

**2020  
REOPENING GUIDE**

MAMARONECK UNION FREE SCHOOL DISTRICT



ENGAGE. EMPOWER. INSPIRE.

# REOPENING GUIDE SEPTEMBER 2020

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MAMARONECK UNION FREE SCHOOL DISTRICT

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visit [mamschools.org](https://mamschools.org) for full reopening plan and up-to-date information



Prioritizing safety, promoting social-emotional wellbeing and continuing to provide robust teaching and learning



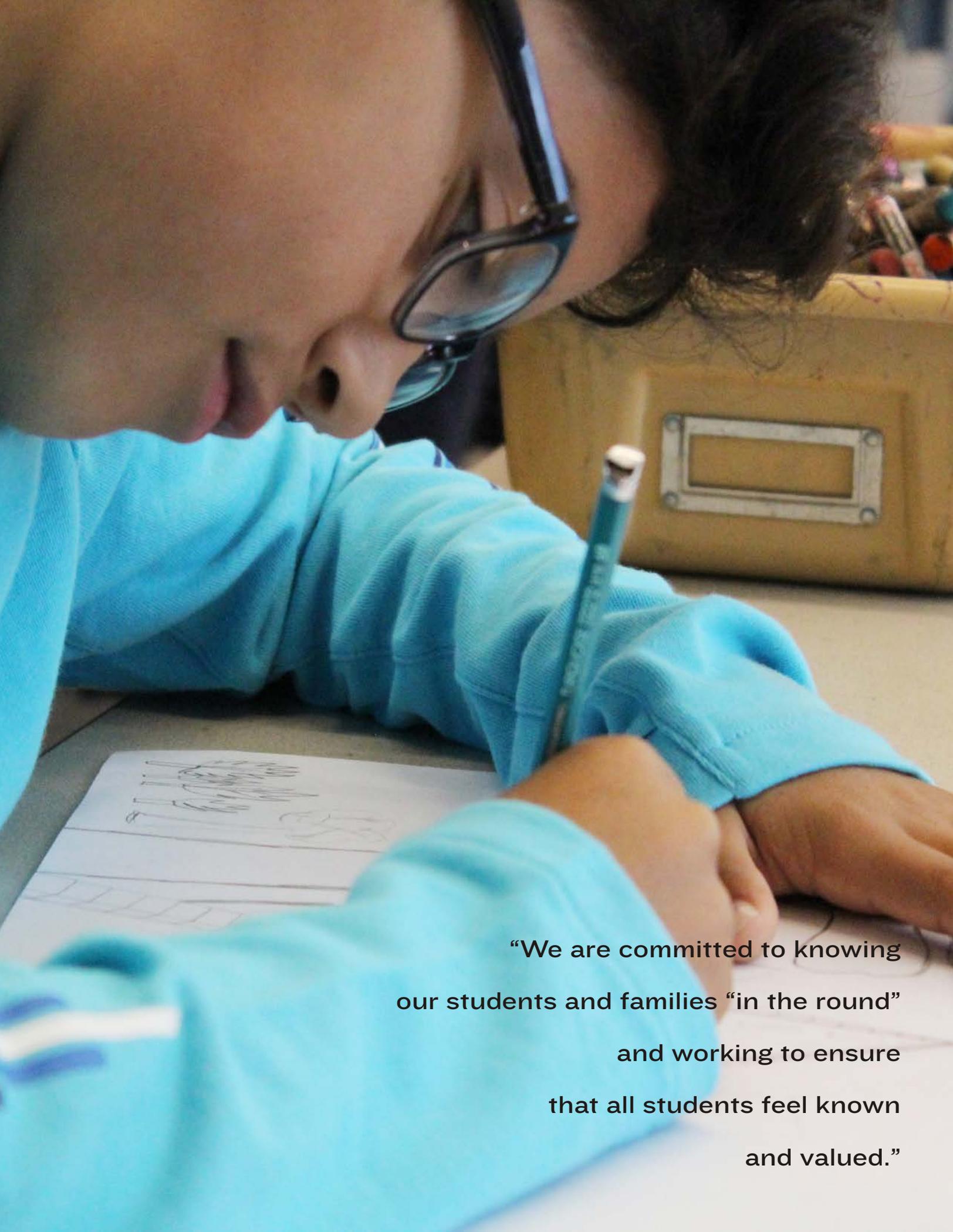
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**THIS RETURN-TO-SCHOOL GUIDE** contains important information for parents, students and staff pertaining to the safe operations of our six Mamaroneck schools during the 2020-2021 school year. The guide is designed to help you know what to expect of the educational experience during this global COVID-19 pandemic at every level of our school system (elementary, middle school and high school) -- from reopening and ongoing health and safety protocols, to curriculum, student learning schedules, mental health, tech equity for all students, transportation, and communications.

The planning process over the past several months has been extensive, with the health and safety of our students, staff and families being our top priority. Stakeholders from all facets of our school community, including administrators, teachers, custodians, parents, students, community members, community partners, local health department officials and the Mamaroneck Teachers Association, have offered valuable feedback, which we worked to incorporate.

We know that learning environments this fall will differ from what we used to consider “normal” learning, but we are working to make sure students and staff feel safe returning to our school campuses and that we continue to deliver the high quality of education Mamaroneck is known for and values. Over time, any necessary changes in our learning models will be determined by State and local decisions based on changing health crisis conditions in conjunction with the input of our District’s health officials, including our district physician and school nursing director, and the Superintendent of Schools. Should any or all of our MUFSD schools need to close unexpectedly, staff and students will transition immediately to our full remote school closure plan.

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**“We are committed to knowing  
our students and families “in the round”  
and working to ensure  
that all students feel known  
and valued.”**

# 2020

## A YEAR LIKE NO OTHER

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Our Mamaroneck School District community of students, teachers and parents has shown resilience, flexibility and strength beyond what we ever could have imagined. The importance of seizing opportunities to innovate rather than return to “business as usual” has been underscored. Our teachers have explored new technology integration tools, methods, and materials to hone their craft, and we as a district support their professional risk-taking. I could not be prouder.

The 2020-2021 school year presents an opportunity to innovate, change and improve how our faculty teaches and our students learn. We are committed to knowing our students and families “in the round” and working to ensure that all students feel known and valued. We seek to understand each family’s circumstances and meet students where they are at to move them forward.

This guide is driven by MUFSD’s mission, core values and beliefs about learning. Our preference is always for face-to-face learning over remote learning whenever it is safe to do so, but our priority is the health, safety and well-being of students, faculty, staff and our families. As we prepare to reopen schools, we proceed with thoughtfulness, caution and responsiveness, offering families a choice between either hybrid learning or the fully-remote model; promoting practices that reduce the risk of virus transmission; and supporting the District’s ability to be agile when and if we are faced with changing health circumstances.

The road ahead will not be easy, but together in partnership with our Mamaroneck community, we will work to build a school system that is better and stronger than ever before.

With Gratitude,  
Dr. Robert I. Shaps  
Superintendent

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GUIDING PRINCIPLES

Whether our children are learning in-school or remotely, the Mamaroneck School District recognizes the importance of staying true to our core values and priorities.

# 1

## CORE VALUES AND MISSION

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**MUFSD'S CORE VALUES** Our values allow us a lens in which to set priorities and make decisions.

**SAFETY** Above all else, Protect the physical safety and nurture the social/emotional wellbeing of all faculty, staff, students, and families

**EQUITY** Ensure equitable access to learning opportunities for all students

**HUMAN INTERACTION** Maximize in-person learning whenever it is safe for students to be in school

**ASSESSMENT** Differentiate and individualize instruction based on assessment data and provide frequent, meaningful feedback to support students' growth

**ENGAGEMENT** Provide a robust curriculum that is meaningful, authentic, and relevant; foster choice, collaboration and student agency

**COMMUNICATIONS** We are committed to providing our community with frequent, informative communications through a variety of platforms and providing timely updates as conditions evolve

**MUFSD'S MISSION** Mamaroneck Union Free School District's mission is to promote intellectual engagement and an appreciation of learning as an inherently rewarding activity and to prepare students to function as responsible citizens in a multicultural world.

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HEALTH AND SAFETY

2



# 2

First and foremost, we are focused on the health and safety of our students, staff and families.

## GUIDELINES AND PROTOCOLS

**GUIDELINES** Mamaroneck’s reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED). MUFSD adheres to all protocols around in-classroom learning, such as parameters around social distancing, face coverings and PPE, cleaning and disinfecting of facilities, isolation of students with signs and symptoms of COVID-19. You can view the District Health Screening Reference Guide [HERE](#).

**PROTOCOLS** Among the protocols that will be in place:

**HAND HYGIENE** Hand washing or sanitizing stations and wipes will be located in every classroom and at school entrances. Daily instruction for students will incorporate routines devoted to hand hygiene procedures.

**FACE COVERINGS AND PPE** Surgical or cotton masks must be worn at all times, with certain accommodations made for students with disabilities. A valve, valve with a filter, fleece mask, gaiter and bandanas are not acceptable mask coverings. Students will receive instruction on how to put on and take off masks. Adults will model and monitor for proficiency and independence. Extra masks will be available as needed. Clear polycarbonate sneeze guards for an extra layer of protection and face shields have been purchased for teachers for assessment of students and small group work during in-person instruction time, and polycarbonate screens have been installed in certain high-traffic areas. Additionally, gowns and gloves will be used in rooms where toileting occurs.



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# 2

**SOCIAL DISTANCING AND REDUCED DENSITY** The Mamaroneck School District will follow NYS and CDC Guidelines for Schools regarding physical distancing and reducing density of students on school campuses and in spaces. Our district architects and engineers spent considerable time over the summer taking inventory of classroom spaces and configuring physical layouts to optimize safe use of all spaces.

- Outdoor learning will be encouraged to the greatest extent possible as weather permits.
- Student traffic limited in hallways to minimize exposure; specific entrance plans developed at each school
- Smaller cohorts of students (or pods at the elementary level), reduced number of desks in classrooms, and marked classroom floors to indicate appropriate physical distancing.
- Required physical distance is greater for certain activities, such as choir and wind instrument instruction.
- School visitors will not be permitted.

**HEALTH SCREENINGS** In accordance with NYS Guidelines for Schools, daily screening will be conducted. Detailed protocols that staff will follow when responding to a positive symptom can be found in our Health Screening Reference Guide.

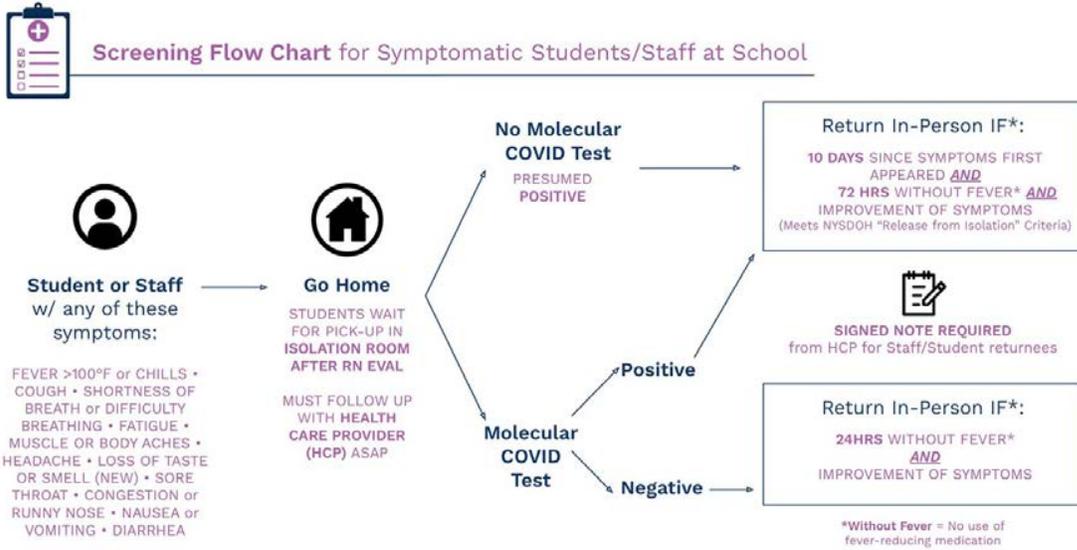
- Parents will be required to screen their children's health status each morning before sending to school.
- All employees will be required to self-screen each morning before heading to campus.
- Upon arrival on campus, all students and employees will be screened for symptoms and temperature at key entrances using no-touch temperature reading kiosks.



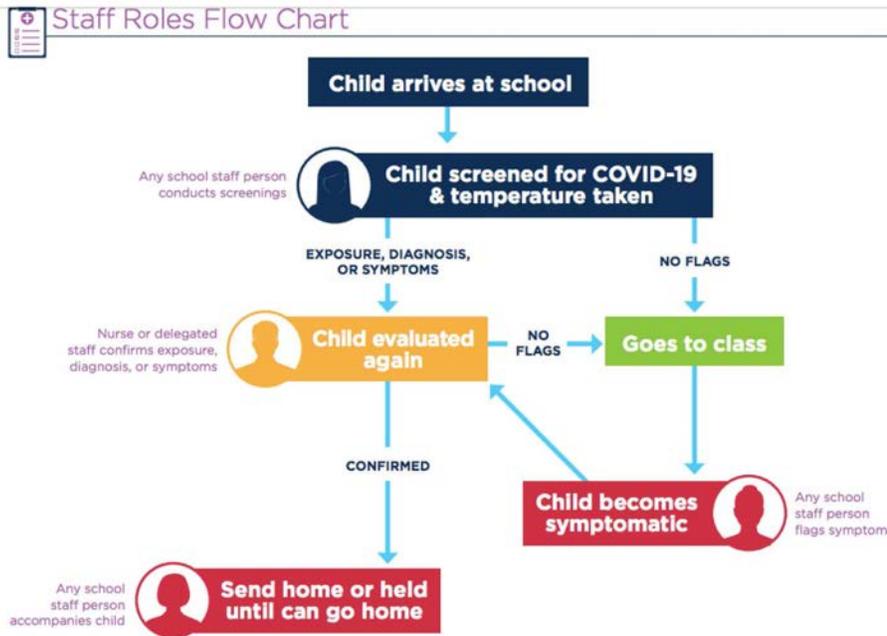
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**MANAGING STUDENTS OR STAFF WHO BECOME SICK** The Health Screening Reference Guide also includes information on isolating and dismissing students or staff should they become ill during the school day and addressing situations in which an individual has tested positive for COVID-19 or appears symptomatic. Each school nurse's office will contain a separate isolation room for any students or staff member who becomes ill or exhibits COVID-19 symptoms.



Updated September 3, 2020 • Elements Adopted from NC Dept. of Health & Human Services to conform with NYSDOH



Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 (K-12) Interim Guidance • Published June 8, 2020; Updated July 22, 2020

Our MUFSD health team, including our Medical Director Dr. Ann Engelland and our school nurses, have been trained in the latest evidence-based practices to prevent the spread of COVID-19 cases and also manage suspected cases of the illness.



**HOW YOU CAN HELP** Every family can commit to doing their part to reduce the risk of contracting the virus at home and at school and help us create a smooth transition back to campus for students returning. We ask for your partnership in the following areas:

- Remain vigilant in following the latest local and state guidelines for COVID-19 prevention
- Have age-appropriate conversations with your children about how school will be different this year and reinforce that the goal of keeping everyone in our community healthy and safe
- Practice proper and thorough hand-washing techniques. For younger grades, these methods will be reinforced in the classroom upon students' return to school.
- Talk to your children about the importance of wearing a mask at all times while in school. Practice having your child(ren) wear an approved mask (surgical or cloth) for longer periods of time.
- Make sure your child quarantines for 14 days upon returning to New York if he/she has travelled internationally or to a COVID-19 "restricted state"

**TRAINING** The District is committed to ensuring that all students, staff and families are taught and re-taught new expectations related to public health policies and protocols. Training videos and/or online modules about preventative hygiene, mask wearing, and how to protect one's self and others will be shared with students and employees.

**SIGNAGE** Signage reminding students and employees to wash or sanitize hands, wear a mask, and maintain physical distancing where possible will be posted throughout campus. Additionally, there will be signage designating certain stairwells



ALL PHOTOGRAPHY & PSA DESIGN POSTERS COURTESY OF OUR MHS PHOTOGRAPHY & DESIGN STUDENTS

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as only for going up and down and marking hallway floors with directional signage to maintain distancing.

**CLEANING & DISINFECTING** Our district's disinfection protocols follow CDC guidelines for cleaning, including frequent disinfection of surfaces and objects touched by multiple people. Our school facilities will be cleaned continuously throughout the day. Our custodial staff has been trained to keep COVID Cleaning logs to track high traffic areas. The District has purchased new state-of-the-art electrostatic backpack sprayers, which will assist with our stepped-up cleaning and disinfecting routines for school reopening and beyond. In lieu of spraying disinfectant by hand with a spray bottle, these machines (which are hard to come by and used by the NFL and airlines) electrostatically charge the solution as it comes out of the spray nozzle and will allow each of our 40+ custodians district-wide the ability to evenly and quickly wrap the solution around edges of desks, door knobs, etc. and more effectively disinfect our buildings.

**AIR QUALITY** Our HVAC systems will run 24/7 to continuously dilute the air in the building with as much fresh/outdoor air as possible, in addition to running our 500 newly-purchased iWave air purifying devices, which have been installed in our HVAC systems. These sophisticated iWave units use a patented technology called needle-point bi-polar ionization (NPBI) to help remove any pathogens in the air and on surfaces in our facilities. In addition to neutralizing viruses, the units come with the added benefit of cleaning the air of bacteria, mold, allergens, odors, and VOCs, etc., creating a healthy environment without producing any harmful byproducts.

**SCHOOL CLOSURE POLICY** The District is preparing for scenarios where one or more school buildings may need to close due to a significant number of students or staff testing positive for COVID-19 or a considerable regional increase in COVID-19 cases. In every instance, if one or some of our students or staff test positive, mandatory contact tracing will be conducted, and we will consult in collaboration with our local health officials and the CDC, as well as with our District Physician, Dr. Ann Engelland and our Nursing Coordinator Dina Murphy. The decision as to which operations will cease or move to a full remote platform will ultimately be decided by the Superintendent of Schools after collaboration with the CDC and DOH.

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# LEARNING MODELS

# 3



# 3

## LEARNING MODELS

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Our learning models have been carefully designed to optimize student-teacher contact time and provide ample opportunity for student-to-student interaction and group work. Synchronous instruction is a priority, as is frequent and timely teacher feedback. MUFSD will begin the fall 2020 school year offering families the choice between a hybrid/blended learning model or a fully-remote model. We recognize that no model is perfect and that adjustments will need to be made along the way.

**HYBRID LEARNING** Combination of in-person and remote learning. Our half day in-person/half day remote model may be challenging for some families, we strongly believe that students will benefit from an everyday routine. Keeping students in a single classroom for a full day with limited movement is particularly difficult for our younger students. The half-day model avoids issues of masks coming off and lunch and large groups of students congregating. The District will do everything possible to support parents and students.

With the hybrid model, elementary school students and middle school students will go to school for in-person learning for a half day every day. Based on social distancing practices, our elementary schools can safely accommodate 50% of our students at a time.

The high school, based on its square footage of instructional space, will start the year with a 33% capacity model, with the goal of moving to 50% dependent on the number of students registered. It will be important to examine the traffic flow of students throughout the building to assess whether a shift to 50% capacity will be possible. Based on NY State guidelines, the average classroom can hold 11-12 students.

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## HYBRID MODEL AT THE ELEMENTARY LEVEL

- Children attend school in person for approximately 2.5 hours a day (8:30-10:55 am or 12:35-3:00 am)
- Students will enter their classroom and stay with their classroom teacher for direct teaching for the duration of the instructional block
- Teachers will start the day with a morning meeting/afternoon to foster community and connection.
- Teachers will prioritize assessment and the teaching of reading, writing, word study and math instruction.
- When students are at home, synchronous (3 out of 5 days) and asynchronous (2 out of 5 days) specials will occur.
- Extension work for students will be provided by the teacher to reinforce daily concepts

### Hybrid Format: Elementary Student Schedule

Sample schedule for a student who receives in-school core subject instruction during the **Afternoon Session**.

AM Session (8:30 -10:55)	PM Session (12:35- 3:00)
<i>At-Home Learning Program: Specials</i>	<i>In-School Learning Program: Core Subjects</i>
<ul style="list-style-type: none"> <li>● Synchronous special 3 out of 5 days</li> <li>● Daily asynchronous special:               <ul style="list-style-type: none"> <li>○ Videos to support ongoing learning objectives and projects</li> <li>○ Highlight and share student work</li> </ul> </li> <li>● For grades 3-5, synchronous instrument lessons</li> <li>● Classroom extension activities to work on independently or with peers</li> </ul>	<ul style="list-style-type: none"> <li>● Students arrive at school at 12:35</li> <li>● Small group instruction from classroom teacher in:               <ul style="list-style-type: none"> <li>○ Literacy (Reading &amp; Writing)</li> <li>○ Math</li> <li>○ Digital Skills</li> </ul> </li> <li>● SAFE collaboration with teachers and peers with focus on SEL.</li> <li>● Assessment and building-level services</li> </ul>

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## HYBRID AT HOMMOCKS MIDDLE SCHOOL

- Teams split into two cohorts alphabetically (50% capacity = 650 students at a time)
- Team cohorts will be in the building every day for 1/2 day
- Teams and grades will be clustered in specific sections of the building for core classes
- A scheduled one hour period in the middle of the day will allow for cleaning of classrooms and transition time for students and staff
- Students will not use lockers due to the inability to social distance at the lockers. Instead students will travel with minimal materials in their backpacks.
- All students will have in-person music and P.E. on a separate schedule because of the “every other day” nature of these courses

### Hybrid Format: Middle School Student Schedule

Period Times		Sample Schedule	
		Monday	Tuesday
1	8:00 - 8:44	Core (in-person)	Core (remote)
2	8:48 - 9:32	Core (in-person)	Core (remote)
3	9:36 - 10:01	Advisory (in-person)	Advisory (remote)
4	10:05 - 10:49	Core (in-person)	Core (remote)
5	10:53 - 11:37	Encore (in-person)	Encore (remote)
6	11:37 - 12:37	Lunch/ Transition	
7	12:37 - 1:21	Core (remote)	Core (in-person)
8	1:25 - 2:09	Encore (remote)	Encore (in-person)
9	2:13 - 2:57	Core (remote)	Core (in-person)

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## HYBRID MODEL AT MAMARONECK HIGH SCHOOL

- Students attend for a portion of the day three or four times per week
- Maximizes daily in-person attendance while maintaining the highest level of health and safety
- Maintains students' schedules and "normalcy" - which includes choices of classes and electives
- Fosters connectedness through new Advisory program
- Reduces movement throughout the building

**High School Schedule in Hybrid Model- 33%**

	Day 1	Day 2	Day 3	Day 1	Day 2	Day 3	Day 1	Day 2	Day 3	Focus Friday
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
	Group A (IN SCHOOL)	Group B (IN SCHOOL)	Group C (IN SCHOOL)	Group A (IN SCHOOL)	Group B	Group C (IN SCHOOL)	Group A (IN SCHOOL)	Group B (IN SCHOOL)	Group C (IN SCHOOL)	
Period 1 8:00 - 8:40										
Period 2 8:46 - 9:26										
Period 3 9:32 - 10:12										
Period 4 10:18 - 10:58										
Break 10:58-12:02										
	Group B (IN SCHOOL)	Group C (IN SCHOOL)	Group A (IN SCHOOL)	Group B (IN SCHOOL)	Group C (IN SCHOOL)	Group A (IN SCHOOL)	Group B (IN SCHOOL)	Group C (IN SCHOOL)	Group A (IN SCHOOL)	
Period 5 12:02 - 12:42										
Period 6 12:48 - 1:28										
Period 7 1:34 - 2:14										
Period 8 2:20 - 3:00										

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**FULLY-REMOTE LEARNING** Synchronous and asynchronous teaching and learning, in alignment with the hybrid format schedule

At the middle school and high school, the remote learning piece mirrors the in-person schedule; students who are learning remotely will receive the same instruction as students participating in-person, but they will join live by webcam. The use of webcams in a hybrid model aims to connect in-person and virtual student class participants and engage all students in the unfolding lesson, and we will work to support teachers operating in complex blended instructional environments to find creative instructional approaches to engage all learners. The teacher's primary focus, however, will be on the students physically present in the class. We expect that students will have differing experiences as teachers gain knowledge and skills working in a blended teaching environment and that they will effectively communicate expectations for individual blended learning situations. Students participate in class remotely will be able to see the other students who are in a remote setting through Zoom, but not the students physically in the classroom.

#### FULL REMOTE MODEL AT THE ELEMENTARY LEVEL

### Remote Option: Elementary Student Schedule

Sample schedule for a student who receives core subject instruction during the **Afternoon Session**.

AM Session (8:30 -10:55)	PM Session (12:35- 3:00)
<i>At-Home Learning Program: Specials</i>	<i>At-Home Learning Program: Core Subjects</i>
<ul style="list-style-type: none"> <li>● Synchronous special 3 out of 5 days</li> <li>● Daily asynchronous special:               <ul style="list-style-type: none"> <li>○ Videos to support ongoing learning objectives and projects</li> <li>○ Highlight and share student work</li> </ul> </li> <li>● For grades 3-5, synchronous instrument lessons</li> <li>● Classroom extension activities to work on independently or with peers</li> </ul>	<ul style="list-style-type: none"> <li>● Synchronous Meeting starts at 12:35</li> <li>● Small group instruction from classroom teacher in:               <ul style="list-style-type: none"> <li>○ Literacy (Reading &amp; Writing)</li> <li>○ Math</li> <li>○ Digital Skills</li> </ul> </li> <li>● SAFE collaboration with teachers and peers with focus on SEL.</li> <li>● Assessment and building-level services</li> </ul>

## FULL REMOTE MODEL AT HOMMOCKS MIDDLE SCHOOL

### Remote Option: Middle School Student Schedule

Period Times		Sample Schedule	
		Monday	Tuesday
1	8:00 - 8:44	Core (Remote)	Core (Remote)
2	8:48 - 9:32	Core (Remote)	Core (Remote)
3	9:36 - 10:01	Advisory (Remote)	Advisory (Remote)
4	10:05 - 10:49	Core (Remote)	Core (Remote)
5	10:53 - 11:37	Encore (Remote)	Encore (Remote)
6	11:37 - 12:37	Lunch/ Transition	
7	12:37 - 1:21	Core (Remote)	Core (Remote)
8	1:25 - 2:09	Encore (Remote)	Encore (Remote)
9	2:13 - 2:57	Core (Remote)	Core (Remote)

## FULL REMOTE MODEL AT MAMARONECK HIGH SCHOOL

### High School Student Schedule in Remote Learning If the Whole District Goes Remote

	Day 1	Day 2	Day 1	Day 2	Day 1
8:00-9:10	Period 1	Period 5	Period 1	Period 5	Period 1
9:20-10:30	Period 2	Period 6	Period 2	Period 6	Period 2
10:40-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50 - 12:50	Period 3	Period 7	Period 3	Period 7	Period 3
12:50- 2:00	Period 4	Period 8	Period 4	Period 8	Period 4
2:10 - 3:00	Advisory	Extra Help	Extra Help	Extra Help	Extra Help

Please note: Due to the complexities around our group/pod placement process, we will not be able to accommodate students who are out sick or in quarantine in a fully remote learning group if your child is registered for the hybrid learning plan

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**IF ENTIRE DISTRICT GOES FULLY REMOTE  
(IN THE EVENT OF SCHOOL CLOSURE)**

We are prepared for the possibility that during the course of the school year we may need to close unexpectedly and pivot from the hybrid model to a fully remote model due to recommendations and guidance from our partnering agencies and stay-at-home orders from the Governor. The level of infection and the spread and response of the virus in our community will determine our ability to operate schools. If we transition to a full remote learning model, teachers will use a range of tech resources to deliver instruction, including the use of webcams. To the extent possible, elementary learning pods and cohorts of students organized by the middle and high school will remain intact. Visit [mamkschools.org](http://mamkschools.org) to learn more about the District's remote learning plan if the entire district should move to a fully-remote format.

**ASSESSING STUDENTS, BUILDING RELATIONSHIPS, ESTABLISHING ROUTINES**

Emphasis will be placed on assessing children to see where they are at in the opening weeks of school and directing instruction to meet individual needs. Formative assessment to assess student understanding of concepts and mastery of skills will be foundational practice across the system. Students will demonstrate their knowledge of the learning standards through various formative and summative assessments hosted in our learning management system or administered in person and/or using online resources, including but not limited to cumulative projects and portfolios, end-of-unit

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assessments, scheduled and impromptu quizzes, exit tickets, online polls, submitted homework and coursework, and recorded or documented performance tasks. Assessments will be more authentic and inquiry/project-based than in non-pandemic times.

Providing a structured daily routine for students is critical during this turbulent time. Morning meetings at all levels (elementary, middle school and high school) will play an important role in fostering community and connection. Ongoing relationship-building initiatives (student-teacher, student-to-student) will be incorporated into the hybrid/remote structure.

#### **WHOLE CLASS, SMALL GROUP, INDIVIDUALIZED INSTRUCTION OUR LEARNING**

**APPROACH** Whether in-person or remote -- focuses on maximizing student-teacher time and peer-to-peer collaboration, with opportunities to interact as a whole class, in small groups and individually with the teacher. Frequent teacher feedback is an integral component.

**DIVERSITY AND EQUITY** All of our learning models will continue to move our culturally-responsive teaching and learning curriculum forward. Our newly-created District Equity Team's strategic plan, which will be housed on the District website, outlines the many ways MUFSD is working to ensure equity of opportunity for all students. Confronting and overcoming explicit and implicit racial bias and reforming academic practices not fully aligned with the needs of our minority students will be prioritized in the hybrid/remote approach or any learning model we implement.

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SOCIAL-EMOTIONAL NEEDS

4



# 4

## STUDENT SUPPORT SERVICES

In addition to physical safety within our buildings, we have been working hard at setting the conditions for an emotionally and psychologically safe learning environment for our students. We have weaved into our educational plan many components that build community and foster a sense of belonging among our students and between students and teachers during this difficult time.

**STUDENT SUPPORT SERVICES** Regardless of which learning model a family chooses (hybrid or full remote), our MUFSD Student Support Services team, comprised of building psychologists, District social workers, guidance counselors, school nurses, and other support staff, will collaborate with teachers and parents to support the learning and wellbeing of all students. The COVID-19 pandemic has impacted each of us in unique ways. Helping all students feel safe and connected is essential. Our school social workers, counselors and psychologists are key resources for families as students transition back to school. With both hybrid and fully-remote learning, teachers will work closely with families to identify and address any particular challenges students may be having as they navigate the “new normal” of school.

- District-wide crisis team will meet weekly with community agencies to share information, develop programs, and make referrals
- Identification of vulnerable students/families and provision of multi-level tiers of support
- Hotline monitored by District social workers
- Development of building-level structures that serve to assess, monitor and support

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social-emotional learning and a sense of connection and community.

**LEARNING PODS AT THE ELEMENTARY LEVEL** The deliberate formation of learning pods (small learning communities of approximately a dozen children who learn together in school or remotely at home) at the elementary level enables safe, productive interactions within socially-distanced classrooms as well as online environments.

**NEW ADVISORY PERIOD AT HOMMOCKS** The new advisory period built into the Hommocks schedule focuses on the health and wellness of students by creating a structured small learning community that will:

- Deepen students' sense of belonging to their school community
- Enhance student-to-student and student-to-teacher connectedness
- Provide opportunities to reflect and recalibrate
- Nurture student voice and advocacy
- Encourage students to inhabit their roles as stakeholders

**'FOCUS FRIDAYS' AT MAMARONECK HIGH SCHOOL** An advisory structure also is new to MHS this year. Students will meet every other week on "Focus Friday" with a group of peers from their grade and a faculty advisor. The purpose of Advisory is to attend to the social- emotional lives of students as well as to help them navigate the practical realities of being a student in 2020. Ultimately, the goal of Advisory is to create a mini- family unit in the High School that looks out for each other and supports each individual within "the family". Additionally, Focus Friday will provide students with the opportunity to meet with teachers (virtually) and attend club meetings.

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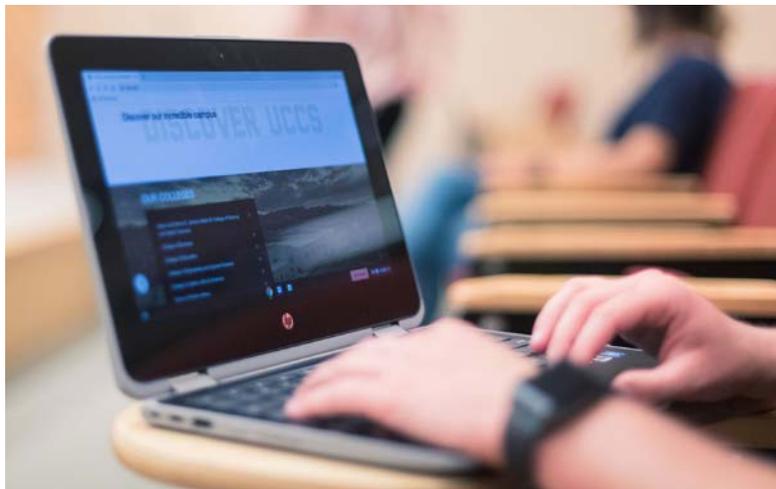
## CONNECTIVITY AND PRODUCTIVITY

5

# 5

## TECHNOLOGY

**TECH EQUITY/ACCESS TO CURRICULUM** In August, the District surveyed parents to assess families' needs around technology and connectivity. The District has arranged for the loan of Chromebooks to all students in need of devices at the start of the school year and is assisting with access to WiFi for those who need it. Ongoing outreach will ensure that tech needs of all students continue to be met throughout the school year.



Google Classroom is being used for teacher-student communication and posting of assignments. Zoom accounts have been purchased for all teachers.

**PROFESSIONAL DEVELOPMENT** Faculty and staff across the District participated in professional development over the summer and Superintendent's Conference Days in early September, 2020, to further build proficiency in varied online techniques. Ongoing professional development for teachers will focus on Zoom, Google Classroom, our Zearn math program and the Literacy Footprints initiative.

visit [mamschools.org](https://mamschools.org) for full reopening plan and up-to-date information

connectivity & productivity



ACTIVITIES, ARTS & ATHLETICS

# 6

## THE “WHOLE” STUDENT

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At Mamaroneck Public Schools, we believe that a robust co-curricular program of student activities, arts and athletics is vital to the educational development of the “whole” student. Extra-curricular activities enable some students to discover passions and experience the most joy. These activities are good for physical, mental, social and emotional health and instrumental in developing and cultivating relationships with peers. The global pandemic necessitated our suspension of co-curricular programs, and as we enter a new school year we are reimagining what programs will look like following health and safety guidelines. To the extent possible, principals will consider if extracurricular activities will operate virtually or in-person during the school day. Attention will be paid to organize and maintain activities that can be implemented virtually and facilitated by District staff or individuals or organizations appointed by the MUFSD. District administrators will work in collaboration with the PTA, New Rochelle Boys & Girls Club, and the Larchmont Mamaroneck STEM Alliance to provide extracurricular activities that provide stimulating outlets for children while meeting health and safety guidelines. We will share with the community any new information or guidance that comes from the State regarding Athletics, the Arts and/or other school activities.

visit [mamschools.org](https://mamschools.org) for full reopening plan and up-to-date information



SPECIAL EDUCATION SERVICES

# 7

## STUDENTS WITH DISABILITIES

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The District's goal is to support access to instruction and modifications necessary for each student to progress on their IEP goals. Depending on the instructional structure in place (in-person, remote, or hybrid), the services which are designed to provide that access and growth may change in delivery style and frequency.

At the beginning of the school year, each special education teacher and related service provider will contact parents of students on their caseloads (in their preferred language) and describe the ways in which these programs will be delivered.

The Student Support Services Administrative team will hold virtual meetings with all service providers to review the expectation for provision of services, engagement of parents, assessment, and progress monitoring.

visit [mamschools.org](https://mamschools.org) for full reopening plan and up-to-date information

# OPERATIONS



**MEALS** The USDA announced that it will reimburse school districts for meals through December 31, 2020. During this time, any child wishing to receive free meals (breakfast and lunch) may receive them daily using our grab and go system. Students attending morning sessions will receive lunch for that day and breakfast for the next before they leave the building. Students attending afternoon sessions will receive breakfast and lunch for the following day when they leave school each day. Separate meal pick-up arrangements are in place for children not physically attending school. Should the USDA funding be discontinued, all students not eligible for free and reduced meals will revert to paid status. Eating on school property will not be permitted.

**TRANSPORTATION** By law, in addition to providing transportation for some nonpublic school students who reside in our district, MUFSD provides transportation for students enrolled in Kindergarten- Gr 8 who live more than two miles from the school they attend and for pupils enrolled in grades 9-12 who live more than three miles from the school they attend, up to a distance of fifteen miles. Buses will be cleaned and disinfected between morning and afternoon runs, and when temperatures are above 45 degrees Fahrenheit, school buses will transport passengers with roof hatches or windows slightly opened to provide air flow. Bus drivers and attendants will wear masks and gloves and follow all safety regulations. Alcohol-based hand sanitizers are not allowed on buses.

**ATTENDANCE** As per state guidelines, attendance will be taken regularly whether classes are held in-person or virtually, and in cases where some students are on campus and others are online.

visit [mamkschools.org](https://mamkschools.org) for full reopening plan and up-to-date information

COMMUNICATIONS

19

# 9

## COMMUNITY INFORMATION

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The Mamaroneck Union Free School District's (MUFSD) communications plan specific to fall 2020 school reopening during the pandemic was developed in alignment with the District's mission to prioritize safety, maximize in-person instruction for the most robust learning possible (whether in-person or remote), and attend to the social-emotional needs and well-being of all students. Our plan to communicate effectively between school and home includes the following:

- Continue to communicate important reopening details and ongoing pandemic-related information through a variety of platforms (District website, emails, social media, automated phone calling and texts)
- Keep school community members informed of any changes in community infection rates and/or State or local decisions impacting the operation of schools
- When a student, faculty or staff member tests positive for COVID-19, we will provide timely communication to families/students/staff in contact with the individual(s)
- Inform students, parents and staff of all learning model/scheduling adjustments
- Further build community engagement and feedback through surveys, online forums, community suggestion box, social media, Board of Education meetings

**WHETHER VIRTUALLY OR IN-PERSON,  
WE CAN'T WAIT TO SEE YOU!**

visit [mamkschools.org](https://mamkschools.org) for full reopening plan and up-to-date information

“The road ahead will not be easy,  
but together in a partnership with  
our Mamaroneck community,  
we will thrive!”





ENGAGE. EMPOWER. INSPIRE.