guilt about not being able to perform normal work or caregiving duties during quarantine

Children may also feel upset or have other strong emotions if they, or someone they know, has been released from quarantine or isolation. Children and teens react, in part, based on what they see from the adults around them. **As adults, we set the tone.** When staff and families/caregivers deal with COVID-19 calmly and confidently, they can provide the best support for their children. Staff and families/caregivers can be more reassuring to others around them, especially children, if they are better prepared.

Symptoms to watch for may include:

- Excessive crying or irritation in younger children
- Returning to behaviors they have outgrown (e.g., toileting accidents or bedwetting)
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Irritability and “acting out” behaviors in teens
- Poor school performance or avoiding school
- Difficulty with attention and concentration
- Avoidance of activities enjoyed in the past
- Unexplained headaches or body pain
- Use of alcohol, tobacco or other drugs





Teaching and Learning in the ICSD During the 2020-2021 School Year

In July 2020, a committed group of educators and union leaders came together to comprise a Task Force, and their charge was to collaboratively determine the details associated with potential reopening scenarios. The Task Force's thinking and recommendations are reflected throughout this section. Further information from collaborations with the Task Force will be incorporated as we further design the instructional program. Input from students, families and other stakeholders is also infused within the social-emotional and academic learning outline for our young people.

At this time, ICSD schools will follow NYSDOH and NYSED guidance to reopen and welcome back as many students as possible, while also providing distance learning for those who need/want it.

Option 1	In-person teaching and learning	Goal: 5 days per week, in-person teaching and learning for students and staff given: <ul style="list-style-type: none">● space capabilities while adhering to 6-foot physical distancing mandates;● staffing capabilities and availability due to COVID-19 related accommodations; and● limited transportation capacity on school buses to and from school.
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Or

Option 2	Distance teaching and learning	Goal: 5 days per week distance learning for students and teachers, including: <ul style="list-style-type: none">● those considered to be at increased risk for severe COVID-19 illness;● those living with someone in their home who is at increased risk for severe illness; and● students and teachers who may not feel comfortable returning to an in-person educational environment.
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In-Person Teaching and Learning

Given these two options, we will continue to offer in-person instruction to those who select it, while adhering to the [physical and environmental health and safety measures](#) outlined earlier. In light of these requirements, we are planning for adjustments to best maintain excellent and equitable learning experiences for our young people.

Elementary

- Students remain in heterogeneously-grouped classroom cohorts throughout the day (i.e., the same group of children stay, and may travel, together and do not physically interact with other groups of children except for arrival, dismissal and hallways traffic)
- Art, music and PE teachers travel to classrooms, and may also offer class outside
- Cross-classroom interactions are virtual (i.e., classroom “buddy” systems, group projects, multi-class case studies, heterogeneous groups across a grade level, etc. are all implemented using technology tools)

Middle School

- Students remain in heterogeneously-grouped classroom cohorts throughout the day (i.e., the same group of children stay, and may travel, together and do not physically interact with other groups of children except for arrival, dismissal and hallways traffic)
- Students engage in learning together with their cohort, and individually or in small groups, from educators who travel to their classroom or instruct them virtually
- Teachers in the Practical Arts will teach students virtually and in person as permissible
- Cross-classroom interactions are virtual (i.e., heterogeneous groups across a grade level and large-scale, grade level project-based learning units are implemented using technology tools)
- Utilization of Canvas, a learning management system (LMS), to support student learning, teacher planning and family communication





High School

On Monday, August 3 at 7:00 p.m., Ithaca High School will be holding an informational session regarding its instructional program for the 2020-2021 academic year. More information will be provided after this session.

- Schedules and strategies for meeting students’ learning needs while limiting cohort mingling will be determined collaboratively upon receipt of student and teacher teaching/learning preference data
- Utilization of Canvas, a Learning Management System (LMS), to support student learning, teacher planning and family communication

Distance Learning and Blended (Hybrid) Learning

Although some students will engage in distance learning throughout the 2020-21 school year, it is highly likely that *all students* will transition to distance learning at some point during the year. Students who were once learning in person will then transition to a blended (hybrid) model, as they utilize a primarily digital learning platform. Because of our full 1:1 device deployment (PreK-1st grade students will be receiving devices this fall), coupled with very good area internet service, we know that all students will have access to learning on a digital platform. In close collaboration with union leadership, the structure for routine and scheduled times for substantive interaction with an appropriately certified teacher has been designed as follows:

Elementary

Grade Level	Student Learning Experience Includes:
PreK - Grade 1	<ul style="list-style-type: none"> • Synchronous and asynchronous • Daily: 1.25-1.5 hours depending on student needs and projects • Small group instruction (multiple small groups each day)
Grades 2 - 5	<ul style="list-style-type: none"> • Synchronous and asynchronous • Daily: 2.5 hours (Grade 2)





	<ul style="list-style-type: none">• Daily: 3.5 hours (Grades 3, 4, 5)• Small group instruction (multiple small groups each day)
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Secondary

Grade Level	Student Learning Experience Includes:
Grades 6 - 8	<ul style="list-style-type: none">• Synchronous and asynchronous• Daily: 4 hours• “Cohort” model: heterogeneous groups• Small group instruction (multiple small groups each day)• Utilization of Canvas, a learning management system (LMS), to support student learning, teacher planning and family communication

High School

Grade Level	Student Learning Experience Includes:
Grades 9 - 12	<ul style="list-style-type: none">• Synchronous and asynchronous• Daily: 4 hours or more depending on course load• Consistent daily schedule determined by department and course• Schedule communicated to all staff, students, families prior to September 9• Utilization of Canvas, a learning management system (LMS), to support student learning, teacher planning and family communication





We will work individually with students engaged in distance learning who learn better through non-virtual means and may need varied support (e.g., paper assignments, phone calls, etc.). Students and families who have specific questions regarding their learning enrollment choices for the fall should contact their building principal.

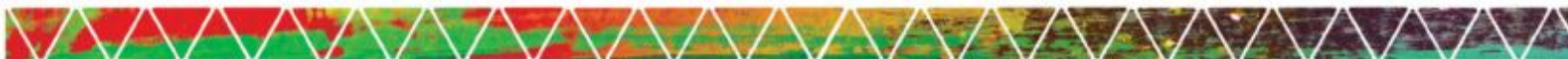
Our first weeks of school - for all scholars - will be focused on social-emotional learning. Our students and staff have been simultaneously experiencing a global pandemic, the very public admonishment of systemic racism, and a global recession; they need time, space, and resources to process this and return to learning in ways that support ongoing learning. (See "[Social-Emotional Well-Being](#)" for more information.)

As educators work to develop curriculum to support student learning through in-person and/or virtual means, we will continue to align all instruction to New York State Learning Standards, while considering units of study as a whole, seeking comparability for remote and in-person instruction in terms of "rigor, scope and magnitude." Additionally, it is important to note that, "instructional experiences are not defined solely as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. Schools must ensure that the learning is supported, and students have access to assistance from a qualified teacher when they need it." ([NYSED Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools](#))

Planning and Implementing the Instructional Program

The educator Task Force began with these guiding principles to outline the work of envisioning the 2020-21 school year:

1. *Health and Safety are Essential and Non-Negotiable* -- All plans should follow all associated and reputable national, state, and regional health and safety guidelines. Students and staff should not be placed in environments where they feel unsafe.





2. *Relationships First* -- In the time of crisis we need to pull together and work as a team. Education is built on strong relationships, and these relationships come first.
3. *Excellence with Equity* -- We will work to provide a robust academic program and opportunities for all, no matter their chosen learning modality. When hitting constraints or limited resources, priority should always be given to students and families with demonstrated need(s) (health, disability, SES, BIPOC, and other marginalized groups). Anti-racism and anti-marginalization should be at the core of our work.
4. *Additional Resources*-- Focus any additional resources on Pre-K-5th grade to develop strong academic, social-emotional and developmental skills in our youngest learners, while still providing appropriate scaffolding and a degree of flexibility and autonomy for older learners.
5. *Consistency and Routines* -- Focus on plans that are easy to understand, easy to follow, and provide flexibility. We must be able to move between modes with minimum disruption to meet changing limits and opportunities.

Connecting these principles with the foundational and new elements of ICSD teaching and learning, we plan to prepare and implement the following:

Blended Learning	
Preparation	Implementation
<p>Place the students we have traditionally marginalized the most at the center of <u>everything</u> we do.</p> <ul style="list-style-type: none"> ● Social-emotional learning <ul style="list-style-type: none"> ○ RULER ○ Responsive Classroom ○ VABing 	<p>Focus on building relationships, community, and culture.</p> <ul style="list-style-type: none"> ● Voice and real choice: student interests and strengths, inquiry-based, authentic pursuit of real questions ● Synchronous and asynchronous distance learning ● Structuring learning time <ul style="list-style-type: none"> ○ Voice and choice





<ul style="list-style-type: none">● Common overall frameworks for curriculum, with student voice and choice<ul style="list-style-type: none">○ Prioritized scope and sequence using New York State Standards○ Essential questions, key understandings○ Project-based learning units○ Resources, materials and platforms● Common approaches to authentic, student-led alternate assessments (student-developed rubrics, portfolios, surveys, check-ins, family perspectives)<ul style="list-style-type: none">○ Simple pre-assessments to determine where students' social-emotional and academic strengths and needs lie;○ Curriculum-embedded assessments that meaningfully assess learning throughout● Grading that reflects <i>learning</i><ul style="list-style-type: none">○ Standards-based grading○ Portfolio development● Technology tools<ul style="list-style-type: none">○ Transitioning to Canvas, a learning management system (LMS) for grades 6-12○ Google Suite○ SeeSaw (Pre-K-5)○ Educator norming around synchronous <i>and</i> asynchronous instruction	<ul style="list-style-type: none">○ Collective○ Individual○ Online○ Hands-on● Culturally responsive instructional strategies (in person and distance learning)● Integrating SEL throughout<ul style="list-style-type: none">○ Strategic support for students in crisis● Universal Design for Learning for lesson development● Inquiry and authenticity● Assessment and feedback<ul style="list-style-type: none">○ Student-directed/student-engaged assessment○ Authentic assessments that are indistinguishable from learning (i.e., performance-based assessments)○ Timely, specific feedback to learners○ Utilizing assessment information to differentiate
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<ul style="list-style-type: none"> ● Professional development <ul style="list-style-type: none"> ○ Anti-racist and culturally responsive practices ○ Blended learning ○ Integrated social-emotional learning 	
<p><u>District-wide</u> teams, and then <u>school-based</u> teams consisting of teachers, ESPs and administrators will develop specific plans in collaboration with one another.</p> <p><u>Curriculum, assessments, and resources/materials</u> will be developed in concert with grade and subject area colleagues <u>across the district</u> as much as possible.</p>	

Enhanced Partnerships	
Preparation	Implementation
<p>In any distance learning situation, we are inviting ourselves into the home as a learning environment. Through this lens of partnership, we must make connections.</p> <p>Personal identity development for educators</p> <ul style="list-style-type: none"> ● Who am I? ● What have I been experiencing since March 13, 2020? ● How does my identity/do my identities interact with others' identities? <p>Students: research and relationship building</p>	<p>Creating safe and loving spaces, and taking time to do this. (Content can and should wait).</p> <p>Ongoing open communication</p> <p>Engaging families in professional development experiences similar to those with educators (supporting their learning as they teach children at home)</p> <p>Consistent, varied and responsive communication methods (phone, text, email, socially-distant and outdoor home visits,</p>





<ul style="list-style-type: none">• Who are your students?• What have they been experiencing since March 13, 2020?• What learning skills and strategies have they gained (traditional and non-traditional)?• What strengths do they bring? <p>Families/caregivers: research and relationship building</p> <ul style="list-style-type: none">• Who are your families?• What are their goals?• What strengths do they bring? <p>Community partners to support student experiences (during/after school day, depending on reopening scenario)</p> <ul style="list-style-type: none">• Connecting with diverse organizations that are reflective of our community• Establishing potential internships	<p>etc.)</p> <p>Key point people within the learning community connecting with families (leverage strong relationships, streamline communication for one point of contact)</p> <p>Project-based learning units that tie into the community</p> <p>Feedback and input cycles</p> <p>Valuing all families' voices</p>
<p>Although district-wide and building-based teams will design some frameworks, each educator has the privilege and responsibility to craft these partnerships with families and others.</p>	

Designing Student- and Learning-Centered Instructional Spaces

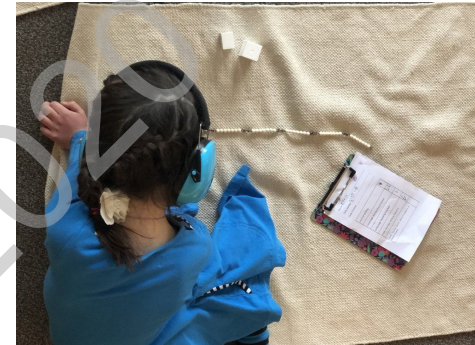
Furniture Arrangement

The goal is to be creative in designing a warm and comfortable, socially engaging environment, while maintaining physical distance for students and staff.





- Keep as much open space for movement as possible
- Optimize the perimeter of the room for materials
- Consider arranging desks in a horseshoe, angles
- Consider areas for students to stand while learning (e.g., utilize short bookshelves as standing desks)
- Include ambient lighting to create warm, inviting atmospheres
- Invite students to sit on the floor as much as possible using social distancing rules
 - Use [lap desks](#), camp chairs, hula hoops, placements, yoga mats, or small rugs to delineate individual work spaces



Minimize 'Teacher Only' Space

Physical distancing means maximizing space for students. Furniture can serve multiple functions for teacher materials. Educators will consider the following to maximize limited space for teacher materials:

- Standing cart for laptop



Maximize Time Outdoors

- Rolling cart for papers and files

- Utilize outdoor sit spots, such as tree stumps and benches





Early Childhood

The Ithaca City School District Early Childhood Program provides instructional experiences that promote health and wellness and social and academic learning for all pre-kindergarten students. The ICSD Early Childhood reopening plan is inclusive, culturally responsive, and considerate of the needs of all young children and their families. Our program is prepared with a variety of models of instruction, all of which are aligned with the New York State Prekindergarten Learning Standards, with substantive, and safe, interaction with certified teachers.

Community Collaborators:

With accessibility and equity at the heart of all models of instruction, the ICSD will communicate and collaborate often with community agencies to follow health and safety guidelines and provide early education. Our collaborators include the [Franziska Racker Center](#), [Bright Horizons](#), Downtown Ithaca Children's Center (DICC), Ithaca Community Childcare Center (IC3), Coddington Road Community Center, Community Nursery School, and UCNS Ithaca, all of which have pandemic protocols and safety procedures in place in their respective locations.

Teaching and Learning Requirements

The Ithaca City School District has a continuity of learning plan for the 2020-2021 school year. This plan includes learning experiences to occur in-person or virtually depending on the choice selected by our families. Teachers, staff, and service providers will meet weekly to collaborate on common planning and logistics for teachers and educational support professionals. They will develop commensurate learning experiences, whether in person or virtual, using the [Working Draft Pre-Kindergarten Yearlong Map](#) for common learning standards and thematic units centered on anchor texts.

Learning Standards





The Ithaca City School District Early Childhood Program aligns with the [New York State Prekindergarten Learning Standards](#).

Throughout the year, lessons will foster children's development in the following domains:

- Approaches to Learning - How children become involved in learning and acquiring knowledge
- Physical Development and Health - Physical health and ability to engage in daily activities, both outdoors and inside
- Social and Emotional Development - The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community
- Communication, Language, and Literacy- How children understand, create, and communicate meaning
- Cognition and Knowledge of the World - What children need to know and understand about their world and how they apply what they know

Communication Plan

The Ithaca City School District Early Childhood Program will communicate with families in multiple ways. Virtual parent information sessions will be scheduled once or twice a month to welcome families, provide information, such as safety and drop off/pick-up procedures, and answer questions. Teachers will use a classroom team meeting structure to identify possible problems and solutions, and modes of communication to assist families. ICSD family partners will continue to identify needs and secure resources for preschool families. Please visit our [Early Childhood webpage](#) for additional resources and information.

Equity and Anti-Racist Teaching Practices

Equity is at the heart of all ICSD decisions. As we plan to reopen the Ithaca City School District, we will be providing choice to our families. Instruction will be accessible to all students and aligned with the New York State Prekindergarten Learning Standards. This includes pre-scheduled times for students to interact and seek feedback and support from their teachers. Curated anchor texts will be utilized for Pre-K classrooms to amplify marginalized perspectives and foster community. Anchor texts provide a means to learn the [New York State Prekindergarten Learning Standards](#) and make connections between domains. Examples of anchor texts include [Happy in Our Skin](#), [Black is a Color of the Rainbow](#), and [All the Colors of the Earth](#).





Special Education

All students with disabilities under Part B of IDEA are entitled to a free and appropriate public education (FAPE), whether their services are provided in person, remotely, or through a hybrid model. “An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day.”

In order to ensure FAPE is maintained when the health and safety of students with disabilities and those providing special education and related services are compromised, teams of service providers and caregivers will collaboratively create local service response plans that outline any changes in the provision of FAPE that differ from the services originally outlined in students’ Individualized Education Plans (IEPs).

During the 2020-2021 school year, an appropriate education will continue to include the following.

- Special education and related services that provide specially-designed instruction based on the individual needs of each student in the most appropriate format and delivery, based on school conditions
- Access to the general education curriculum within the least restrictive environment whenever possible to maintain the health and safety of students with disabilities and those providing special education and services
- Continued procedures for referral, evaluation and placement of students in the initial eligibility process, and periodic reevaluation of students according to the OSE’s guidance for conducting evaluation and reevaluations during the COVID-19 pandemic
- Due process procedures that enable caregivers and guardians to receive required notices, review their child’s records, and challenge identification, evaluation and placement decisions

In order to provide meaningful family engagement in the provision of services to students with disabilities, teams will collaborate with caregivers to determine how special education and related services will be provided for each individual student during the 2020-2021 school year in a [Local FAPE/Contingency plan](#). The services provided should mirror the actual services outlined in the student’s





Individual Education Plan whenever possible. When services need to be shifted in order to maintain the health and safety of students, the changes will be discussed with families and written into the local service/pandemic plan. In addition to the provision of in-person, virtual, or hybrid service delivery, each team will create a thoughtful and proactive contingency plan for the provision of services if school building(s) are unavailable due to governmental requirements.

Students receiving special education services in placements outside of the district will continue to receive the provision of services consistent with the recommendations in their IEPs to the maximum extent practicable to maintain the health and safety of students. Student progress will be monitored and communicated at regular intervals to the District Master Educator for Inclusion and caregivers/families. Whenever possible, CSE and CPSE meetings will be held through video conferences. Regular monthly meetings with the CPSE and CSE offices will ensure consistency for and collaboration among CPSE, CSE, in-district providers, and out-of-district providers. District resources for in-person, virtual, and hybrid learning will be shared monthly with out-of-district providers and regional providers through the Department of Special Education.

Students with disabilities will continue to have access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet their unique disability-related needs. Prior to the beginning of the school year, Master Educators for Inclusion, in collaboration with case managers, will ensure the distribution and careful review of all IEPs and 504 plans by all providers and support staff working with students with disabilities, either in person or virtually. Acknowledgement receipts will be collected and maintained by the Master Educator for Inclusion, or their designee, for each school.

Individualized Education Plans will remain as written for the 2020-2021 school year without amendments due to the unique circumstances brought about by COVID-19. The program and services offered and provided to students with disabilities, whether through an in-person, remote, or hybrid model, will be determined in collaboration with families and documented in the [Local FAPE/Contingency plan](#) maintained by the Master Educator for Inclusion at each building. The plan will identify the family's preferred language and mode of communication, and will be shared with the family in that language and mode. Due to the changing conditions of the learning environment, each plan will also contain contingencies if school buildings are unavailable due to governmental





restrictions, in addition to the plan for FAPE for the 2020-2021 school year. Changes to the original plan will be documented as necessary.

English as a New Language (ENL) and World Languages

As the Ithaca City School District plans for reopening this fall, students who enrolled between March 12, 2020 and June 30, 2020, will complete the English Language Learner (ELL) identification process within 30 days of the start of instruction (in-person or distance/hybrid) in the 2020-21 school year. Students who enrolled during the summer of 2020 will complete the ELL identification process within the first 20 school days of the 2020-21 school year. After the 20-day flexibility period, we will resume our practice of screening and assessing needs within 10 school days of initial enrollment, as required by the Commissioner's Regulations Part 154.

The required instructional units of study will be provided to all ELLs based on the most recent assessment of English language proficiency during in-person or distance/hybrid instruction. The ENL Department's professional learning community (PLC) will continue to meet on a regular basis to assess the unique needs of students, given these unprecedented times. A commitment to co-teaching and integrated support will continue, as will the required stand-alone sessions, as outlined on our [ENL Programs and Services webpage](#).

Our commitment to engaging caregivers in the education of their students remains during the reopening process. Educators will maintain regular communication with caregivers and other family members of ELLs. Upon registering their students, caregivers are asked to state their preferred language and mode for all district communication. Frequently used request forms, such as school meal forms, will continue to be provided in multiple languages, with translators available to support additional languages when needed ([the ICSD Interpreter Request Form can be found here](#)).





The Arts

Fine and performing arts instruction will be done in an environment that aligns with state guidance, evidence-based practices, and applicable research.

While it is our hope to adhere to the performance calendar for this upcoming 2020-21 academic year, circumstances may require mutual flexibility in the event of school buildings being temporarily unavailable due to governmental restrictions. To the best of our ability, we plan to offer culminating musical events that will celebrate and honor the work of our students. The fall season offerings will be provided through a blend of virtual performances and events. Winter and spring performances will occur as feasible.

Given that music, art and theatre instruction is experienced best in person, we will be focusing our attention toward this end. The Fine and Performing Arts Department endeavors to create excellent, authentic, affirming, anti-racist and culturally responsive experiences in music, art and theatre for all students. Classroom instruction will be a blend of both in-person and remote learning until we can safely do otherwise.

Curriculum will focus on creating and responding and connecting to art, music, and theatre through synchronous and asynchronous projects, and on providing authentic performance and exhibition opportunities for students. Our priority is to further the creative potential of ICSD students while ensuring our community's safety.

Physical Education

Being active and physically fit are vital to maintaining optimal health. As we enter the 2020-2021 school year, the Physical Education Department will focus on teaching individual pursuits and skills, rather than team sports and group activities. Units on health-enhancing fitness, personal and social responsibility, movement skill development, and movement concepts will be major parts of our physical education curriculum.





Environment

The physical education environment will be modified. Outside classes will occur on a regular basis (weather permitting). During inclement weather, indoor classes will have doors open and windows open whenever possible. The gymnasium could potentially be used as an educational space, allowing instruction and skill demonstrations to be followed up with practice/repetition at home.

Physical Distancing/Hygiene

Students will maintain 12 feet of physical distance (in all directions) while participating in aerobic activities. Face coverings will be worn anytime instruction does not support physical distancing requirements for PE.

Equipment

The use of shared equipment will be limited during physical education activities. Staff will encourage activities that do not require sharing or exchanging equipment among students. Staff will be properly trained on how to disinfect equipment before, during, and after use, as necessary.

Instructional Strategies

Lessons will be planned specifically for each instructional space. Dance, rhythms, fitness, outdoor pursuits, and track and field are examples of activity units that could be offered in the upcoming school year. [National PE Standards](#) 3, 4, and 5 will be a primary focus, while incorporating Standards 1 and 2. In some instances, physical education staff will not be able to address grade-level outcomes due to physical distancing requirements.

Distance Learning

It will be important for physical education staff to provide guidance and lessons for all students engaging in distance learning to meet the recommended 60 minutes of daily activity. Throughout the year, it is our goal to have increased class engagement and





participation during virtual lessons, similar to those reached during in-person instruction. Lessons similar to those offered in person will occur throughout the school year.

Extracurricular Activities

Extracurricular activities are valuable components of the student learning experience. If occurring in person, we will continue physical distancing, PPE use, and all other health and safety protocols,

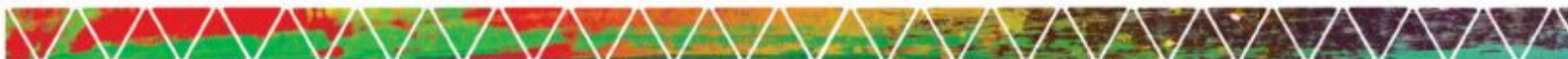
Athletics

The ICSD looks forward to the 2020-2021 academic year and athletic season. While planning for this year, we will continue to be flexible, recognizing change is a constant. Consideration of student and staff safety and well-being for participation in practice and contests is a priority. We will collaborate with the ICSD Transportation, Facilities, and Health Services departments, as well as local community agencies, to ensure safety precautions and measures are being adhered to for participation.

We will work with our community to monitor circumstances and adapt accordingly (athletic fields, courts, wellness center, etc. may not be available, shortened athletic seasons, changes to which sports are played during traditional seasons, regional play only requirements, or changes in how we provide training, practices, contests) and continue to provide academic and social-emotional support for our student athletes. Fall sports are currently scheduled to begin September 21. Family ID is open for students to register: www.familyid.com. Once our athletic contest schedule has been confirmed, it will be made available on [ScheduleGalaxy](#). The proposed 2020-2021 athletic seasons are:

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
September 21st - November 14th	November 16th - March 20th	March 15th - June 12th

Participation for our winter and spring seasons will be determined based on the New York State Public High School Association (NYSPHSAA), Section IV, and the Southern Tier Athletic Conference (STAC). More information will be provided as we approach each





season. Please refer to our website for updates relating to ICSD Athletics and information from the NYSPHSAA: ithacacityschools.org/athletics.

Instructional spaces, such as the strength and conditioning room, will be available for student and staff use once we enter that phase of reopening. A schedule will be forthcoming.

Fine and Performing Arts

Please see the [Arts section](#) for more information regarding extended day learning in the arts.

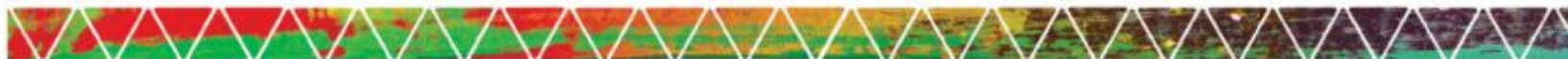
Extended Day, Clubs, and Before and After School Extracurriculars

At this time, we have not determined in what capacity Extended Day, clubs, and before and after school activities will occur.

Technology: Student Devices and Access to the Internet

In the spring of 2020, ICSD comprehensively surveyed all families (there are over 3,000 households within our school district) and identified fewer than 100 families who needed support accessing the internet. Using a combination of existing internet providers, deployment of mobile WiFi hotspots and support from local social service organizations, we were able to provide internet access to all but five (5) families. The remaining families either declined service or live in geographic areas that are not within any service provider range. Information regarding WiFi access outside of our school buildings, WiFi-equipped parking lots, and businesses with free WiFi was provided to these families.

As the ICSD looks ahead to the 2020-2021 school year, we will again survey families and engage in the same process in order to provide Internet access to our young people through hotspots or physical installation, in partnership with local providers. We will also continue to work with internet providers to help keep families connected to the internet. During the course of the school year, we will





continually monitor student engagement and try to identify families that may have lost access to the internet at some point, whether due to the loss of housing or inability to continue paying for internet services. In these cases, we will look at the existing service options mentioned above and try to identify the best solution.

With respect to staff, the ICSD identified 10+ teachers who have no access or limited access to the internet. Hot spots were provided to three (3) teachers to support them and students who lived in those homes. We created work spaces in school buildings for any other teacher that needed access, as there was a nation-wide shortage of WiFi hotspots. At this time, there are still teachers who do not have access and are not able to work from a school location, so we will be working on solutions for them (internet service providers in their areas or WiFi hotspots when available).

All teachers and support staff are provided a laptop or Chromebook to work remotely. All students in grades 2-12 were provided a device in the spring, and all Pre-K-1st grade students will be issued iPads in the fall.

For students who do not have sufficient access to the internet, the ICSD has the capability to provide the following range of options:

- Load content, teacher created videos or activities onto a USB drive and send it to the student's home for them to work on and then send back.
- Work with families to educate them on how to call into video calls using a phone line to receive the audio feed and listen to/participate in the lessons.
- Provide paper-based options in the form of packets (that go between home and school) for select students.
- Continue the use of phone check-ins (GoogleVoice, school phone, or personal phone) by teachers calling students regularly to review lessons, answer questions, or just provide social-emotional support.

Teacher professional development will emphasize the importance of creating multiple pathways to student demonstration of learning and mastery of Learning Standards. Specifically, these demonstrations should offer the student the option to respond using multiple mediums, including paper-based responses, audio responses over phone, and video responses that may be recorded and submitted





for review, as well as more traditional technology-based submissions in learning management systems or digital platforms. When possible, teachers will monitor the most effective response formats for students with limited access.

Canvas: ICSD Learning Management System

During the summer of 2020, the ICSD is transitioning students, families and educators in grades 6-12 to Canvas, which is a learning management system (LMS). Students will have single sign-on access to their schooling in a virtual environment, and will utilize the system whether participating in in-person or distance learning. Teachers will create learning experiences and assessments through Canvas, and students will engage in learning and post assignments for feedback. Educators and families will have greater visibility into each student's learning experience and understanding of skills, content and practices. Additionally, the LMS system will allow teachers and school leaders to better keep track of student progress, academic activity, and engagement through comprehensive reports and system analytics. Teachers can easily create assignments and learning modules that support differentiated instruction and responses to meet the learning needs and styles of all students.

Attendance

In the Ithaca City School District, daily engagement/attendance will be tracked via SchoolTool for both students attending in person and those participating in distance learning.

- In-person attendance will be recorded based on students' daily schedules, with attendance being taken for each course, each day (what we did pre-COVID-19).
- Engagement/attendance for distance learning students will be tracked on a daily basis, with an assigned educator responsible for making daily contact with each distance learning student.
 - On days when contact is made, the student will be marked present. On days when the assigned educator is unsuccessful in making contact with the student, the student will be marked absent.
- Students participating in distance learning will be clearly designated as such in SchoolTool making it possible to quickly and easily retrieve accurate lists of which students are participating in distance learning and which are attending in-person.





- We will continue to comply with all other state mandates regarding attendance.

Scheduling Considerations

The ICSD is providing the choice for both students and teachers to select either 5 days of in-person learning or 5 days of distance learning for the 2020-21 school year. Families will make their selections between July 29 and August 5, 2020. We ask that families make this commitment for a semester. We will then utilize this data to determine class and staffing configurations, including any necessary adjustments to each school schedule.

The in-person school day will begin and end at the same time it always has for our students, and is specific to each school and program. This information is available on our [website](#). Currently, all schools have developed initial schedules for the 2020-21 school year, and have time considerations for distance learning (see [Distance Learning and Blended \(Hybrid\) Learning](#)). These schedules will be communicated to each school community prior to beginning the school year through a variety of means, including emails, robocalls, paper mailings and social media posts.

All ICSD schools will follow the [2020-21 Academic Calendar](#) and will begin in-person and distance instruction for Pre-K-6th grade and 9th grade students and all new entrants on September 9, and for all students on September 10, 2020. When and if school building(s) become unavailable due to governmental restrictions, students and staff will immediately transition to distance learning and continue the academic year as scheduled.

Professional Development

As we look to reopen the Ithaca City School District for 2020-21, we have designed a professional development plan for the summer based on educator, caregiver and student feedback gathered from working groups, June surveys, and NYSED requirements.

Professional development opportunities will be offered throughout the summer and school year. Our focus will be intentional and prioritized around three key areas:





Anti-Racist & Culturally Responsive Practices	Blended Learning	Integrated Social Emotional Learning
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The ICSD will offer educators' three options for summer work:

Introduction to Anti-Racist & Culturally Responsive Practices <i>Elementary PK-5</i> <i>Secondary 6-12</i>	3 hours, synchronous virtual session	In-service credit	<i>For those not able to attend in summer, these will be offered at another time.</i>
Introduction to Blended Learning <i>Elementary PK-5</i> <i>Secondary 6-12</i>	3 hours, synchronous virtual session	In-service credit	
Introduction to Integrated Social Emotional Learning <i>Elementary PK-5</i> <i>Secondary 6-12</i>	3 hours, synchronous virtual session	In-service credit	
Collaborative Online Curriculum Design: <ul style="list-style-type: none"> ● Anti-Racist & Culturally Responsive Practices ● Blended Learning ● Write curriculum with teams of educators (district-wide grade/subject as much as possible) 	6 hours, virtual synchronous & asynchronous framing/PD	In-service credit	<i>If you are applying for this opportunity please do not sign up for the introductory sessions above.</i>
	12 hours, curriculum writing	PD/Curriculum rate	





All sessions will be held during the following weeks:

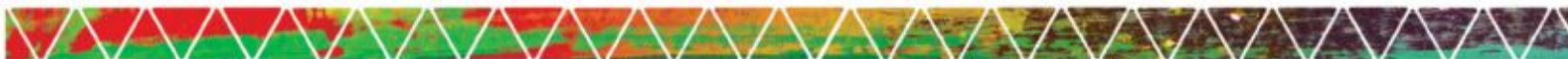
- August 10-14
- August 17-21
- August 24-28

September 3 and 8 will be building- and department-based professional learning days, focused on health and safety procedures, anti-racist and culturally responsive practices, and blended learning. Additional workshops that model a flexible blended learning approach will be offered throughout the school year. Structures and schedules that allow for job-embedded opportunities for all staff will also be maintained.

Annual Professional Performance Review (APPR)

Pursuant to Education Law 3012-d, the ICSD will fully implement our currently approved APPR plans for all collective bargaining agreement members.

AS OF JULY 31, 2020





Communication

Communication is both interwoven into the fabric of each of the other pillars and independently vital to the success of our reopening plans. In the ICSD, we have engaged a wide variety of stakeholders to shape and formulate our reopening plans.

Below is an overview of our engagement strategies and methods and the stakeholders engaged during our assessment, planning, and implementation processes for reopening. We will continue to communicate internally, among students and staff, and externally with caregivers and community partners leading up to school reopening and throughout the school year.

Engagement	Methods	Stakeholders
INFORMATION GIVING: To provide people with information to assist their understanding	Website Presentations/Q&A sessions Letters Social media Robocalls / texts Board of Education meetings	Student Caregivers Staff Community members Board of Education
INFORMATION GATHERING: To collect information about attitudes, opinions and preferences to assist with understanding and decision-making	Surveys Focus groups Key informant interviews Let's Talk! portal	Students Caregivers Staff Community leaders Board of Education
CONSULTATION: To obtain feedback on specific policies or proposals	Meetings Focus groups	State and local health officials Union leadership Administrators Staff





<p>PARTICIPATION: To actively involve people at all stages to ensure their concerns are understood and considered, and facilitate influence on and ownership of decisions</p>	<p>Professional learning communities (PLCs) Stakeholder dialogue processes Board of Ed. committees</p>	<p>Staff Students Caregivers Board of Education</p>
<p>COLLABORATION: To bring people into active partnership and agree to sharing of resources and decision-making</p>	<p>Professional learning communities (PLCs) Advisory panels Local strategic partnerships</p>	<p>Staff Students Caregivers Community-based partners</p>

AS OF JULY 31, 2020





Timeline of Engagement

06	Focus on INFORMATION-GIVING and INFORMATION-GATHERING	<ul style="list-style-type: none">• 6/8 Student Survey (grades 6-12)• 6/8-6/12 Staff Information Sessions• 6/15 Parent/Caregiver & Staff Surveys• 6/15-6/25 Family/Community & Student Information Sessions
07	Shift to CONSULTATION and PARTICIPATION with ongoing INFORMATION-GIVING & GATHERING <i>Guidance from NYSDOH and NYSED received</i>	<ul style="list-style-type: none">• 7/6-23 Teacher Task Force• 7/13-24 Functional Area Meetings• 7/23-28 Family/Community Information Sessions• 7/27-31 Building-Level Information Sessions• 7/30 Student Learning Enrollment Form Provided (due 8/05)• 7/31 Reopening Plan Published to Website
08	Focus on COLLABORATION and INFORMATION-GIVING with continued stakeholder CONSULTATION	<ul style="list-style-type: none">• 8/3-6 Building-Level Information Sessions (continued)• TBA Focus Groups• 8/10-28 Professional Development & Training• TBA Family, Community & Student Information Sessions

Ithaca City School District Reopening Plan 2020 updated July 31, 2020. All contents are subject to change based on new guidance or other factors





The ICSD communications plan includes continued engagement with all of our stakeholders - students, caregivers, staff, visitors, community partners, and local and state officials - seeking to provide information in a clear, concise, and timely manner. Additionally, it requires attention to the cultural, linguistic, and ability diversity of our community. The district will draw upon internal resources for the purposes of translating communications in the languages spoken at home by our school community and for creating content accessible for those with visual and/or hearing impairments, including [interpretation](#). See [Specific Strategies](#) for details.

The work of communication is the exchange of information and meaning. Our communication shapes, and is simultaneously influenced by, our culture. Our commitment to inclusive, anti-racist, and cultural-responsive policies, practices, and environments, requires the centering of student and school community perspectives in our communications. In line with our mission to Engage, Educate, Empower, the district is seeking to involve students, staff, and community members in the development and dissemination of content to engender a culture of health and safety consistent with our [Culture of Love](#).

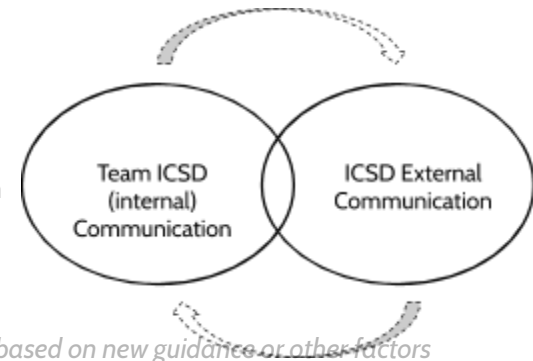
From Monday, August 3 through Friday, November 20, the ICSD is inviting students, staff, and community members to submit original content (e.g., photos, videos, audio recordings, paintings, essays, poems, etc.) related to the following themes, as part of [Reopen ICSD](#):

- Why I Wear A Mask
- What School Means To Me
- It's Up 2 Us Ithaca

Content submitted for the Reopen ICSD messaging campaign will be displayed on the [district website](#), posted to district social media channels, reproduced as print materials or signage, and available for discussions and core subject investigations, in the academic setting ranging from science to social studies.

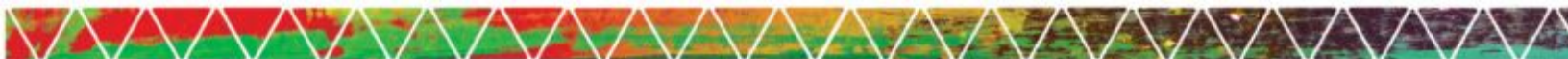
Specific Strategies

- Tompkins County Health Department: Weekly communication with county health officials to collaboratively develop and monitor health and safety measures





- Communicate significant changes in student or staff absenteeism
- Notify local health officials, and staff and families as advised by the health department
- Community partners: Review reopening plans with public health and healthcare practitioners
- Communicate the following to students, staff, caregivers, and community members:
 - The importance of physical distancing, monitoring symptoms of COVID-19 and when to stay home
 - Hand hygiene, respiratory etiquette, and mask-wearing procedures
 - Non-touch acknowledgment to show friendship (no more fist bumps)
 - School re-entry protocols
 - Mental health resources
 - Updates to school policies
 - The importance of not touching faces (your own or others')
- Create student and staff videos for district-wide education on the above procedures, when possible
- Post signs on how to stop the spread of COVID-19
- Training for staff:
 - Ensure staff receive necessary training on updated protocols, policies, and guidelines
 - Develop and provide training for faculty/staff on how to address close contact interactions with students as part of everyday job tasks
 - Introduce substitutes (teachers, food service, transportation) to school health and safety policies
- Communicate the following to different audiences, prior to reopening and through established communication channels, to prepare them for a return to school:
 - What has been done to clean/disinfect the school? What will be done moving forward?
 - General processes, and alignment with NYS guidance
 - Any chemicals used
 - Frequency of cleaning
 - Changes from March to now ("New Normal")





- Implementing physical distancing in classrooms, cafeterias, hallways, etc.
- Instructional practices/academic expectations including:
 - Updated attendance policy
 - Breakfast and lunch changes
 - Transportation
 - Arrival/dismissal procedures
- Which after school activities have been postponed or canceled?
- Reminder for students and staff to stay home if they feel sick
- Create a communication system for staff, students and families for self-reporting symptoms

AS OF JULY 31, 2020





Appendix

Functional Area Planning Template

This document can allow an individual or team to take one element of school (e.g., special education, arrival routines, etc.) and map the implications across many areas:

Operational parameters	State/federal policy and regulatory implications	Technology needs
Staff responsibilities	Budget implications	Equipment needs
Risk factors	Staff/HR implications	Cultural/political considerations
Equity factors	Contractual implications	Training needs
District policy implications	Communication needs	Curriculum needs/implications

Ithaca City School District Operations and Activities Risk Considerations

Other Considerations Regarding Masks

RECOMMENDED FACE MASKS INCLUDING N95 RESPIRATORS AND DISPOSABLE/CLOTH FACE MASKS

- The cloth face coverings recommended are not surgical masks or N-95 respirators. Those are critical supplies that must continue to be reserved for healthcare workers and other medical first responders, as recommended by current CDC guidance.
- CDC also advises the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others. Cloth face coverings, fashioned from household items or made at home from common materials at low cost, can be used as an additional, voluntary public health measure.
- Cloth face coverings should not be placed on children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.





HOW TO WEAR A CLOTH MASK APPROPRIATELY

- Fit snugly but comfortably against the side of the face.
- Secure with ties or ear loops.
- Include multiple layers of fabric.
- Allow for breathing without restriction.
- Launder and machine dry without damage or change to shape.

HOW TO PUT ON/REMOVE N95/DISPOSABLE/CLOTH FACE MASK

- Putting On
 - Secure ties or elastic bands at middle of head and neck.
 - Fit flexible band to nose bridge (if present on equipment).
 - Fit snug to face and below chin.
 - Fit-check respirator.
- Removing
 - Front of mask/respirator is contaminated — DO NOT TOUCH!
 - If your hands get contaminated during mask/respirator removal, immediately wash your hands or use an alcohol-based hand sanitizer.
 - Grasp bottom ties or elastics of the mask/respirator, then the ones at the top, and remove without touching the front.
 - Discard disposable masks in a waste receptacle and/or clean cloth in a washing machine.

WASHING/LAUNDERING

- Cloth masks should be routinely washed depending on the frequency of use.





[ICSD COVID-19 Elimination Strategies \(plain language\)](#)

Resources

NEW YORK STATE DEPARTMENT OF HEALTH

- Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19:
<https://sunypoly.edu/sites/default/files/health-alerts/COVID-19-School-Cleaning-Guidance-FINAL.PDF>

CENTERS FOR DISEASE CONTROL AND PREVENTION

- Interim Guidance for Administrators of US K-12 Schools and Child Care Programs:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>
- People who are at higher risk for severe illness:
<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html>
- Stress and Coping: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>
- Use of Cloth Face Coverings to Help Slow the Spread of COVID-19:
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
- Guidance For Cleaning & Disinfecting Public Spaces, Workplaces, Businesses, Schools, And Homes:
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/ReOpening_America_Cleaning_Disinfection_Decision_Tool.pdf
https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf

MENTAL HEALTH

- Ithaca City School District Mental Health supports: <https://www.ithacacityschools.org/districtpage.cfm?pageid=1582>
- Mental Health America and COVID-19 – Information and Resources: <https://mhanational.org/covid19>





- National Alliance on Mental Illness COVID-19 Resource and Information Guide: <https://www.nami.org/covid-19-guide>
- The Lancet: Mental health effects of school closures during COVID-19: <https://www.thelancet.com/action/showPdf?pii=S2352-4642%2820%2930109-7>

MINNESOTA DEPARTMENT OF HEALTH

- Guidance on School Social Distancing: <https://www.health.state.mn.us/diseases/coronavirus/schools/socialdistance.pdf>

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY

- Disinfectants for Use Against SARS-CoV-2: <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>

AMERICAN FEDERATION OF TEACHERS

- A Plan To Safely Reopen America's Schools And Communities: https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf

ASHRAE

- COVID-19 (Coronavirus) Preparedness Resources: <https://www.ashrae.org/technical-resources/resources>

FEDERATION OF EUROPEAN HEATING VENTILATION AND AIR CONDITIONING ASSOCIATIONS (REHVA)

- REHVA COVID-19 guidance document, April 3, 2020: https://www.rehva.eu/fileadmin/user_upload/REHVA_COVID-19_guidance_document_ver2_20200403_1.pdf

