



INTEGRATION CHARTER SCHOOLS 2023-2024 EMERGENCY RESPONSE PLAN

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Communication - Families and Community Engagement

ICS is committed to working closely with our school communities to develop new protocols with the information necessary to ensure that our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time. The school is working closely with its stakeholders to ensure decisions are made collaboratively and transparently while prioritizing the safe return of students to in-person instruction.

ICS will continue to utilize newsletters, the school website, and/or social media to continually:

- Communicate with families and staff;
- Support students and families with accessing school and community supports; and
- Facilitate and/or host opportunities for students, staff, and families to connect

School plans and any updates will continue to be communicated in writing, based on ICS's demographics, including, but not limited to:

- Outlining plans for the upcoming academic year and any changes
- Discussing expectations for students and families
- Through multiple platforms to disseminate this information

Urgent messages, as well as up-to-date policies and protocols, will continue to be communicated through multiple channels that families and staff rely on for information from the district, including:

- One Call Now system, including email and text blasts/messages.
- School website
- Official Facebook, Instagram, and Twitter feeds, with messages amplified by shares from schools, PTO, and other parent organizations for both English and Spanish speakers.
- Traditional and online media newspaper, TV, radio Teachers communicate with students and parents via a chosen method daily (eg, email, text, GoogleClassroom, Dojo, etc.). The preferred method of communication depends on the student's grade level.

Parents have access to a website resource page populated with tutorials for digital literacy, and technical support, in both English and Spanish.

ICS's school nurse has been designated as ICS's COVID-19 Health and Safety Compliance Liaison. The COVID-19 Health and Safety Compliance Liaison is responsible for engaging with students, parents, faculty, staff and administrators, to answer questions or concerns about health and safety requirements.

Parent Workshops

Parents have access to the following family professional learning opportunities/workshops and/or webinars:

- Health Check Questionnaire completion: completing daily online COVID questionnaire (required)
- Steps to take should one believe they or a family member has been infected.
- Identifying signs and symptoms of COVID-19.
- The use of a face coverings, proper wearing of coverings, and hygienic disposal of face coverings.
- Addressing the importance of hand hygiene, respiratory hygiene, and social distancing.
- Temperature checks at home and at school (will be implemented if needed).
- Using online learning tools (including, but not limited to): PowerSchool, Google Classroom, Zoom, and/or i-Ready.

Learning opportunities for our families will:

- Further develop digital learning opportunities, while building parent capacity with digital learning
- Engage families through positive interactions and assistance
- Provide parents with tools and resources to promote student engagement at home

Health and Safety

The health and safety of ICS's students and staff is our highest priority. ICS has implemented several preventive measures to ensure the safety of our students and staff while in the school.

The ICS Safety Committee team expedites and implements COVID-19 related decision-making. This team includes a cross section of administrators, teachers, health care providers, staff, parents and students.

Whether instruction is provided in-person, remotely, or through some combination of the two (as a hybrid model), ICS has an important role to play in educating and communicating with school communities about the everyday preventive actions they take to prevent the spread of COVID-19.

Health Checks (will be implemented as needed)

ICS has adopted a policy for screening students and employees for symptoms of COVID-19 and history of exposure. All students and staff reporting to the school campus must complete a Health Check Questionnaire, daily, prior to entering any of the school buildings:

- Have you experienced any of these symptoms, (not associated with previously diagnosed conditions) in the past 72 hours:
 - Fever greater than 100.4°F/chills?
 - Cough/shortness of breath?
 - New loss of taste or smell? Nausea/vomiting/diarrhea?
- In the last 14 days, have you:
 - Been in close contact with anyone who has been diagnosed with COVID-19?
 - Been placed in quarantine for possible contact with COVID-19?
 - Traveled outside of New York State; abroad to an area of the country or an area outside of the United States where it is recommended that you self-quarantine?
 - Had a COVID-19 test and results are pending?
- The Health Check Questionnaire will be emailed/texted daily, in the morning to:
 - Determine eligibility for their child to report to school. Parents must complete the screening questionnaire prior to their child leaving the home
 - Determine eligibility for reporting to work. ICS encourages staff to complete required screenings prior to arrival at school
- Temperature checks will be conducted for all students and staff upon entrance into all school buildings (as needed).
 - School uses Dikang Medical Infrared No-Touch Thermometers (FDA Approved & CE Approved) to complete daily temperature checks
- All staff conducting temperature checks receive training on how to properly use equipment, health screen questionnaire, as well as a thorough review of the ICS's Screening Policy
- Designated staff who conduct temperature checks complete an outlined self-check process upon entry to the building
- Students with a temperature of 100.4°F are isolated, and parents are contacted for immediate pick up.
 - Students in grades K-4 that walk and/or are dropped-off at school must have an adult with them during arrival that must remain on school grounds until the student's temperature is taken
 - Students taking the school bus will be isolated should their temperature check exceed 100.4°F. The parent will be contacted immediately for pick up
 - ICS follows all health and safety guidance from CDC and the Department of Health for all suspected COVID-19 cases

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

- The student/parent or employee should immediately notify the district by contacting:
 - The nurse's office at the school which they attend or work in.
 - The employee should also be sure to communicate this information to their direct supervisor.

- If a student or staff member tests positive for COVID-19, the district will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who have had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

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

- The person (student or staff) will be moved to a predetermined waiting room (area to separate anyone who exhibits COVID-like symptoms).
- Parents will be contacted and required to pick up students who are presumed to be ill immediately.
- Areas used by a sick person will be closed off and not used before cleaning and disinfection takes place.
- Persons who had close contact with a person diagnosed with COVID-19 will be advised to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop.
- Sick staff members and children will be advised not to return until they have a clearance from a medical doctor.

Visitor Management - Limited Access to Building for all Visitors

For the 2023-2024 School Year, ICS has implemented a **No Visitor Policy**, and school building access is limited to all approved visitors conducting essential visits. Pre-approved visitors must have an appointment and need to complete the COVID-19 screening questionnaire prior to reporting to any of ICS's buildings. Upon arrival the visitor submits to a temperature check. All requests for a meeting at ICS must be made 48 hours in advance (unless there is a valid emergency). Visitors must respond to the online questionnaire prior to reporting to any of the school buildings.

Essential visits consist of:

- Pre-scheduled meetings that cannot be handled virtually. Parents will be provided the opportunity to meet with school personnel virtually including parent/teacher conferences, which should be limited to virtual meetings.
- Picking up sick persons.
- Other visits are deemed essential by the school administration.

Health Hygiene Practices

Students, faculty, and staff are expected to adhere to the following:

- Implement and maintain a "Stop the Spread" campaign that includes reinforcing washing hands and covering coughs and sneezes among students and staff.
- Sanitize hands upon entering the school building and entering and leaving classrooms.
- Wash hands and/or sanitize after:
 - Using the restroom. Hand washing for at least 20 seconds
 - After sneezing, wiping or blowing nose or coughing into hands
 - After physical education and recess
- Partake in hand-washing breaks throughout the day, in addition to washing hands before and after eating. Hand soap and paper towels will be provided at every sink. Hand sanitizer will be available in each classroom, and hand sanitizing stations will be available throughout the school buildings.
- Employees will be required to wash their hands before and after touching faculty lounge appliances.

Schools

- Post signage on how to Stop the Spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.
- Provide hand sanitizer stations around the building and in each classroom.
- Maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) in
 - each classroom for staff and older children who can safely use hand sanitizer
 - at entrances and exits of buildings
 - near lunchrooms and toilets

- Enforce and monitor - classroom materials are NOT to be shared. This includes, but is not limited to pencils, glue, scissors, manipulatives, etc. Students have their own supplies, resources, and learning materials used by only them to prevent cross contamination.
- Provide students and staff with ongoing workshops related to stopping the spread of COVID.

Social Distancing

- In order to adhere to social distancing guidance, and prevent congestion in specific areas, the school will implement a staggered arrival and departure time for 2023-2024 school year. Students will receive a schedule the third week of August providing additional details regarding arrival and school dismissal.
- Signage and floor markers are posted throughout the school grounds, school buildings, on the floor, hallways and classrooms to support safe traffic flow and outline social distancing requirements.
- A school building traffic flow plan will outline specific areas of the building and traffic flow direction to limited congestion in the hallways. A schedule will also be used in conjunction with the floor plan to optimize transitions.
- **Elementary students** will enter the building through the main entrance of the elementary school. Once K-4 has entered the building they will report to their classrooms. **Middle school students** will enter and exit through the middle school's main building. **HS students** will enter/exit through the main entrance of the HS building.
- Every classroom has been re-designed to maximize space and distance between each student. Classroom furniture is prearranged to provide additional space. Administrators preview and approve classroom layout prior to the start of school, and throughout the school year as adjustments are required. All student desks are 6 feet apart in every direction. All desks are facing the same direction.
- Student group sizes are determined by the number of students who can be in a specific classroom while maintaining social distancing requirements. All students are required to wear a mask.
- Students remain in the same classroom for the day; teachers transition from classroom to classroom to avoid cross contamination. Students will have bathroom breaks, and mask breaks as needed.
- To reduce social density, the cafeteria/multipurpose room and gym area will be used for small group instruction.
- Students will eat lunch in the classroom or outside, weather and schedule permitting.
- Schools will conduct the required school safety drills (fire drills, shelter in place, lock down) with modifications ensuring social distancing between all students and staff.
- Students will keep all personal items and school issued resources with them throughout the day. Students will not have access to lockers and/or cubbies.
- The school will avoid and/or limit sharing electronic devices, books, and other resources or learning aids. Any item shared will be thoroughly cleaned and disinfected between use.

Face Coverings and PPE

- All Staff and students are required to wear a mask during arrival, dismissal, and while on school grounds. Students wearing face coverings from home must be school appropriate and shall not interfere with the school's dress code policy.
- ICS is issuing each student and staff two washable cloth masks. Staff and students are required to bring their personal masks (reusable or non-reusable) with them, every day that they are reporting to school. If a staff member or student forgets or loses the mask, a disposable mask will be provided for the day. Parents and staff are encouraged to have enough masks on hand to use throughout the week.
- ICS is implementing a "no mask/no entry" policy to ensure the safety of all its students and staff.
 - A facial covering that covers both the mouth and nose must be worn at all times prior to entering the school building
 - Students or staff that cannot wear a mask due to a medical condition will be exempt. Students or staff must have a documented medical condition for which a face covering would cause an impairment, or be detrimental to their health
- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.

- Staff must teach/review with students the proper way to wear/remove a mask. Students who repeatedly do not wear a mask on school grounds will be educated on their importance while staff will work to use restorative practices to encourage students to utilize a mask.
- School administration and staff are stationed at entry points throughout the schools to remind students to wear face coverings prior to entering ICS. Signage is visible at all entry points.
- Staff works with students to provide designated “mask breaks”; during which time students will be socially distanced.
- The school nurses and assigned staff are equipped with the necessary PPE equipment needed to assist a potential COVID-19 patient such as face shields, medical gowns, medical booties, N-95 masks, goggles and gloves. Any additional equipment needed based on CDC guidelines will be provided.

Management of Ill Persons

If a student or teacher is feeling sick, they are required to stay home and, if their symptoms are consistent with COVID-19, are asked to get tested. If a student begins experiencing symptoms in school, they will be isolated and monitored by a dedicated staff member until they are picked up by their family. Staff members who become symptomatic at school are asked to immediately leave the building.

Whether symptoms begin at home or in school, there will be a clear flow of information to facilitate fast action and prevent spread. A positive confirmed case will trigger an investigation by the Department of Health and tracing will commence to determine close contacts within the school. Schools will communicate with all families and students at school once a case is laboratory confirmed.

Buildings are equipped with a nurse’s office and a wait room: One room tends to students in need of traditional care such as sugar level check, band-aids, medication etc. The other room isolates students/staff members who are exhibiting signs and symptoms of COVID-19.

Students or staff with an elevated temperature, signs of illness, and/or a positive response to the questionnaire are sent directly to a designated waiting area where they will be supervised, prior to being picked up or sent home. The student’s parent/guardian will be instructed to follow-up with their health care provider.

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

- The student/parent or employee should immediately notify the district by contacting:
 - The nurse’s office at the school which they attend or work in
 - The employee should also be sure to communicate this information to their direct supervisor
- If a student or staff member tests positive for COVID-19, the district will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who have had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

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

- The person (student or staff) will be moved to a predetermined waiting room (area to separate anyone who exhibits COVID-like symptoms).
- Parents will be contacted and required to pick up students who are presumed to be ill immediately.
- Areas used by a sick person will be closed off and not used before cleaning and disinfection takes place.
- Persons who had close contact with a person diagnosed with COVID-19 will be advised to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop.
- Sick staff members and children will be advised not to return until they have a clearance from a medical doctor.

In the event that the school is notified that an employee or student has been exposed to COVID-19 and are quarantined, or if a family member has been diagnosed with or presumed to have COVID19 and/or is being isolated, the following procedure will be followed:

- Personnel and students with known exposure to someone with diagnosed or presumed COVID-19 will be instructed to self-quarantine at home for 10 days.
- If a student is excluded from school due to COVID-19 symptoms or has had a positive COVID-19 test, his or her siblings or other students living in the same household will also be excluded from school. However, students will still receive a distance learning education while at home. The custodial staff will be informed so that all desks, lockers, and workspaces of the person(s) are thoroughly disinfected.
- Wait rooms dedicated to the care of students/staff suspected of having COVID-19 are cleaned and disinfected after each use following CDC guidance.

Contact Tracing

Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. ICS cooperates with and assists state and local health departments with contact tracing by:

- Taking and maintaining accurate attendance records for students and staff.
- Reviewing teacher and student schedules periodically to ensure all schedules are up to date.
- Maintaining a log of all visitors including date, time, meeting location, and rationale for visit.
- Assigning one or more staff members to serve as the contact tracing liaison between the school and our local health department.

Cleaning and Disinfecting

Schools are cleaned daily, with a focus on major touch entry points in common areas such as doorknobs, handles, elevator buttons, stairwell railings, light switches, counter tops, bathrooms. Custodial staff disinfects these areas using proper cleaning products (ADQ, Avistat-D) with microfiber cloths to spray and wipe down objects.

- Scheduling and Routines: Throughout the workday, the custodial staff implements a routine of surface cleaning and sanitizing all major touch point areas discussed such as restrooms.
- Custodial staff utilizes specific equipment that disinfects and sanitizes all surfaces.
- Evening custodial shifts apply the full standard cleaning of all areas to be ready for the next day.
- Additional disinfecting is performed prior to the arrival of staff in high-traffic areas such as the front lobby and bathrooms.
- Custodial staff wear face masks and gloves.
- Schedule of School wide cleaning of all classrooms, restrooms, cafeterias, stairwells, and any other area where staff and students utilize throughout the school day.
- Maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.
- Teachers and students must work together with custodial staff to promote a clean and healthy environment for everyone within each building. Each classroom has additional sanitation stations that will include disinfectant wipes.
- HVAC System: ICS has a customized HVAC system that has prepared the school buildings for a safe and healthy return.

The system was updated to provide for air purification by means of *iWave--Ionization Based Air Cleaner--*which:

- Actively treats the air inside the school buildings.
- Kills molds, bacteria and viruses.
- When air passes over the iWave, ions produced by the device reduce pathogens, allergens, particles, creating a healthy environment without producing any harmful by-products.

Deep Cleaning

If a positive COVID-19 case is determined within a school or building, district staff will use an approved chemical and fogging machine to disinfect any area deemed appropriate by contract tracing processes. The fogging equipment/sanitizer for spray application is OSHA (Occupational Safety and Health Administration), WHMIS (Workplace hazardous Materials Information System) and GHS (Globally Harmonized System of Classification and Labeling of Chemicals) compliant. **School closures:** School closures due to cleaning or positive cases will be determined on a school by school basis and appropriate protocols will be followed.

Safety Drills

ICS is required to conduct eight evacuation drills, four lockdown drills and three bus drills each school year. Conducting drills is an important part of keeping students and staff safe in an emergency, however, steps should be taken to minimize the risk of spreading infection while conducting drills. Safety drills procedures are modified to minimize the risk of spreading COVID-19. Modifications to our safety drills include:

- Schools will implement a staggered evacuation schedule with a new traffic flow plan where classes are evacuated separately rather than all at once, and appropriate distance is kept between students to the evacuation sites.
- Students and staff are to maintain a reasonable amount of distance from each other while evacuating the school building.
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing.
- Lockdown drills are conducted while students and staff observe social distancing protocols and wear a mask.
- Bus drills are conducted over several days to ensure the timely arrival of all students as well maintaining social distancing requirements
- All safety drills are scheduled to ensure that all students and staff are trained and have participated in them.

Facilities

ICS’s main focus on reopening the school is ensuring our building is safe for the students, teachers and faculty. We understand that it is vitally important that all parties feel safe and confident that the school facility is following health guidance related to social distancing and other safety measures that will help slow the spread of COVID-19. Hygiene, cleaning and disinfecting guidance set forth by the Department of Health (DOH) and the Center for Disease Control and Prevention (CDC) have been followed and will be applied to daily sanitization of the building.

Signage

- CDC and DOH signage will be posted throughout the building to promote the following:
 - Social distancing when needed
 - Wearing CDC approved face covering
 - Proper use of hand sanitization areas
 - Staying home if you are feeling sick
 - How to report symptoms of, or exposure to COVID-19

Ventilation (HVAC System)

ICS has a customized HVAC system that has prepared the school buildings for a safe and healthy return.

The system was updated to provide for air purification by means of *iWave--Ionization Based Air Cleaner--*which:

- Actively treats the air inside the school buildings;
- Kills molds, bacteria and viruses; andWhen air passes over the iWave, ions produced by the device reduce pathogens, allergens, particles, creating a healthy environment without producing any harmful by-products

The system has undergone a deep clean and disinfection process of the evaporator coils:

- Spray on EPA registered cleaner that kills viruses similar to COVID-19

The system has a higher efficiency filter that is MERV13-- Filter can capture small particles, bacteria and virus carriers.

Child Nutrition

An effective nutrition program is a key component to a successful educational environment. Children cannot focus on learning when they are famished. School meals boost learning, and studies show that students perform best academically when they are well nourished.

Grab-and-go meals will be available for breakfast and lunch each day, though students will also be permitted to bring their own lunch if preferred. Doing so will allow for more flexibility so students' physical distance can be maintained during lunch time, a time when many students usually gather in one location.

- Students receive meals in a grab-and-go style in their classrooms. Lunch includes pre-packaged items that can be distributed quickly.
- All students with food allergies receive a modified meal to their designated meal area/classroom. Accommodations for students with food allergies will be made based on student needs.
- Prior to, and after meal services, students are required to wash/disinfect their hands to ensure proper hygiene is kept.
- ICS has a food service support email where parents can address any meal related questions or concerns. Email is: foodservices@ICSschool.org
- Coolers and insulated thermal bags are available in each classroom in order to maintain adequate food temperatures.
- All kitchen staff have the appropriate PPE during receiving, storing of meals, meal prep and meal distribution.
- Surfaces in the classrooms are wiped down before and after designated meal time (breakfast, lunch, snack).
- Students are not permitted to pass or share any items, including food, with other students. Signage will be posted in the classrooms as well as enforced by meal supervisors.

Curbside Pick Up

- For the days students are not reporting to the school building and participating in remote learning, curbside grab-and-go meals are available during a scheduled window.
- Pick up signage will be placed throughout the school grounds and barriers are in place at the point of pick up to ensure social distancing measures are followed.
- Bulk meal packages for multiple days are provided on a case-by-case basis for individuals who have difficulties commuting to the school daily.

Online Meal Tracking Service

- Families receive access to the Meal System TITAN which allows them to complete the household applications, review menus, and arrange for meal payments online.
- Families are also able to pre order meals and confirm pick up via the TITAN mobile app. [Transportation](#)

School Buses

The school bus is an extension of the classroom. Therefore, many of the recommendations that apply to the school buildings (like social distancing and frequent cleaning) are applied to the school bus.

- Students are encouraged to remain seated and facing forward while at the bus stop. This is a joint education effort between families, the transportation department, and school personnel.
- Students are socially distanced as much as the physical capacity of the bus allows.
- Students are required to wear their mask during the duration of the bus ride to and from school each and every day.

- Siblings or children who reside in the same household are encouraged to sit together.
- All school buses are cleaned and disinfected before they start a new run. High contact areas are wiped down after each bus run. The school bus company is responsible for completing a daily cleaning log.
- When temperatures are above 45 degrees, the school buses will open windows encouraging air flow/better ventilation
- All individuals (students, bus drivers and monitors) on the bus must wear an acceptable face covering at all times on the school buses (e.g., entering, exiting, and seated).
- Students at the first pick up location are seated in the rear of the bus. The last pick up stop will be seated in the front of the bus to assist with social distancing practices.
- For bus arrivals and departures, one bus at a time will be allowed to drop off or pick up students at the designated stop area. If another bus is arriving or departing at the same time, they must wait until the bus in the designated stop area has completed their run.
- All school bus drivers, monitors and attendants perform a self-health assessment for symptoms of COVID-19 before arriving at work.
- Transportation staff is trained and provided periodic refreshers on the proper use of PPE and the signs and symptoms of COVID-19.
- School buses are not equipped with hand sanitizer, as stated in the New York State reopening guidelines. Guidelines state this is due to its combustible composition and potential liability to the carrier or the district. Students will be provided hand sanitizer upon entering the school building.
- All parents/guardians are required to complete the ICS health check questionnaire prior to students boarding their method of transportation to school. As indicated in the health and safety protocol, parents are to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to boarding the bus.
- Signage is posted in the bus regarding wearing a face mask and bus rules such as, no eating or drinking on the school bus (which would require them to remove their mask).
- When students embark and disembark the bus, they follow social distancing protocols. This in turn, increases the time required to load and unload buses at stops.
- A traffic management plan is implemented during drop off/pick up times at the school.
- School buses have staggered drop off and pick up times to reduce the density of traffic and students at entry points.
- Drivers and monitors maintain a passenger log for each run to assist with contact tracing when needed.

Social-Emotional Well-Being

Social emotional learning (SEL) is critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. ICS has reinforced and enhanced its curriculum and supports focused on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments, whether in-person or through distance learning. Wrap-around support services (e.g., Counseling Services, Therapies, and Mental Health) are available to students as needed and remotely as appropriate. Clinical and counseling staff is available as mental health support and resources, including group or individual counseling and consultation for students and families, as needed. ICS's School psychologist also supports students and caregivers with additional interventions and resources. The school makes deliberate efforts to communicate the importance of SEL and how it relates to student success to students and families.

The following programs are used at ICS and promote social/emotional wellness and awareness: Students build skills toward social/emotional balance as they progress through K-10th grade:

- Sanford Harmony: Research Based Program
- The Leader in Me Process
- Counselor meetings/workshops
 - Individual
 - Group
 - Parent/student workshops
- Peer Mediators

- Student support groups: New Student Group, Friends Group, Study Skills Workshop, Stress/Anxiety Management Group; Grievance
- GIRL TALK Initiative
- Wellness Week

Multi-Tiered Systems of Support (MTSS) For Students — ICS staff will:

TIER I

- Create opportunities for students to share and connect with one another
- Each student identifies at least 1 trusted/caring adult in the school building who they can go to if they need to talk
- Schedule a school wellness screening using a universal screener to determine at risk students and provide interventions grounded in data
- Calm corner in classrooms with mindfulness calming strategies for students to utilize as needed
- Increase class meeting check ins (K-8)/Advisory period (High School)
- Implement The Leader in Me process and Sanford Harmony Program
- Read books that deal with current issues students are experiencing and how to address them (going to school, grieving, overcoming fear, friendship, loneliness, separation anxiety, frustration etc.)
- Practice deep breathing and self-regulation techniques to be used throughout the day
- Play music during transitions
- Provide staff with training on providing non-crisis support
- Utilize academic supports to provide focus and review of essential standards through whole-group and small-group instruction

TIER II and TIER III

- Provide students in need with a counselor or referral to the school psychologist.
- Continue with Andrus referrals and services for tier 2 and tier 3 students.
- Conduct social skills groups with school psychologist or school counselor for tier 2 and tier 3 students
- Design and implement a coloring wall and sensory hallway for students who need assistance with self-regulation.
- Hold morning meetings or check-ins, intervention blocks, and advisory periods to provide instruction in social emotional learning and relationship building.
- Provide mental health support and resources, including group or individual counseling and consultation for students and families, as needed.
- Utilize academic supports to provide focus and review of essential standards through individual student intervention Will leverage resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention.

For All Staff Members, ICS will:

- Create opportunities for staff to share and connect with one another. For example, during August PD, create discussions and build relationships by having staff share their hopes and fears for this school year.
- Offer counseling services to relieve stress and anxiety our staff may be experiencing under current conditions
- Provide professional development that incorporates opportunities for self-care and reflection
- ICS partnered with TalkSpace to provide all staff with access to professional, personal and confidential online therapy at no cost to the staff member.

<https://redemption.talkspace.com/redemption/little-bird>

Teaching and Learning

The impact of school closures on student achievement and well-being has been studied by various organizations around the world. Returning students to the classroom is critical to their emotional well-being and educational experience. It provides students with social, emotional, and academic support to ensure success.

All students will be required to attend in person instruction starting September 2021. Although ICS wants its students to return to the school building full time, this option may need to be modified if schools are once again required to close for in-person instruction and transition back to entirely remote programs at some point in the 2023-2024 school year due to shifting public health data. As discussed, ICS's priority is to keep its students, staff, and families safe.

ICS provides 180 days of instruction to our students. Instructional days shall be counted for programs that are delivered in-person, remotely, or through a hybrid model (some instruction in the school building and some remote). All instruction is developed so that it may be delivered in-person, remotely, or through a hybrid model due to a local or state school closure.

- All students receive instruction that is designed to facilitate their attainment of the State Learning Standards while supporting their own individual needs
- In August, during pre-service, teachers and administrators review students' baseline data in order to determine present level and learning gaps.
- Teachers and academic directors review ICS's 2021 End of Year curricular document and priority standards in order to develop unit plans, lesson plans, and assessments.
- Benchmark Assessments are developed based on:
 - Teachers and support staff review student's progression toward IEP goals and objectives.
 - Academic Intervention Teachers review student data to identify students in need for additional supports or services to remediate gaps.
 - Academic directors ensure delivery of services and support to all students through extended learning opportunities as necessary.
 - Progress monitoring assessments are conducted, utilizing diagnostic assessments and curriculum-based measures.
 - Teachers, support staff, and administrators collaborate in order to complete all evaluations that were postponed due to requirements of social distancing for in-person meetings.
 - Teachers and administrators provide ongoing communication and collaboration with parents. Communication may be by text, email or phone call.
 - Administrators monitor student and teacher progress in order to determine next steps. Distribution of student materials, textbooks, and resources.

All student materials are ordered and received. Student materials will be distributed as a Student School Instructional Materials package during the first two weeks of school.

Assessments

ICS follows a systemic cycle of assessment, including initial screening and benchmark exams, ongoing progress monitoring, and the daily use of formative and summative classroom assessments in order to inform instruction and gauge student learning. Student data is analyzed to identify shifts and changes in instruction to meet the learning needs of each student and to implement intervention strategies.

Our classroom assessment practices rely on analyzing student work in all disciplines. Students need opportunities for revision and feedback in order to improve their learning and to show growth. Each classroom assessment is used as part of the grading and reporting system. Parents continue to receive student progress reports and report cards throughout the school year.

Kindergarten students and screening

A virtual parent orientation is in August for all incoming kindergarten parents. During parent orientation parents learn about ICS's kindergarten screening process. Kindergarten screenings take place in September to better ensure our screening process is welcoming and child centered. All forms and mandated documentation are explained during the parent orientation and completed by parents prior to the school year starting.

The kindergarten screening is not a test, but rather a tool that allows us to customize an educational plan for the upcoming year that will ensure each child's academic needs are met. Furthermore, the data that is collected is used to create balanced heterogeneous classrooms based on gender, age, personality, and areas of strength or need.

Students are assessed 1:1 during a short 15-minute session in the following areas:

- Fine motor
- Language
- Concepts
- Listening comprehension
- Social development

Students are socially distanced during the socialization component of the screening, while still allowing for conversation and interaction with peers. To help reduce the possibility of cross-contamination, each student has their own bin filled with several books, paper, crayons, trucks, blocks and shapes and puzzles. None of the testing materials are shared. After each testing session all material is disinfected.

For the 2023-2024 school year, kindergarten has an open roster for the first 2-4 weeks of school to allow teachers and support staff to effectively create balanced heterogeneous groups for all students. Once the student roster is finalized, parents will receive their child's school year classroom placement information.

School Schedules (Will be implemented if needed. See below)

ICS reopened with instructional schedules and models that are flexible and based on current COVID-19 transmission levels. We understand that we may start the school year under one model, and as new information becomes available about health and safety, we may need to transition to a different model.

We have designed our reopening plan and schedules to ensure transitions between COVID-19 risk levels are seamless. Scheduling decisions were informed by careful evaluation of the health and safety standards and the most up to date guidance from the New York State Education Department. Hours of instructional time are not defined 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.

ICS has staggered the student schedules to allow more time between classes to reduce congestion in hallways, walkways, and buildings. The modified class schedules are to accommodate social distancing guidelines, including student groups/pods.

School schedules are developed for the following instructional formats:

- In Person
- Remote Learning - **100% Remote Learning**
- Hybrid Learning Model - **Combination of In-Person Learning and Remote Learning**

Elementary School (K-4)

All elementary students are enrolled by grade level and assigned a teacher. The teacher becomes the primary cohort and the grade level becomes the secondary cohort. All services for students are provided in the classroom or offered remotely. Students with disabilities (SWD's) are grouped into class cohorts adhering to their IEP and special education teachers are assigned to classes to ensure full hours of IEPs addressing goals are met via a push or pull out.

Middle School (5-8)

All middle school students are enrolled by grade level and assigned a teacher. They have an assigned middle school schedule for all subjects. During remote or in-person learning each student will maintain the same schedule, courses and teachers. SWDs are grouped into class cohorts adhering to their IEP and special education teachers are assigned to classes to ensure IEP goals are met via a push-in or pull-out model.

High School (9-10)

Each student will maintain the same schedule, courses and teachers during remote and in-person learning. SWD's are grouped into class cohorts adhering to their IEP and special education teachers are assigned to classes to ensure IEP goals are met via a push-in or pull-out model.

Schedules support all students in the following ways:

- In-person instruction, hybrid model, or distance learning
- Synchronous and asynchronous instruction.
- Teacher and course assignments
- Curricular expectations and technology integration
- Assessments

For all instructional formats:

- Teachers develop a plan for how to support students who, due to the 2020-2021 school closure, need additional social, emotional, or academic support to ensure success in the 2023-2024 school year.
- Teachers allow ample time for students to adjust to the instructional model setting.
- Before students are assessed, teachers spend time on socialization and creating a climate of safety, comfort, and routine.

ICS is prepared to provide the following instructional models based on guidance from New York State and the Department of Health. Instructional models are subject to change based on the CDC, NYS, and NYSED guidance. In Person - Minimal COVID-19 spread: Full In-person Learning Model for K-10

ICS made changes to existing procedures and operations with several goals in mind: supporting learning and students; providing important services to families, such as school meals, mental health and social services; and limiting the transmission of COVID-19.

The full in-person instructional model is the traditional model used by ICS whereby in-person instruction is utilized in the classroom setting. This programming option foresees all students being able to return to the classroom setting in the upcoming school year. Because studies show that students learn best with 2020 face-to-face instruction, ICS will make every effort to offer instruction in the traditional classroom setting for the full 2023-2024 school year. **However, should a return to traditional classroom instruction not be possible**, ICS is prepared to deviate from its schedule in order to support all students. Even if your child attends school in-person, it is important to prepare for the possibility of virtual learning if school closes or if your child becomes exposed to COVID-19 and needs to stay home.

In this model:

- Utilize normal class sizes but limit the interaction of classes with other groups (cohorts)
- Limit gatherings in shifts - recess, cafeteria, and hallway passing
- All students and staff are required to wear a mask while in the school building.
- Students and staff follow social distancing protocols.
- Students and staff undergo a health screening upon entering the school building.
- Students follow modified class/course schedules each day to promote health and safety.
- K-6 students remain in the same classroom throughout the day; teachers move as needed.
- Middle and high School students will transition from course to course but remain in their assigned classroom. Teaching staff will transition.
- Breakfast and lunch is served in the classroom to minimize transitions and congestion in the hallways..
- All students are expected to complete and submit assignments in a timely manner.
- Collaborative activities look different to ensure the safety and well-being of the school community
- Classroom spaces are arranged to maximize social distancing.
- School items and resources will not be shared between students.
- Students are expected to take assessments and complete benchmark goals.

Remote Learning - High COVID spread: Full Virtual Learning Model (Also in Preparation for Future Shutdowns)

ICS provides students with the best opportunity to be successful while remaining safe and following NYS guidance. If need be, ICS will pivot to remote learning as it did, very successfully, on March 16th, 2020 when the State Department of Education recommended the closure of schools because of COVID-19. ICS will implement its **Continuity of Learning Plan** and provide technology to students as needed.

In this model:

- All students report to remote learning (video conferencing, online instruction/programs, virtual meetings and lessons).
- Students complete performance tasks and/or virtual units depending on grade level.
- Student daily attendance will be monitored by teachers and academic directors. Contact will be made to parents/guardians in the event that students are not logging in consistently to complete assigned tasks.
- Students have a wide range of access to online learning tools and online support that fit the unique needs and abilities of each student via ICS's Online Instructional Platform. Learning sessions and workshops are provided for parents and students on how to navigate online tools and technology, how to retrieve and submit assignments.
- Students will receive synchronous and asynchronous instruction (whole class and/or small group) and engage in collaboration with their peers and teacher via online platforms such as Zoom and Google Classroom.
- Teachers and support staff will provide small group and 1:1 instruction.
- Students will have opportunities for collaboration and creativity.
- Remote learning schedules will reflect the needs, age, and stage of student groups.
- Students' schedules include time for social and emotional support.
- Each student is provided a laptop device and adequate internet access.
- Expectations for online behavior and participation is clearly stated and communicated.
- Students and families will be provided with ongoing feedback from teachers and support staff.
- Teachers and support staff will provide daily check-ins with students via web conferencing, calls, texts, emails, and online tutorials.
- Student input/usage, student lesson completion/progress, and data results will be monitored daily.
- Teachers and support staff will adjust lessons or lesson design as needed based on student data (provided by program, based on student progress), and student understanding of content.
- Academic staff will communicate frequently with parents based on individual student progress and needs.
- Teachers will provide additional resources in order for the child to complete the lesson successfully (videos, websites, anchor charts, graphic organizers, games, additional practice worksheets etc).
- Teachers, support staff, and administrators will participate in weekly team meetings via Google Hangouts to discuss student progress and next steps.
- All teaching staff will upload their learning calendars/pacing guides for students and parents by 8:30AM daily (if applicable).
- Content specific teachers (grades 8-10) will work collaboratively to ensure students are meeting required standards for Regents exams.
- Teachers and staff will spend time building relationships and community virtually by holding zoom workshops, after school discussions and or activities.
- Assigned staff members will conduct wellness calls to check in with families weekly to address the family's well-being at that time.

Hybrid Model - Moderate COVID spread: Combination of In-Person and Remote Learning to Reduce Number of Students in School Buildings at the same time

To ensure students and staff meet physical distancing requirements, instructional delivery under this model requires a reduced schedule of in-person learning. Students participate in remote learning on days when they are not present in the school building. This structure involves a rotating day schedule for preassigned groups/pods of students for in-person and remote instruction. This enables all students to have access to high-quality in person and online learning that also prepares for the possibility of a return to all virtual instruction should the need arise.

Depending on the level of risk in Westchester County according to public health data at the time school reopens, the number of students served each day could vary. Capacity limitations may require decisions to prioritize in-person instruction for the highest needs populations, such as students with disabilities, English learners, and primary grade students.

In this model:

- Grades K-1 report to school three times per week. Our youngest scholars in kindergarten and first grade will receive an additional day of in person learning to provide more in-depth support and teacher/student interaction.
- Grades 2-8 attend two full days of instruction in person at school each week.
- Grades 9-10 attend two full days a week over a six day rotation model.
- Siblings are assigned the same days for in person and remote learning.
- Students and staff follow social distancing protocols.
- Staff and students are required to wear a mask while in the school building. Students are provided mask breaks.
- Students and staff undergo a health screen and temperature check prior to entering the school building.
- Pursuant to NYSED Reopening Guidance, preference for daily in person attendance will be given to IEP and ELL students.
- Specialized instruction will be provided, as appropriate, such as special education services required by the IEP for students with disabilities and English Language Learners.
- Students will be engaged in independent (asynchronous) and synchronous learning on the days they are not in the school building. This will be task based.
- Teachers livestream or post recorded lessons for students who are remote learning for the day.
- Teachers provide daily academic support office hours for students who are learning remotely.
- All students remain in the same classroom throughout the day; teachers move as needed.
- All specialty classes such as art, technology, music: students will receive instruction and assignments remotely.
- The sample schedules below outline the rotation of students that will be attending school in-person at ICS throughout the week. Students who are not attending in-person on that given day will be engaged in remote learning, using digital curriculum resources and instructional tasks assigned by their teachers.
- Students will be assigned to a group and will remain with the group throughout the day and the week. Families with siblings will follow the same schedule. Groups may be changed quarterly based on student need.
- ICS will adjust student group assignments, as necessary, to accommodate special programs.

Middle School Sample Schedule (5th Grade)

Students will be assigned to a cohort for the duration of the implementation of this plan. Each cohort will report to school for two full days of instruction and complete virtual weekly units or performance tasks.

Sample Schedules

- **Sample High School In-Person Rotation Schedule**
High School students will be assigned to a cohort for the duration of the implementation of this plan. The schedule will operate as a six-day (A-F Day) rotation. Each cohort will report to school for two full days during any single rotation period.
- **Sample High School In-Person Academic Schedule**
Teaching provided at the brick and mortar school will focus on core academic courses, in addition to Physical Education and Advisory in order to address students' physical and emotional wellness. Instructional periods for core academic courses are extended to 68 minutes, maximizing the instructional time teachers have with students.
- **Sample High School Remote Learning Schedule**
During remote learning, students should expect to receive 'live' instruction at the beginning of each period. Depending on the content, after the initial 'live' instruction, students may transition to independent work, collaborative group work and/or asynchronous learning.

Attendance and Chronic Absenteeism

- ICS monitors daily attendance and calls parents/guardians regularly to discuss ways in which the school and the families can work together to ensure students are reporting to school daily and in a timely manner. The school reaches out to families by calling, emailing, texting, and making home visits.
- School will collect and report daily student engagement and attendance, via PowerSchool, while in a remote or hybrid schedule
- When making contact with families, ICS will take the time to assess student/family needs and offer any resources we have available to help them. Address any barriers or engagement to instruction.
- Staff will make attendance and wellness calls daily to collect and report daily student engagement or attendance regardless of the instructional setting. A tracker will be utilized to track the attendance and engagement of students daily.

Based on parent work schedules, some students may be engaging in learning in the evening. While synchronous morning meetings may be effective for some populations, provide opportunities for students to show attendance asynchronously.

Technology and Connectivity

- School surveyed parents and guardians to determine the level of access to computing devices and high-speed internet to which students have access in their home.
- All students in K-10 will be provided with a laptop, (as needed) to support learning in-person and online. Additionally, ICS has purchased additional hotspot devices for distribution to families, when reliable home internet access is not available.
- ICS has created a Tech help desk email where students, parents and staff can get tech support during at home learning. ICShelpdesk@ICSschool.org tech support will be available during the 2023-2024 school year between the hours of 7am to 5pm Monday through Friday.

Special Education

- SWD that need academic support will receive support and instruction from their general education teacher and their special education teacher. ICS will provide robust progress monitoring for all of our SWD. Tiered supports will be provided to all students who are not making adequate progress according to their IEP's. Teachers and service providers will continue to collect data, whether provided in-person, remotely, or through a hybrid model, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Determining student progress is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning.
- Provide parents with meaningful engagement in their preferred language. Ensuring clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. ICS works with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.
- Our Resource room program will be in person for those students on the hybrid model. Any students on the remote model will continue their services remotely. In the event of potential future intermittent or extended school closures services will continue remotely.
- ICS will continue to identify and evaluate students in need of services, and ensure special education evaluations (i.e., initial and reevaluations) are conducted whether provided in-person, or remotely within required timelines. The use of virtual meetings will be increased to meet timelines for evaluations and reevaluations that must be conducted remotely.
- ICS will continue to work with the CSE in order to address any new evaluations/testing. When conducting CPSE/CSE meetings, the parent of a student with a disability and a school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.
- Administrators will ensure that accommodations and modifications are made as necessary in order to provide all students access to the general education curriculum. Both accommodations and modifications ensure equity and access to the general education curriculum in consideration of a student's unique disability related needs.

Bilingual Education and World Languages

ICS is committed to continuing to identify and serve English Language Learners. Whether in-person or an alternative format, ESOL strategies will continue to be implemented by instructional and support staff to address the academic and language needs of ELL students. In addition, the ELL teacher will continue to partner with families to provide resources and tools to ensure the academic success of ELL students.

- ELL identification process will be completed within the first 30 days of school opening.
- Families receive ongoing communication about assignments, curriculum, or other critical updates, and to ensure their needs are being met.
- The most recently measured English language proficiency level will be used to determine minutes of ELL services students will receive for the 2023-2024 school year.
- ELL teachers and support staff will track and monitor services to ensure our most vulnerable populations are receiving services and making progress.
- All written and oral communication between ICS personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible.
- ELL Teacher will collaborate with classroom teachers to ensure that ELL scaffolds and accommodations are in place according to the ELLs' proficiency level. Physical Education In Person Learning
- There will be a distance of twelve feet minimum in all directions maintained by all individuals while participating in activities that require aerobic activity and result in heavy breathing during PE class. This will be accomplished by the teacher creating "attendance spots" for the students within the gymnasium. The students will have assigned spots designated by a taped out box on the floor. Students will conduct their exercises within the box to ensure the appropriate twelve feet is maintained throughout the class.
- Students will enter the gymnasium via one entrance and exit the gymnasium via one entrance.
- The physical education teacher will conduct the class with a speaker and microphone when delivering instruction. This will create an environment to accommodate students who struggle to hear directions due to face coverings and physical distance.
- There will be an emphasis placed on skills rather than traditional team sports or activities.
- Utilize games and activities that require no physical contact and do not require students to be in close proximity to each other.
- All lessons will be planned around the available space that is provided for instruction.

K-2

Movement concepts • Locomotor skills • Non locomotor skills • Creative dance • Moving to rhythm in personal space/no groups • Manipulative skills with a piece of equipment for each student • Fitness calisthenics • Simple yoga poses

3-5

Creative dance • Rhythmic dance • Yoga • Fitness stations with one student at each station • Stress management - meditation, mindfulness

6-8

Line dance with physical distance • Yoga • Orienteering • Running track events • Stress management- meditation, mindfulness

9-12

Yoga • Pilates • Kickboxing • Solo dances • Frisbee golf • Orienteering • Stress Management- meditation, mindfulness.

Remote Learning

- The physical education teachers will have virtual classroom hours three times per week in order to connect with students, as well as for students to connect with each other.
- The partnership with the Hospital for Special Surgery will continue for students in grades 4-10 in regard to physical education. Students will engage in daily remote physical education classes that meet all NYS Physical Education standards.

- Students in grades K-3 will engage in the Google Classroom, where the teachers will post lessons and interact with their students on a daily basis.
- There will be weekly “Special Events” that will be provided by the teachers for each grade (ie: Fitness Challenges, Health Fair, Special Guests)

Hybrid Model

- Teachers will assign tasks for students to complete at home. The students will have an opportunity to apply the knowledge gained through the lesson and share it in the school setting with their teacher and classmates. Students will be able to build on skills learned in the school building and apply them at home. While the students are at home, they can engage in activities that are more restrictive within the school building with family members (ex. catching and throwing).
- Teachers will create lessons based on a flipped classroom approach. Students will learn about the topic at home and then come prepared to learn more about it in class. There will be more of a focus on student based learning.
- In order to keep students motivated and engaged, students will have opportunities for communication with a physical education teacher daily.

Interscholastic Athletics & Extracurricular Activities

Per the NYDOH Guidance, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

Career and Technical Education

- ICS High School will continue to implement the NYS CTE Career and Financial Management framework to provide students access to career development and exploration opportunities. This course will be taught remotely.
- CTE teachers will analyze the curriculum content to identify which content is most critical in meeting the requirements for the following:
 - New York State Learning Standards
 - CTE Core Content Standards
 - Industry Certifications
- CTE teachers will create and make available to students recorded demonstrations of skills and teaching content for student learning and reference.
- CTE students will be provided a set schedule for synchronous virtual instruction from the CTE instructor.
- ICS will create modified students schedules for in-person lab hours requirements potentially using after school hours.

Staffing and Human Resources

- School reopening plans and decision-making throughout the school year will take under consideration the unique needs of staff members, such as access to technology, social and emotional health, and child care concerns.
- Staff roles will expand to accommodate new health and safety regulations. Instructional and non-instructional staff schedules may be changed and may also include designated time to support school building logistics required to maintain health and safety requirements.

ICS will:

- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
- Prioritize educator self-care and wellness through the summer and at the start of the 2021- 2022 school year.
- Support educators’ access to mental and behavioral resources and encourage them to utilize these services.

- Adopt Human Resources procedures and support to meet the needs of our school community as we reopen schools in the Fall. Develop and support a plan for the identified vulnerable population.
- Adjust onboarding procedures to include virtual interviews and processes.
- Communicate return-to-work plan for employees that have contracted COVID-19.
- Verify that current procedures to ensure information relating to employee illness are maintained as confidential medical records.
- Ensure that all teachers, school leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment. Teacher evaluation plans will be revised accordingly in order to conform with school reopening plans under an in-person, remote or hybrid instructional model.
- Work with educator preparation programs such as Mercy College, Manhattanville, and Pace to identify appropriate ways in which student teachers can support classroom instruction.

Professional Development

All professional development will be structured, organized, and maintained to provide easy access to relevant PD, resources, and tools related to pre-planning PD, and other relevant professional development offered throughout the year.

Teachers will participate in professional development on the following platforms as indicated in an end of the year needs survey with regards to remote learning and/or return to school model.

- Powerschool/Powerschool Performance Matters
 - All faculty will participate in PowerSchool professional development workshop to discuss how to maintain student data to ensure students are meeting grade level/content specific standards. Teachers can also administer/assign work and assessments via this platform for families who opt to participate in remote learning.
 - Teachers will receive training on managing and creating online assessments, as well as analyzing data from both formative and summative assessments. This workshop was requested as indicated by the end of year teacher needs survey.
- i-Ready
 - All faculty will participate in the annual i-Ready professional development workshop to identify best practices in assessing student performance levels in reading and mathematics. Upon completion of diagnostic/benchmark assessments, teacher teams will be able to provide interventions based on students performance and/or specific standards/skills.
- DataMate
 - All teachers will participate in a professional development workshop centered on the use of DataMate, a new assessment platform to ICS. This web-based assessment management system that analyzes assessment data to improve instructional alignment and student achievement. This platform will only be utilized in grade 2-10, during our NYS simulated exams in E.L.A., mathematics, science, and content-specific Regents courses (if applicable). Teachers will be given information on how to assess student proficiency via data mining as well as show growth from one simulated assessment to the next.
- IO Classroom (i.e SKEDULA)
 - Teachers will receive training in creating, maintaining, and tracking student anecdotal. These anecdotal reports can help support teacher teams identify students in need of SEL support(s) which should be referred to the school counselor, dean, and/or psychologist. These logs follow students year to year to best support their individual growth.

- Google
 - Teachers will continue further training in the use of Google as the central online learning platform for ICS. In addition to GoogleClassroom, teachers requested additional training in GoogleForms, GoogleSheets, and GoogleMeet to support all students as it related to communication, student performance, and community input.
- DIBELS (K-2)
 - Faculty from grades K-2 will participate in a professional development workshop on how to assess and measure early literacy skills.
- Marshall Teacher Evaluation
 - As done in years prior, ICS will continue to use the Marshall Evaluation Rubric as approved by NYSED. Teachers will participate in their annual professional development workshop in which the focus of the session is threefold: exploring evaluation domains, identifying school-wide areas of growth, and the development of SMART goals to support individual professional needs.
- Castle Learning
 - Faculty from grades 2 -10 will participate in Castle Learning professional development workshop to discuss how to utilize the platform for classwork and homework assignments, formative and summative assessments. The training will also address collecting and analyzing data from the platform to drive instruction.
- Think Central (K-5)
 - ThinkCentral, which is aligned with the Journey's and GoMath curricula utilized by students in K-5, has revamped its online materials/instruction in light of March's impromptu school closure. As per the K-5 teacher needs survey, many teachers would like support in utilizing this resource. A professional development workshop will be hosted to support these teachers and better familiarize themselves with this revamped resource.

In addition to platform specific professional development opportunities, staff will receive ongoing professional training in the following areas:

- Delivering highly effective instruction in hybrid environments as well as addressing any learning gaps that might prevent students from meeting grade-level standards.
- Using technology to:
 - support hybrid or remote learning strategies in topics related to vulnerable student populations.
 - to promote student independence and engagement, providing effective and meaningful feedback, and promoting peer to peer interaction.
 - cultivate independent learning, critical thinking, and student engagement.
- Supporting students during and after the ongoing COVID-19 public health emergency, as well as for developing coping and resilience skills for students, and faculty
- Provide ongoing professional learning to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being.
- Supporting students' SEL to address critical topics related to personal, student, and community well-being, including trauma-responsive practices, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race.
- Supporting teachers/faculty to ensure they are able to address critical topics related to personal, student, and community well-being, including trauma-responsive practices, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race.
- Provide ongoing professional learning to address the learning loss for the most vulnerable populations during remote learning. (students with disabilities, English language learners, students without proper technology or internet access, students dealing with family loss from COVID-19, etc.)

- Preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

Due to the current COVID Pandemic, ICS will provide all staff members with the following workshops:

- Hand Washing
- Respiratory Hygiene
- Identifying COVID-19 Symptoms
 - Maintaining Student & Family Confidentiality
- Cleaning and Disinfecting classrooms