

CHAPPAQUA CENTRAL SCHOOL DISTRICT
Chappaqua, NY

Continuity of Learning Plan 2020-2021



Updated: February 4, 2021
(to reflect winter athletics and weight room use)

*This is a living document that will be **updated regularly** as new information is available.*

A Message to Our Community

The District has updated our Continuity of Learning plan based on additional guidance from the New York State Department of Health and our experience. In our plan, we outline our learning approach and safety practices, which are directly aligned with the guidance provided by New York State, the New York State Department of Education, the New York State Department of Health and the New York State High School Athletic Association. This is a living document and adjustments will be made as additional guidance is provided, information evolves and procedures are affirmed.

Until otherwise directed by the Governor, at this time the District will continue to follow our current instructional model. K-8 students will be scheduled into small cohort groups and will be encouraged to attend school each day. Our high school students will rotate through onsite and remote learning. Our hybrid model remains contingent upon staffing and our ability to adhere to all executive declarations made by the Governor, the NYS Department of Education regulations, and the NYS Department of Health (NYSDOH) guidelines. Please understand that the District may decide, or may be directed, to move to full remote instruction at any point during the school year. If we move to full remote instruction, students will continue to follow the schedule remotely.

Our District team is committed to a thoughtful, collaborative and caring approach as we work through this unprecedented time. I want to recognize the compassion and strength of the entire school community during this crisis. Thank you for coming together to support our students, faculty, staff and one another during this trying time. Should you have any questions or concerns, please feel free to reach out to your building principal or any member of our District team.

Sincerely,

A handwritten signature in dark ink, appearing to read "Christine Ackerman", with a long horizontal flourish extending to the right.

Christine Ackerman, PhD
Superintendent of Schools

Chappaqua Central School District Advisory Team

CCSD Board of Education

Holly McCall - Vice President & Parent
Hilary Grasso - Board Member & Parent

CCSD Administration

COVID Safety Coordinator: Dr. Christine Ackerman - Superintendent & Parent
Dr. Adam Pease - Assistant Superintendent, Curriculum and Instruction
Dr. Tony Sinanis - Assistant Superintendent, Human Resources and Leadership Development
John Chow - Assistant Superintendent, Business
Joe Gramando - Director of Facilities, Operations & Maintenance
Jason Semo- Director of Athletics, Physical Education and Health
Kristie Evers - Director of Special Education & 504 Services
Jamie Edelman - Director of Literacy- Roaring Brook COVID-19 resource person
Josh Culwell-Block - Director of Technology, Innovation and Mathematics
Jim Skoog - Westorchard Elementary Principal - COVID-19 resource person
Carol Bartlik - Grafflin Elementary Principal - COVID-19 resource person
Dr. Joseph Wiener - Bell Middle School Principal - COVID-19 resource person
Joseph Mazza - Seven Bridges Middle School Principal - COVID-19 resource person
Nicole Mangiere - Seven Bridges Middle School Assistant Principal
Andrew Corsilia - Horace Greeley High School Principal - COVID-19 resource person

CCSD Staff

Miriam Longobardi - CCT President & Middle School Teacher
Brian Petruso - CCT Vice President & High School Teacher
Mara Cohen - CCT Representative & Elementary School Teacher
Mario Martinez - CSEA President & Head Custodian - Horace Greeley High School
Debbie Kanuk - COSA President & Staff Member - Roaring Brook Elementary School
Suzanne Rota - Nurse - Roaring Brook Elementary School

Parent Members

Megan Gulotta - Elementary School Representative
Suzanne Lodge - High School Representative
Gina Malmgren - Middle School & Special Education Representative
Lori Morton - Middle School Representative

Members At Large

Seth Corwin - Chappaqua Transportation
Deirdre McManus - Director of Food Service, Aramark

Erik Kaeyer - KD&G Architects

Consultation

Dr. Steven Levine - District Physician
Dr. Jeff Gershel - District Physician
Westchester Department of Health
Michael Rettig - School Scheduling Associates

Students

Elizabeth Knox
Lauren Levine
Jessica Kratz
Amanda Schlesinger
Anika Puri
Julia Herzner

Additional Building Planning Team Members

Glenn Wong - Horace Greeley HS
Paul Bianchi - Horace Greeley HS
Trish Janecka - Horace Greeley HS
Sheila Jacob - Horace Greeley HS
Donna Curtis - Horace Greeley HS
Adam Schoenbart - Horace Greeley HS
Ron Gamma - Horace Greeley HS
Samantha Darling - Robert Bell MS
Jessica Sansevera - Robert Bell MS
Nichole Kelly - Robert Bell MS
Amy Kaiser - Robert Bell MS
Laurie Lichtenstein - 7 Bridges MS
Amanda Lifschultz - 7 Bridges MS
Shelley Langton - 7 Bridges MS
Pauline Daglio - 7 Bridges MS
Beth Reilly - 7 Bridges MS
Laura Triglia- 7 Bridges MS
Brady Kittredge - 7 Bridges MS
Lisa Tighe - Douglas Grafflin ES
Debbie Alspach - Douglas Grafflin ES
Stacy Fragin - Roaring Brook ES
Kaitlin Lester - Roaring Brook ES
Ross Cooper - Roaring Brook ES
Cathy Kovitz - Westorchard ES
Cathy Anderson - Westorchard ES
Alissa Stoeve - Westorchard ES

Chappaqua Central School District (“CCSD”)

COVID-19 required the CCSD to make critical adjustments to our instructional model. Our scheduling decisions and instructional models will be informed by health and safety standards and the most up-to-date guidance from the New York State Department of Health. Our schedule design will allow our students to take advantage of in-person, remote, or hybrid learning models as we provide synchronous and/or asynchronous instruction.

The CCSD will restrict access within school facilities and across school grounds to avoid full school closures. There will be times where classes may have to move to the remote format in the event of a positive COVID-19 case, until all contacts can be identified, notified, tested, and cleared.

Schools have designed schedules to:

- Allow for cohorts in grades K-8 to restrict movement.
- Minimize density at the high school.
- Allow for students to choose remote instruction.
- Maximize the use of all our spaces.
- Limit the in-person presence to only adults who are necessary to be in school buildings during normal hours.
- Accommodate social distancing guidelines.

The CCSD is prepared to shift between models as necessary. The CCSD will ensure that equity and access are the priority for all students including; students with disabilities, English language learners, and students experiencing homelessness.

Please note: To ensure the safety of our staff/students, all school business with parents and community members will occur outside our buildings, or remotely, until the pandemic is over.

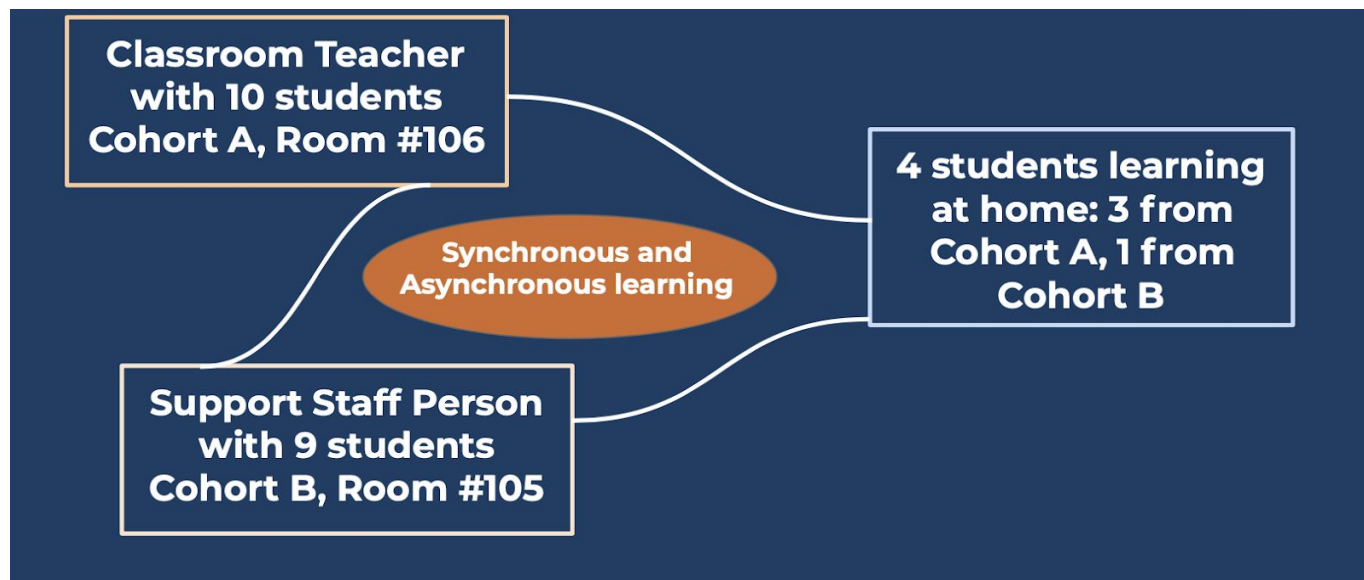
INSTRUCTIONAL MODEL

The CCSD will offer three models of instruction for our students. Each will allow students to access classes from home. Our educational approach is outlined below and students learning from home will access the classroom virtually. **If the District is fully remote, the schedule for middle school and high school students will remain the same and students can expect that instruction will be delivered throughout each period synchronously, with asynchronous activities embedded in the lesson design. Our elementary program will follow a modified, synchronous schedule outlined below.**

Elementary Program

The elementary hybrid model will function on a six day schedule. Students are assigned to either Cohort A or B. In the hybrid model, Cohort A and B students will be in separate classrooms. The core teacher and an additional staff member will rotate during the school day between the rooms. In this model the core and elective teachers will provide instruction to both classes and students at home at the same time using technology.

Onsite Instructional Model:




Sample Elementary Schedule:

9:00 am - 9:15 am	Morning Meeting
9:15 am - 11:30 am	Literacy Block
11:30 am - 12:00 pm	Lunch
12:00 pm - 1:30pm	Math
1:30 pm - 2:00 pm	Specials
12:00 pm - 12:30 pm	Recess
2:30 pm - 3:15 pm	SEL /SS/Science

Students who are learning at home will follow the same instructional schedule as students in school.

**SAMPLE SCHEDULE:
PRIMARY GRADES**



Kindergarten/First Grade

- ❑ 25-minutes Phonics 3x/Cycle
- ❑ 25-minutes Handwriting 2x/Cycle
- ❑ 15-minutes Read Aloud/Shared Reading 6x/Cycle
- ❑ 35-minutes Math 6x/Cycle
- ❑ 40-minutes Reading Workshop 6x/Cycle
- ❑ 30-minutes Writing Workshop 4x/Cycle
- ❑ 30-minutes Science 2x/Cycle
- ❑ 30-minutes Social Studies 2x/Cycle
- ❑ 30-minutes Special (gym, art, library, music)

Sample K-1 Schedule

8:30-9:30	Faculty	Faculty Planning, curriculum coordination, PD, Meetings	Model
9:15-9:30	Morning Routine	Students signing on & getting ready	Zoom - Cohort Support Teacher
9:30-9:50	Morning Meeting	Check in, Agenda for Day, RULER, etc.	Zoom - Whole Group
9:50-10:05	Break	Brain-break, Snack	(Off screen)
10:05-10:45	Reading	Reading Workshop	Zoom, Small Group, Conferencing, Reading
10:45-11:00	Break	Brain-break	(Off Screen)
11:00-11:30	Writing	Writing Workshop	Zoom, Small group, Conferencing, Writing
11:30-12:30	Lunch	Lunch / Recess	(Off Screen)
12:30-12:45	Reading	Read Aloud	Zoom
12:45-1:15	Math	Math in Focus	Zoom, Small Group, Conferencing, Pract.
1:15-1:30	Break	Brain-break, Snack	(Off Screen)
1:30-1:55	Phonics	Phonics	Zoom, Small Group, Conferencing, Ind. Writing
2:00-2:30	Special	Prep for Classroom teacher	Zoom, Small Group Projects
2:30-3:00	Science / SS	Science 21 / S.S.	Whole group, small group, projects,
3:00-3:30	Afternoon Meeting ISG / Flex	Extra help, Enrichment	Zoom - Individual or small group

Grade 2-4

- ❑ 45-minutes Math 6x/Cycle
- ❑ 45-minutes Reading Workshop 6x/Cycle
- ❑ 45-minutes Writing Workshop 4X/Cycle
- ❑ 30-minutes Phonics (3x/cycle -Grade 2) / Word Work (2x/Cycle -Grades 3-4)
- ❑ 30-minutes Science 2x/Cycle
- ❑ 30-minutes Social Studies 2x/Cycle
- ❑ 30-minutes Special (gym, art, library, music)

Sample 2-4 Schedule

8:30-9:30	Faculty	Faculty Planning, curriculum coordination, PD, Meetings	
9:15-9:30	Morning Routine	Students signing on & getting ready	Zoom - Cohort Support Teacher
9:30-9:45	Morning Meeting	Check in, Agenda for Day, RULER, etc.	Zoom - Whole Group
9:45-10:15	Word Work	Spelling, Grammar, Vocabulary	Zoom - Whole Group
10:15-10:30	Break	Brain-break, Snack	Break
10:30-11:15	Reading	Reader's Workshop	Zoom, Small Group, Conferencing, Independent Reading, Book Clubs
11:15-12:15	Lunch & Recess	Lunch & Prep for Classroom Teacher	Break
12:15-1:00	Math	Math in Focus	Zoom, Small Group, Conferencing, Independent Practice
1:00-1:30	Special	Prep for Classroom teacher	
1:30-1:45	Break	Brain-break, Snack	Break
1:45-2:30	Writing	Writers Workshop	Zoom, Small Group, Conferencing, Ind. Writing
2:30-3:00	Science/SS/Choice	Science 21	Zoom, Small Group Projects
3:00-3:20	ISG / Flex	ISG, Extra help, Enrichment	Zoom, Small Group, Conferencing, Ind. Pract.
3:20-3:30	Closing Circle	End of Day Reflections	Zoom - Whole Group

Middle School Program

In the middle school hybrid model, students will be assigned to cohorts of approximately fourteen students. These learning cohorts will be paired to allow for socialization and learning experiences between the two groups in larger spaces with added social distancing. Students will receive their core area instruction from their team teachers, both in-person and through synchronous, distance learning leveraging technology. Students will receive encore instruction on a six-day rotating cycle, again using both in-person, and synchronous, distance learning. Teachers will rotate through learning cohorts within their team during the school day. In this model, both core and encore teachers provide instruction simultaneously to both in-person classes and those students at home participating virtually.

Onsite Instructional Model (Sample Schedules):

Students enter, head to pods	7:45 - 7:55 am
AM Advisory	7:55 - 8:20
Core	8:26 - 9:08
Encore	9:16 - 9:58
Core	10:04 - 10:46
Core	10:52 - 11:34
Lunch/Recess	11:40 - 12:22
Encore	12:28 - 1:10
Core	1:16 - 1:58
PM Flex	2:04 - 2:30

Sample Student Schedule Grades 5

Students enter, head to pods	7:45 - 7:55 am
AM Advisory	7:55 - 8:20
Core	8:26 - 9:08
Encore	9:16 - 9:58
Core	10:04 - 10:46
Core	10:52 - 11:34
Lunch/Recess	11:40 - 12:22
Encore	12:28 - 1:10
Core	1:16 - 1:58
PM Flex	2:04 - 2:30

Student Schedule

51 minutes per day dedicated to supporting students by way of:

- executive functioning skills
- SEL
- EQ
- pandemic education
- student safety training
- Cultural competency
- Digital Citizenship
- Genius Hour/Passion Planning
- Mindfulness

Students head to cohorts/pods	7:45 - 7:55 am
AM Advisory	7:55 - 8:20
Core	8:26 - 9:08
Encore	9:16 - 9:58
Core	10:04 - 10:46
Core	10:52 - 11:34
Lunch/Recess	11:40 - 12:22
Encore	12:28 - 1:10
Core	1:16 - 1:58
PM Flex	2:04 - 2:30

Students will continue to have 4 cores and 2 encore classes each day, whether in school or out of school.

Instruction is synchronous and asynchronous.

Middle School - Grades 5-8

DAILY SCHEDULE (MON, TUES, THURS, FRI.)	
AM Advisory	8:00 - 8:20 (20 min)
1	8:26 - 9:08
2	9:16 - 9:58
3	10:04 - 10:46
4	10:52 - 11:34
5	11:40 - 12:22
6	12:28 - 1:10
7	1:16 - 1:58
PM Flex	2:04 - 2:30 pm (26)

WEDNESDAY REMOTE SCHEDULE
8:00 - 8:08 am Announcements
Period 1 8:08-8:48
Period 2 8:52-9:32
Period 3 9:36-10:16
Period 4 10:20-11:00

Horace Greeley High School Program

The high school will follow a five-day hybrid schedule, with students divided into two equal cohorts by last name. One cohort at a time will attend school in the building while the other cohort learns from home. All students will follow the same schedule and those students at home will engage with their classes through video streaming and our course management system, Canvas. We will rotate the two cohorts into the building on a morning/afternoon schedule on Monday, Tuesday, Thursday, Friday. On Wednesdays students will attend school during the AM block only.

Greeley Reopening Draft Schedules										
Model: 2 Half-Day Cohorts rotate over Days 1-4. Half day Wednesdays rotate odds and evens.										
CYCLE 1					CYCLE 2					
MON DAY 1	TUES DAY 2	WED ODDS	THUR DAY 3	FRI DAY 4	MON DAY 1	TUES DAY 2	WED EVENS	THUR DAY 3	FRI DAY 4	
ORANGE	7:45-8:40 Course 1	ORANGE	7:45-8:30 Course 1	ORANGE	7:45-8:40 Course 1	7:45-8:40 Course 2	7:45-8:30 Course 2	7:45-8:40 Course 3	7:45-8:40 Course 4	
	8:45-9:40 Course 2		8:35-9:20 Course 3		BLUE	8:45-9:40 Course 3	8:35-9:20 Course 4	8:45-9:40 Course 4	8:45-9:40 Course 1	
	9:45-10:35 Course 3		9:25-10:10 Course 5			9:45-10:35 Course 4	9:25-10:10 Course 6	9:45-10:35 Course 1	9:45-10:35 Course 2	
	10:35-11:45 Transition		10:15-11:00 Course 7			10:35-11:45 Transition	10:15-11:00 Course 8	10:35-11:45 Transition		
BLUE	11:45-12:35 Course 5	PD / Activities	11:45-12:35 Course 7	BLUE	11:45-12:35 Course 5	11:45-12:35 Course 6	PD / Activities	11:45-12:35 Course 7	11:45-12:35 Course 8	
	12:40-1:35 Course 6		12:40-1:35 Course 8		ORANGE	12:40-1:35 Course 7		12:40-1:35 Course 8	12:40-1:35 Course 5	
	1:40-2:35 Course 7		1:40-2:35 Course 5			1:40-2:35 Course 8		1:40-2:35 Course 5	1:40-2:35 Course 6	

Elementary and Middle School Remote Students

There are two groups of students who can access remote learning from home while students are onsite for instruction:

Group 1: Students whose parents have notified the District that they have selected the full remote option. This [notification](#) must occur by 5pm each Thursday for the following week. These students will not be permitted to attend school onsite the following week and will remain fully remote Monday-Friday.

Group 2: Students who failed the **Operoo Health Screener** by answering “yes” to one of the required questions. If you answer “Yes” our school nurse will contact you to discuss your answers and to determine if there are any next steps prior to your student being allowed building reentry.

Greeley Remote Students

The District is not cohorting at the high school. As such, parents may allow students to access the virtual program at their discretion unless otherwise directed by a school administrator.

District Calendar

The District calendar has been adjusted, shifting an additional superintendent conference day to start the new year. The CCSD has also scheduled ½ days for students for each Wednesday until the end of January. Those Wednesday afternoons will focus on necessary professional work including parent meetings, curriculum alignment, and professional learning. Despite these early release Wednesdays for students, student and course schedules are designed to meet the instructional minute requirements described in this document.

HEALTH AND SAFETY

The health and safety of the children and adults in our schools is of paramount importance. Health and safety considerations must, and will, always come first in every decision made and every action taken by our schools and the CCSD as a whole.

Whether instruction is provided in-person, remotely, or through some combination of the two, we have an important role to play in educating and communicating with our communities about the everyday preventive actions we can take to prevent the spread of COVID-19.

Health Checks & Screening

The CCSD will have a robust communication structure to share information regarding instruction, health education, protocols and procedures. The CCSD will update the community about new health advisories and confirmed cases as soon as we are advised to do so by the Westchester Department of Health. The CCSD will have a dedicated section on our website for COVID-19 information.

The CCSD will provide professional development for staff, and will communicate, in writing, how to observe for signs of illness in students and staff. Parents/guardians and school staff will be instructed that any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection should not be present in school.

The CCSD will require all staff to complete an online daily screening questionnaire that will include a daily temperature screening before they enter our school buildings.

The CCSD will require that parents complete a daily screening questionnaire and conduct temperature screenings before students enter school transportation and/or our school buildings.

The CCSD will communicate with parents how to observe for signs of illness in their children that will require staying home from school.

The CCSD may also conduct daily temperature screenings before students enter either the school bus or the building. The CCSD may conduct additional daily temperature screenings during the school day.

The CCSD will require staff to send symptomatic persons immediately to the school nurse. Symptoms associated with COVID-19 as per the Center for Disease Control and Prevention (CDC) are as follows:

- Fever or chills (100°F or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting; and/or diarrhea

Staff will be educated about how to observe students, and other staff members, for signs of any type of illness such as:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue and/or irritability
- Frequent use of the bathroom

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

A written assessment of ill students/staff will be conducted by the school nurse if they are exhibiting possible symptoms associated with COVID-19. Students who exhibit symptoms, or have a positive response to the questionnaire, will be sent directly to isolation prior to immediately being picked up or otherwise sent home.

The CCSD will follow the NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19:



NYSDOH COVID-19 In-Person Decision Making Flowchart for Student Attendance

Can My Child Go To School Today?

In the past 10 days, has your child been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES

Was the test result **positive** OR are you still waiting for the result?

YES

Your child **cannot** go to school today.
They must stay in isolation (at home and away from others) until the test results are back and are **negative** OR if **positive**, the local health department has released your child from isolation.

NO

In the last 14 days, has your child:

- Traveled internationally to a **CDC level 2 or 3 COVID-19 related travel health notice country**; or
- Traveled to a state or territory on the **NYS Travel Advisory List**; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES

Your child **cannot** go to school today.
They must stay at home until your local health department releases your child from quarantine, at least 14 days.
A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.

NO

Does your child currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

YES

Your child **cannot** go to school today.
Your child should be assessed by their pediatric healthcare provider (HCP). Call your child's HCP before going to the office or clinic to tell them about your child's COVID-19 symptoms. If your child does not have a HCP, call your local health department.

NO

Your child **CAN** go to school today.
Make sure they wear a face covering or face mask, practice social distancing, and wash their hands!

Report absences, symptoms, and positive COVID-19 test results to your child's school.

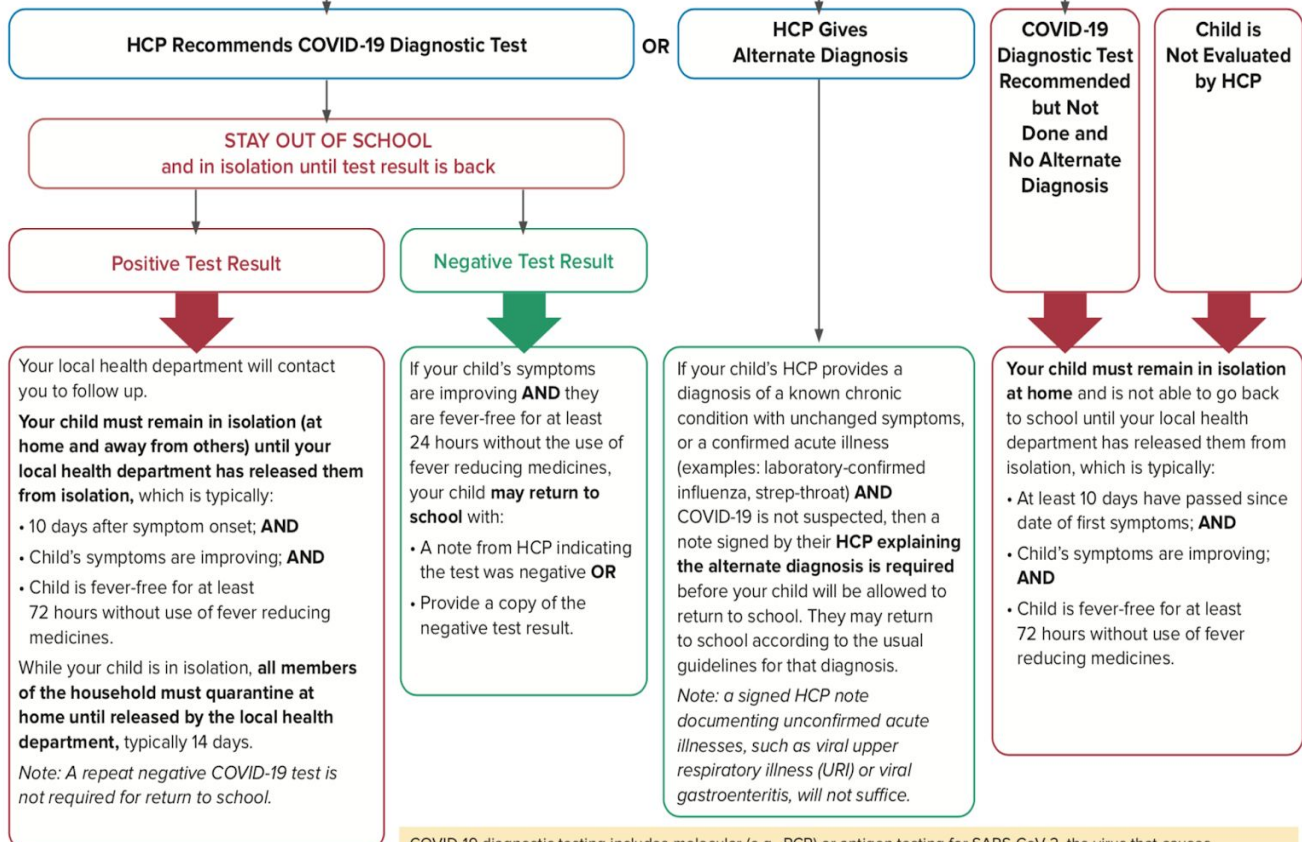
SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:

- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion



My child has COVID-19 symptoms. When can they go back to school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

Can I Go to Work at the School Today?

In the past 10 days, have you been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

YES

Was the test result **positive** OR are you still waiting for the result?

YES

You **cannot** go to work at the school today and must stay in isolation (at home and away from others) until your test results are back and are **negative** OR if **positive**, the local health department has released you from isolation.

NO

In the last 14 days, have you:

- Traveled internationally to a **CDC level 2 or 3 COVID-19 related travel health notice country**; or
- Traveled to a state or territory on the **NYS Travel Advisory List**; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

YES

You **cannot** go to work at the school today.
If you have had any of these exposures, you must stay at home until your local health department releases you from quarantine, at least 14 days from the date of your last exposure. A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.
School staff are not essential workers and **must** quarantine.

NO

Do you currently have (or have had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Feel feverish or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscle pain or body aches
- Headaches
- Nasal congestion/runny nose

YES

You **cannot** go to work at the school today.
You should be assessed by your health care provider (HCP). Call your HCP before going to any in-person visits to tell them about your COVID-19 symptoms. If you do not have a health care provider, call your local health department.

NO

You **can** go to work at the school today!
Make sure you wear a face covering or face mask, practice social distancing, and wash your hands frequently.

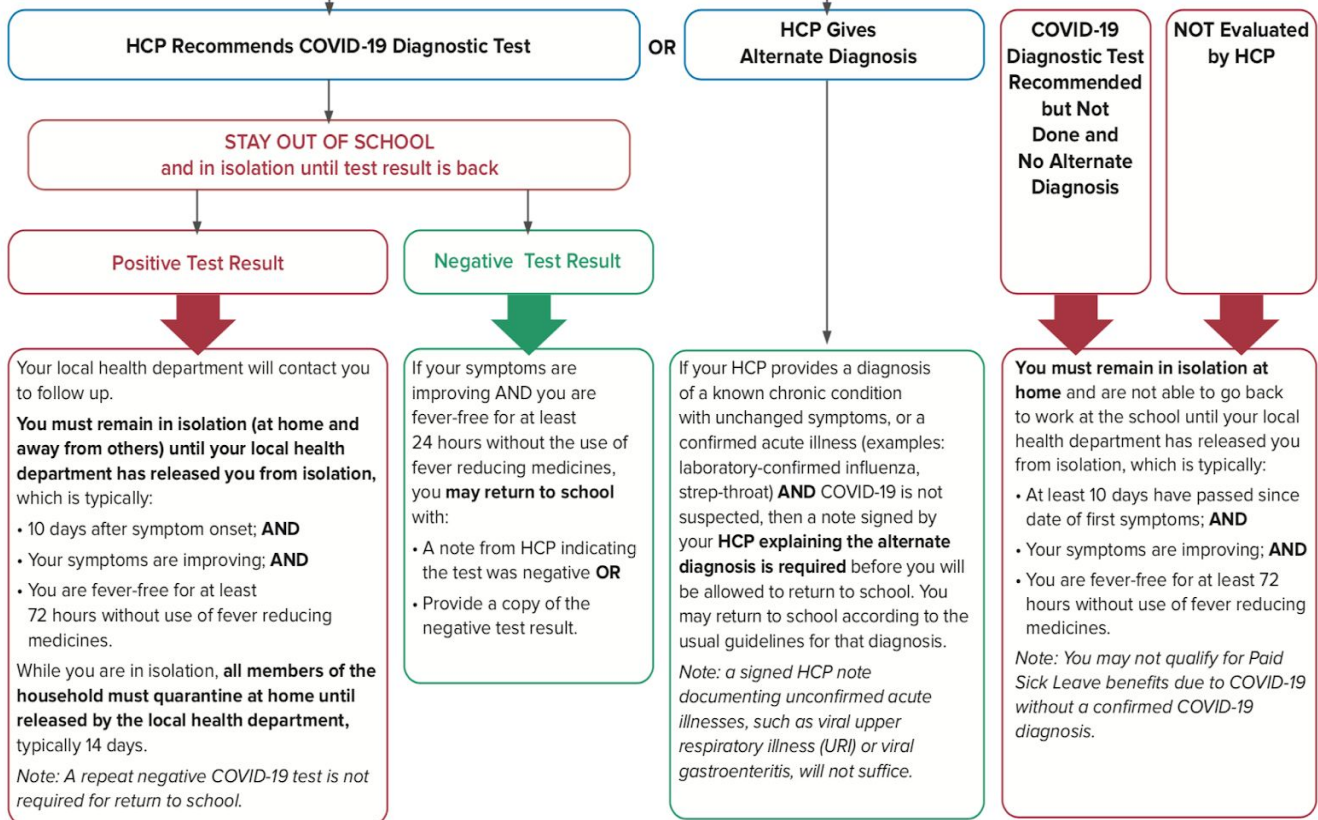
Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

I have COVID-19 symptoms. When can I go back to work at the school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

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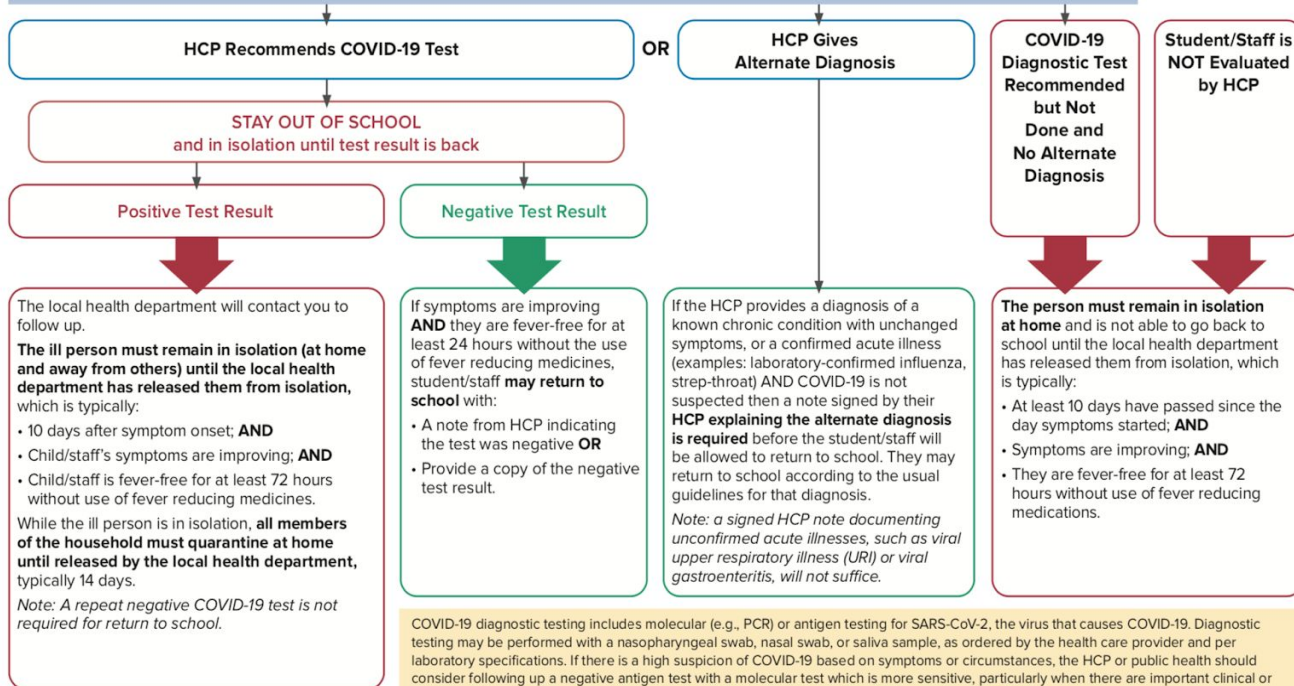
COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

Student/staff has symptoms consistent with COVID-19:

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



September 2020 | C-2

Each nurse's office has a separate room, therefore our isolation locations in each building are as follows:

- Douglas Grafflin: Nurses Office
- Roaring Brook: Nurses Office
- Westorchard: Nurses Office
- Bell School: Nurses Office
- Seven Bridges: Nurses Office
- Horace Greeley: Nurses Office

Signage

The CCSD will provide signage illustrating correct hand and respiratory hygiene and social distancing practices. The CCSD will place signs in all buildings stating that all employees,

contractors and students are required to wear a cloth face covering wherever social distancing cannot be maintained.

Signage will be posted in highly visible areas (entrances, restrooms, cafeteria, offices, near hand sanitizing stations) reminding individuals to:

- Stay home if they feel sick.
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others.
- Properly store and, when necessary, discard PPE.
- Adhere to social distancing instructions.
- Report symptoms of, or exposure to, COVID-19.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

Staff are required to notify the building principal via email when they develop symptoms or if their answers to the questionnaire change during or outside of school hours.

Parents are required to notify the school nurse via email when students develop symptoms or if their answers to the questionnaire change during or outside of school hours.

Face Masks

The CCSD will require all employees, contractors, and students to wear a cloth face covering whenever social distancing cannot be maintained. The CCSD will also require students and staff to wear face masks on the bus, in classrooms and in common spaces (hallway, bathroom, etc.). If a person chooses to wear a face shield, a face mask will still be required.

The CCSD will require that all students take mask breaks during the day.

The CCSD will maintain an adequate supply of face masks for school staff and students who forget their masks.

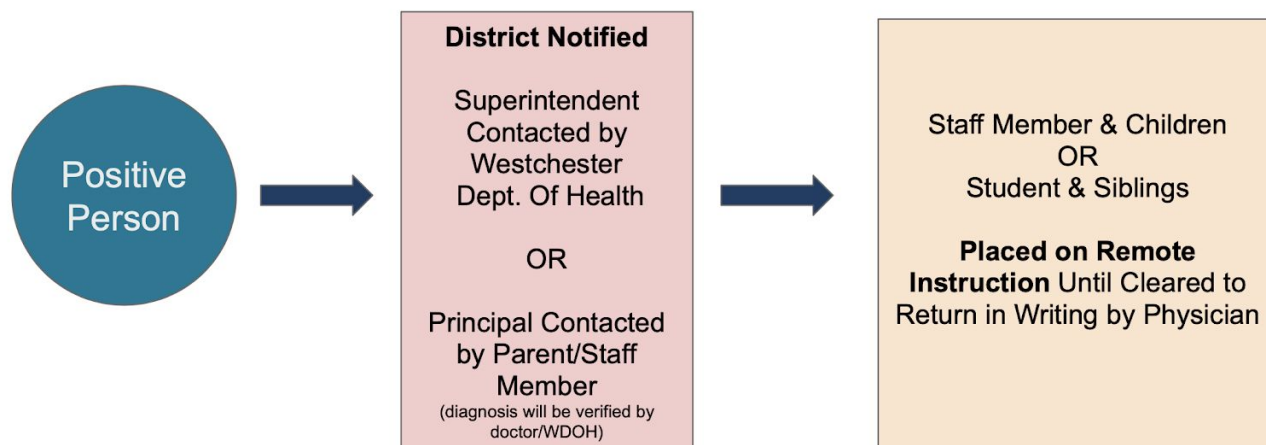
Please note: Students who are unable to medically tolerate a face mask on the bus or in school when required to wear one, as verified by medical documentation, will be socially distanced from other students at all times.

Confirmed Case of COVID-19 & Contact Tracing

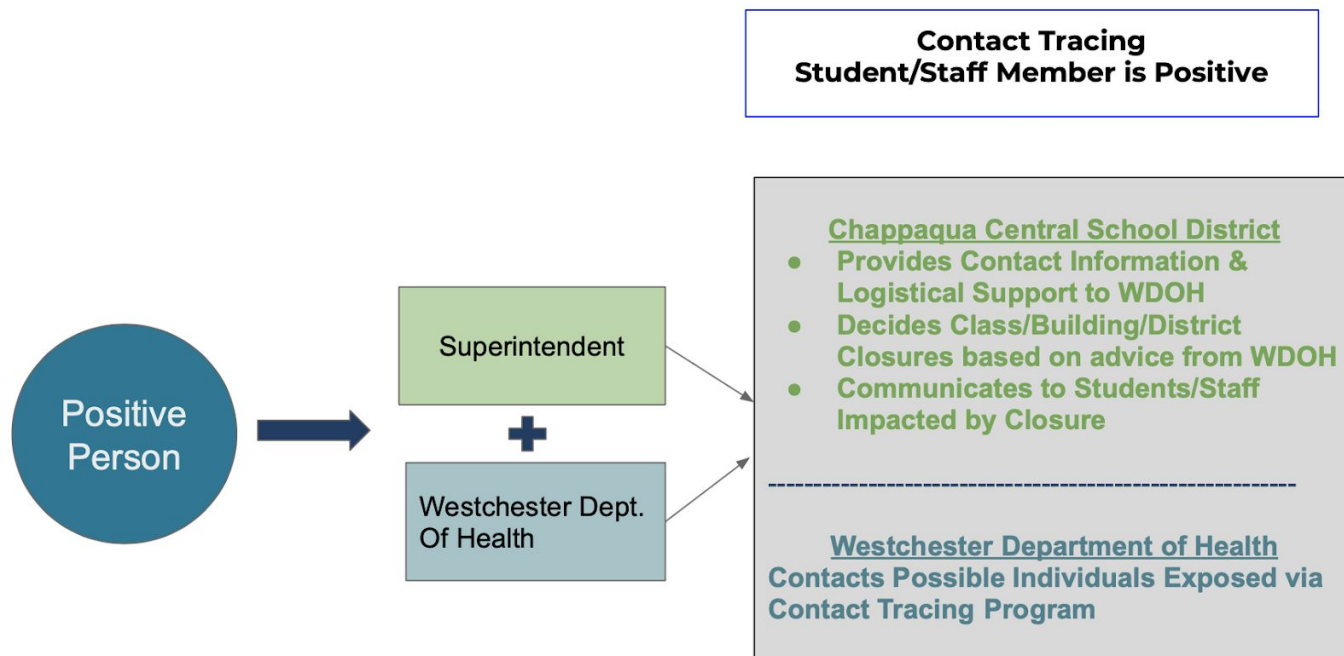
If a staff member or student has **tested positive for COVID-19**, the school principal will immediately contact the Superintendent. The Superintendent will contact the Westchester Department of Health (WDOH) to facilitate the response, which may include excluding certain students/staff members from attending school, closing a specific school building or closing the

entire District. The potential scope of the exposure will impact the decision to exclude persons from a building, which will be heavily guided by the WDOH.

District Process - Positive Case



The District will respect HIPAA Rights & will not share the positive person's identity.



The District will respect HIPAA Rights & will not share the positive person's identity.

If a staff member or student **has tested positive for COVID-19**, documentation from a physician or physician assistant will be required to facilitate the person's return to CCSD

facilities. The note will be presented to the building principal and Superintendent of Schools for review. If necessary, the CCSD's physician may contact the provider for further clarification.

Mandatory Quarantine

If a staff member has been directed to quarantine, a court order or doctor's note with an end date must be submitted to the building principal and the assistant superintendent for human resources & leadership development.

If a student has been directed to quarantine, a court order or doctor's note with an end date must be submitted to the building principal to facilitate the student's return to the building.

Chappaqua Children's Workshop

The CCSD will develop a written plan with CCW that mirrors the procedures and protocols followed by the CCSD.

Pandemic Education

Hand & Respiratory Hygiene

Faculty will instruct students on proper hand washing and respiratory hygiene to help reduce the spread of COVID-19 and in each classroom.

Instruction on hand hygiene will include:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method.
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty.
- Instructing students to cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.
- Instructing students to use hand hygiene after sneezing and coughing.
- Time to allow for frequent hand hygiene practices including before/after class, snacks, using the bathroom, meals, using shared surfaces, recess, physical education, etc.

The CCSD will also:

- Provide hand sanitizer in each classroom.
- Provide tissues in each classroom.
- Permit students and staff who are unable to use hand sanitizer to wash their hands with soap and water.
- Provide adequate facilities and supplies for hand washing and drying with paper towels.

- Provide no-touch/foot pedal trash cans.
- Provide hand sanitizer throughout common areas.

Social Distancing

Social Distancing, also called “physical distancing,” means keeping a six foot space between yourself and others. Each school will develop, implement and enforce social distancing in all facilities to the fullest extent possible. In our elementary and middle schools, students will be placed in small cohorts to ensure that social distancing is maintained in our classrooms.

Arrival/Dismissal:

- During the arrival and dismissal process all students must wear a mask.
- Multiple entry points will be used to limit the amount of close contact between students in high traffic situations.
- Explicit procedures will be shared by building administrators for students who walk to school or are dropped off, that may include temperature screening.
- Explicit procedures will be shared by building administrators for student pick up, that will now be managed outside of the building.

School Day Procedures:

- In-school student movement will be reduced.
- At the lower levels restroom use may be staggered and monitored to ensure students are engaged in proper social distancing and hand hygiene.
- Some classes will occur outside of the building and each student is encouraged to bring a lawn chair or towel for their personal use.
- Some classes will occur in large spaces.
- When possible, all students will face the same direction to reduce transmission.
- When possible, windows will be opened to improve ventilation.
- Student belongings will be kept separated in cohort classes and middle school students will not be issued lockers.
- Students will eat lunch in spaces where appropriate social distancing can occur. (classroom, outside, cafeteria)
- Playground use will be staggered.
- Staff will not have access to gathering locations for extended periods of time (break room, faculty room etc.) in order to reduce transmission.
- Students will not attend inside assemblies or large gatherings.
- Students will be spaced 12 feet apart for general music, chorus, band, and PE. When possible, these classes will occur outside the school building.
- Visitors will not be permitted inside the buildings.

Medically Vulnerable/High-Risk Groups

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Students who have family members who are in high risk groups may attend school remotely.

Persons in these groups should consult with their healthcare provider regarding prevention:

- Individuals age 65 or older
- Individuals who are pregnant
- Individuals with underlying health conditions including, but not limited to: chronic lung disease or moderate to severe asthma
- Serious heart conditions
- Individuals who are immunocompromised
- Severe obesity (body mass index [BMI] of 30 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Sickle cell anemia
- Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease

If a staff member believes that they are medically vulnerable, they must submit the appropriate medical documentation to the assistant superintendent for human resources and leadership development for review. This documentation must include a diagnosis, a release for the District physician to speak to the staff member's physician, and how the CCSD can enact workplace accommodations as recommended by the doctor to support the staff member.

Students with Special Needs or who are Medically Fragile

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.

Transitioning these students back may require planning and coordination of:

- School health services personnel
- Special education personnel
- School administration
- School physician

Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:

- Additional PPE for staff caring for such students
- Assigning only one staff member to care for the student; and/or
- Decreased number of students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting

Personal Protective Equipment (PPE)

The CCSD will follow [OSHA COVID-19 Guidance](#) for information on how to protect staff from potential exposures, according to their exposure risk pursuant to their Exposure Control Plan. The OSHA guidance also sets forth when PPE is needed by staff, pursuant to OSHA standards.

The CDC recommends that school-based health personnel use the following protocols:

- [Standard precautions](#) at all times
- [Transmission- based precautions](#) should be used when assessing persons suspected of having COVID-19

The CCSD will ensure that:

- Schools have adequate supply of face masks for students and staff.
- Buses have an adequate supply of face masks for students.
- Schools have adequate supplies of PPE for use by school health professionals to assess and care for ill students and staff members including:
 - Face masks
 - Face shields (must be worn with a face mask)
 - Gloves
 - Disposable gowns

FACILITIES

The CCSD will promote social distancing while maintaining existing safety requirements and regulations. These are the 2020 New York State Uniform Fire Prevention, Building Codes, and State Conservation Codes designed to protect students.

The CCSD will:

- Expand our physical footprint or change the way we utilize space.
- Continue to follow Lead-In-Water Testing regulations and building condition survey requirements.
- Conduct mandatory fire and lockdown drills in a manner that maintains social distancing.
- Meet ventilation requirements and use needlepoint bipolar ionization technology.

- Repurpose spaces to maximize our instructional footprint.
- Follow health guidance related to social distancing and other safety measures to slow the spread of COVID-19.
- Submit the required documentation to comply with all applicable regulations related to our space usage and facilities adjustments.

Fire Code Compliance

The CCSD will remain in compliance with all fire code standards. Any changes to our facilities will be reviewed by the Office of Facilities Planning (OFP). We will provide assurances that, should alterations be made, the CCSD will submit the proposed changes to the OFP for review and approval, just as with any other project.

Doorways

The function, position and operation of our doors will be compliant with applicable laws. To reduce the spread of the virus from touching door levers and knobs, doors may be fixed in the open position. This is only permitted at doors without door closers and doors which are not fire rated.

Emergency Drills

The CCSD will conduct standard operations and procedures to the best of our abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation, and the Fire Code, and will be conducted. The CCSD will articulate, in writing, to staff outlining how to conduct such drills while maintaining social distancing.

Inspections

The CCSD will continue to conduct all inspections including, fire and safety inspections and Building Condition Survey or Visual Inspections. We will meet all deadlines for such inspections.

Lead Testing

The CCSD will conduct required lead testing in the fall of 2020. NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied. We will not conduct testing when the building is vacant or has been vacant for an extended period due to COVID-19 closure. The CCSD will follow recommended

procedures and provide clean and safe drinking water upon reopening.

Changes to Space Utilization and/or Alterations

The CCSD will use fields, cafeterias, libraries, auditoriums and gymnasiums as classroom spaces. The CCSD may also use tents for instructional space. Tents will be issued a permit and will be in compliance with applicable fire and building codes.

Plumbing Facilities and Fixtures

The CCSD will ensure that we have the minimum number of toilet fixtures available for use in our buildings as established in the building code. The CCSD has installed additional bottle fillers and water fountains in all schools.

Ventilation

The CCSD secured the services of Atlantic Westchester, Inc. this summer to engage in the following extensive preventive maintenance to all HVAC equipment in our facilities:

School Building HVAC & Refrigeration Equipment - Description of Preventative Maintenance

- Upgraded air filters to MERV 8 (installed MERV 13 filters when possible based on equipment capacity).
- Function tested all Heating, Ventilation and Air Conditioning (HVAC) units to make sure they were operating correctly
- Checked all HVAC units outside, return and spill air dampers and verified proper function
- Function tested all exhaust fans to make sure they were operating correctly.
- Performed indoor air testing/balancing to ensure proper levels of ventilation air is present.
- Chemically disinfected all indoor and exterior HVAC coils.
- Checked Building Management System to ensure time schedules and setpoints are correct for proper air flow during unoccupied and occupied cycles.
- Cleaned and serviced all kitchen refrigeration equipment and ice machines.

Cleaning Procedures & Protocols

The CCSD will adhere to hygiene, cleaning, and disinfection guidelines from the [Centers for Disease Control and Prevention](#) (CDC) and [Department of Health](#) (DOH) and will maintain logs that include the date, time and scope of cleaning and disinfection.

Cleaning and Disinfection

The CCSD has trained, and will continue to train, our custodial staff on disinfecting areas during both the day and evening shifts. The CCSD has developed a schedule for increased routine cleaning and disinfection for both the day and evening shifts. The CCSD has also created log sheets for use in tracking when areas are disinfected.

The CCSD will [Clean and disinfect](#) frequently touched surfaces (such as door handles, sink handles, drinking fountains, bathrooms) within the school several times a day during the day shift. During the evening shift these areas will be disinfected again, along with all classrooms, instructional spaces, offices and bathrooms. The CCSD will limit use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) when possible. When objects are shared students will engage in hand hygiene practices before and after use. Such items will be disinfected, if used, during the evening by use of a Clorox 360 spray machine.

The CCSD will maintain hand hygiene stations, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

The CCSD will conduct regular cleaning and disinfection of facilities, and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables.

The CCSD will use [products](#) identified by the Environmental Protection Agency (EPA) as effective against COVID-19.

The CCSD will provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces. Refer to CDC [guidelines](#).

CHILD NUTRITION

The CCSD understands that it will be necessary to transition food service operations to an on-site, or off-site, student meal delivery system, or operate both at the same time. CCSD will continue to support a flexible model to ensure that all students who need meal support have access to our services seamlessly during the pandemic.

Food Services & Program Assurances

- The CCSD will make food available to all students.
- The CCSD will provide all students who qualify for free/reduced lunch access to school meals each school day regardless which instructional model is being employed. This includes students in attendance at school; and students learning remotely.
- The CCSD will adhere to all applicable health and safety guidelines.
- The CCSD will protect students with food allergies regardless where the meals are being provided.
- The CCSD will ensure that students engage in hand hygiene practices before and after eating, that appropriate hand hygiene will be promoted, and will not permit students to share food or beverages to the greatest extent practicable.
- The CCSD will clean and disinfect spaces prior to the next group of students arriving for meals, if applicable.
- The CCSD will be in compliance with Child Nutrition Program requirements.
- The CCSD will actively communicate regarding our meal program and structure.
- The CCSD will actively seek to identify new families who may be entitled to free and reduced lunch due to evolving circumstances.

Safety and Sanitation

- The CCSD will engage in cleaning procedures that reflect CDC guidance in kitchens, and cafeterias.
- The CCSD will secure the equipment and supplies necessary to keep food, students, and staff safe.
- The CCSD will develop special feeding plans to address students with severe disabilities whose safety and sanitation needs at mealtimes may differ from those of their peers.
- Aramark staff will wear both a face mask and a face shield.
- The CCSD will secure adequate supplies of face masks, soap, hand sanitizer, and tissues in food service areas as appropriate.
- Aramark and the CCSD will routinely clean and disinfect high-touch surfaces including tables, chairs, carts used in transportation, and point-of-service touch pads;
- Aramark will wear single-use gloves and disposable aprons when handling or delivering all foods.

Food Service Staff

The CCSD will evaluate our staffing with Aramark and make any needed adjustments. Aramark will ensure that their staff is trained on new policies and protocols.

Vendors and Suppliers

The CCSD will work with food service vendors and Aramark to determine the safest way to handle deliveries and supplies.

Meal Service

- The CCSD will ensure that spaces where meals are served, and the students consuming food, adhere to recommended CDC social distancing, PPE, respiratory and hand hygiene guidance.
- Aramark will ensure that meals meet pattern requirements and continue to keep production and counting records for each meal (including for meals served outside the cafeteria).
- Aramark will facilitate food delivery to classrooms when applicable.
- Aramark will address transaction structures to reduce exposure and the District will continue to encourage the use of the online payment system.
- The CCSD will continue to meet the unique needs of children with special dietary needs and students with disabilities and train staff to support these students.
- The CCSD will develop cafeteria line protocols when applicable to ensure social distancing.
- The CCSD will not have self-service salad bars, self-service stations, or buffets.
- The CCSD will clean and disinfect tables, chairs and other frequently touched hard surfaces between groups of students when applicable.

Remote Instruction - Meal Distribution for Free/Reduced Lunch

- The CCSD will facilitate meal services from Horace Greeley High School.
- The CCSD will deliver meals to families unable to pick-up from Horace Greeley.
- The CCSD will bulk meals for multiple days as necessary to support families.

Families in need of meal support who are not identified as free/reduced lunch should reach out to their building principal.

TRANSPORTATION

The school bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings (like social distancing and frequent cleaning) will apply to the school bus. All students are entitled to transportation by the District to the extent required by law.

School District Policies/Practices Reopening Mandatory Requirements

The CCSD will fulfill existing mandates regarding the safe and effective transportation of students who are homeless, in foster care, have disabilities and/or attend non-public schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. The CCSD is planning accordingly.

Parent Procedures & Responsibilities:

- Ensuring that students eat breakfast prior to boarding the bus.
- Ensuring that elementary students remain socially distant at the bus stop whenever possible.
- Ensuring that elementary students are socially distant loading and disembarking the bus wherever possible.
- Conduct temperature screening prior to the driver screening process to reduce the number of students denied access to transportation during the boarding process.

Chappaqua Transportation: Bus Procedures & Responsibilities:

Bus Procedures:

- Students and staff must wear masks at all times on the bus. *Bus drivers will have masks for students who do not have one from home.*
- Students will socially distance on the bus at all times when space permits (siblings will sit together).
- When boarding the bus, each student's temperature may be taken. If a student's temperature reads 100.0 or above (after three administrations), the student will not be allowed to board the bus (parents who feel there was an temperature error, may contact the nurses office, transport their child to school, and schedule an additional reading onsite, outside).
- Bus drivers will open windows and roof hatches slightly to increase airflow if weather conditions permit.
- Students will not be permitted to eat or drink on the bus.

Please note: *Students who are unable to medically tolerate a face mask on the bus, as verified by medical documentation, will be socially distanced from other students*

Bus Cleaning Procedures

- All buses will be disinfected before the AM and PM series.
- High contact areas will be wiped down between runs (ex. handrail).

Please note: School buses will not have hand sanitizer available for students due to its combustible composition. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

Chappaqua Transportation Staff Procedures:

- School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work, which will include temperature screenings.
- School bus drivers, monitors, attendants and mechanics must wear a face mask and gloves if applicable.
- Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- Transportation staff will engage in appropriate hand and respiratory hygiene practices before, after and during all runs.

Private Schools and Special Education Transportation:

- When the CCSD is in session remotely, pupil transportation will be provided to nonpublic/parochial schools or students whose Individualized Education Plans have placed them out of the CCSD, whose schools are meeting in in-person sessions.

SOCIAL EMOTIONAL WELL-BEING

The District will support the social emotional well-being of our students in all three models.

- The CCSD will enhance the existing school counseling program, in partnership with school counselors, building leaders and PPS staff, to ensure that it meets the current needs of students as they return to school.
- The CCSD will deepen our collective understanding of mental health, well-being, trauma-responsive and restorative practices, and Social Emotional Learning (SEL) through professional learning, and will work collaboratively with staff, students and families to strengthen partnerships and plan for implementation. We will link this work to the District-wide implementation of the RULER program in partnership with Dr. Marc Brackett and Yale University.
- The CCSD will continue to clearly communicate social emotional well-being and learning as a priority, and will engage members of the school community in implementation efforts. The District will continue to work collaboratively with the building level RULER Implementation Teams.
- The CCSD will scaffold SEL to best support the developmental needs of students at all grade levels, from kindergarten through high school, through the implementation of the RULER program. Staff will also implement explicit RULER SEL lessons and embed opportunities to develop and practice SEL competencies within academic lessons.
- The CCSD will survey students and families regularly to assess their well-being and ongoing needs. We will be prepared to respond with assistance or referrals for student support based on the formal survey data and other informal data points (ex. Student check-in meetings, teacher observation, etc.).
- The CCSD will leverage the expertise of all school community members, including pupil personnel services staff, to support students and ensure that their SEL needs are being met.

Professional Learning, Strategies, Resources

The CCSD will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. The CCSD will provide ongoing professional learning opportunities to support all staff in developing a deeper understanding of their role in supporting student social emotional competencies and well-being. Professional learning opportunities will unfold in various ways including, with the support of the staff developers, during Superintendent's Conference Days, Learning Teams and in-service courses.

The CCSD is committed to addressing the mental health, behavioral and emotional well-being of students in various ways including, but not limited to, the following:

- Using community-building circles/community class meetings to ensure all student voices are heard.
- Fostering increased student resiliency through explicit conversations and activities to help prepare them for the possibility of additional transitions between in-person and remote learning.
- Creating safe, supportive and engaging learning environments that nurture students' social and emotional learning, with reliance on the RULER program and its focus on developing students' emotional intelligence and self-awareness.
- Developing the capacity of building level teams to consider referrals from classroom teachers regarding student social emotional/mental health

Culturally Responsive-Sustaining Education Framework

The CCSD will share the Culturally Responsive-Sustaining (CR-S) Education Framework with administrators, teachers and staff so they can create student-centered learning environments that affirm racial, linguistic and cultural identities, prepare students for rigor and independent learning, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, and empower students as agents of social change. The Framework provides guidelines that address contributions to be made by multiple stakeholders—including teachers, administrators, students, and community partners—in developing a strong CR-S education. The CCSD will, to the greatest extent possible, continue to apply the principles of the CR-S Framework in planning for the reopening of schools in 2020-21.

BUDGET AND FISCAL MATTERS

The CCSD understands the nation's economy, and New York State's economy, have been dramatically impacted by the COVID-19 crisis and the various mitigation efforts. We acknowledge that the extent to which the impact will improve or worsen, how long it will last, and which sectors of the state economy will be most severely impacted, is unknown.

It is the CCSD's priority to embrace the most responsible—and flexible—budget plans for reopening schools. Our strategy will largely focus on supporting CCSD needs by leveraging undesignated fund balance and designated reserves to supplement a possible reduction in State funding or anticipated added costs to open and operate schools.

Pandemic Adjustment and CARES Act Funds

State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a “Pandemic Adjustment”, which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive.

The CCSDs state aid allocation for 2020 is \$9,945,871. A potential 20% pandemic adjustment to our budget would be a reduction of approximately \$2 million.

Districts were allocated an amount of federal funding through the combination of the CARES Act Elementary and Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.

For the CCSD, the combination of the above-mentioned grants total approximately \$140,000.

180 Day Calendar and Attendance Reporting for State Aid Purposes

School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS.

Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years.

The 180 days of session requirement is a statute, and there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full 2020-21 school year.

Tax Collection

The CCSD relies on the Town of New Castle and the Town of Mt. Pleasant to collect school taxes. At this point, we are not aware of any procedural changes to this process.

ATTENDANCE

In all three models, student attendance will be taken each day visually and will be marked as such, in our database, by the teacher of record. When a student is unable to participate in school, a parent must contact the appropriate attendance personnel to denote the reason for the absence.

Elementary School Attendance

- Douglas Grafflin Elementary School: Cary Vigilante
- Roaring Brook Elementary School: Paulette McCarron
- Westorchard Elementary School: Dawn Dellner

Middle School Attendance

- Robert E. Bell Middle School: Naveena Saly George
- Seven Bridges Middle School: Linda Waller

High School Attendance

- Horace Greeley High School: Laura LoBreglio

Educational Neglect

An allegation of educational neglect may be warranted when a custodial parent or guardian fails to ensure a child's prompt and regular attendance in school (*whether we are in remote instruction or on-site*) or keeps the child out of school for impermissible reasons resulting in an adverse effect on the child's educational progress, or imminent danger of such an adverse effect. Educational neglect will not be considered where the parent/guardian has kept their child home because they believe it is unsafe for their child to attend school in person during the pandemic, as long as the child is actively participating in remote instruction.

Reporting and investigation of suspected cases of educational neglect present a range of complex issues and challenges for local social services districts and school districts. It is in the best interest of these agencies, the school district, and the families we serve, to collaborate in addressing the concerns of both the district and family. From the process of reporting - a school responsibility - and throughout the process of investigation, which is the purview of Child Protective Services (CPS), there will be numerous opportunities for timely intervention and collaboration involving students, parents, school officials, and CPS staff.

TECHNOLOGY AND CONNECTIVITY

DEVICE ACCESS

The CCSD will ensure that all students have individual access to a computing device:

- Elementary Schools: All students are provided with an iPad and a keyboard.
- Middle Schools: All students are provided with a SurfaceGo and a keyboard
- High School: All students that do not have their own device (laptop, desktop, Chromebook, iPad, or full-size tablet) for their personal use are provided with a Chromebook.

The CCSD has provided all faculty with laptop computers (MacBook or Surface Pro)

CONNECTIVITY

The CCSD has surveyed the community, and any student without consistent, reliable access to high-speed internet at a sufficient level to fully participate in remote/online learning, has been provided with a mobile hotspot. If we learn that a student's WiFi access status has changed, the CCSD will provide them with a way to connect to the internet through a district owned mobile hotspot or suitable alternative.

All teachers have sufficient internet access to provide remote instruction.

DIGITAL PLATFORMS

The CCSD provides multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models. The CCSD is providing robust professional development for leaders and educators on designing effective remote/online learning experiences and best practices for instruction in remote/online settings. The CCSD's team of technology specialists and professional developers are available to support teachers, students, and families with Information Technology (IT) support.

Elementary Schools

Students receive an iPad, and use Google Classroom as a learning management system, SeeSaw as a portfolio system, and various GSuite and Apple iPad applications to enhance instruction. Students use Houghton Mifflin Math In Focus online platform, and Dreambox individualized math learning platform for their math instruction. Students use a variety of

platforms to access leveled texts for their ELA instruction. Students will be using the Zoom platform for synchronous learning.

Middle Schools

Students use Canvas for a learning management system. Canvas houses all instructional work for students, and houses links to Zoom synchronous sessions. Faculty use Canvas to give students feedback on their learning, and use the data collected to make informed decisions about their instruction.

Horace Greeley High School

Students use Canvas for a learning management system. Canvas houses all instructional work for students, and houses links to Zoom synchronous sessions. Faculty use Canvas to give students feedback on their learning, and use the data collected to make informed decisions about their instruction.

Please note: *The District uses Common Sense Media curriculum and other methods to provide instruction to students to build digital fluency.*

DATA PRIVACY

The CCSD has protocols and policies in place to ensure student data privacy and security to maintain compliance with Federal and State laws related to student technology use, including NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

TEACHING AND LEARNING

CCSD students are entitled to a free public education, even as we face the unprecedented challenges presented by the COVID-19 pandemic. We will strive to ensure that all CCSD students feel safe, engaged, and excited about their learning, whether in-person, remotely, or some combination of the two.

At the heart of teaching and learning are the relationships that students have with their peers, teachers and school community members. Students are searching for a return to their routines and a sense of normalcy, so all efforts will acknowledge the importance of setting a positive routine and a welcoming environment that supports students during this unpredictable time. During the upcoming school year, it is of the utmost importance that individual student needs and equity are at the center of all learning experiences. Flexibility is essential when planning for

the fall, and we will be prepared to shift between in-person, remote learning, and a hybrid model in a way that is least disruptive to students.

As required by NYSED, we will provide at least 180 days of instruction each school year to our students. Instructional days will be counted for programs that are delivered in-person, remotely, or through a hybrid model.

The following section includes information about the mandatory requirements and recommended practices for schools as they prepare for the 2020-2021 school year, including information about K-12 Programs, and Career and Technical Education.

Reopening Plan Mandatory Requirements

- All CCSD schools will have a continuity of learning plan for the 2020-2021 school year. This plan will prepare for in-person, remote, and hybrid models of instruction.
- Instruction will continue to be aligned with the outcomes in the New York State Learning Standards.
- Equity will be at the heart of all school instructional decisions. All instruction will be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities will be aligned with State standards and will include routinely scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction aligned to the academic program will include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- Each school will have a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, will be widely disseminated, and will include clear and multiple ways for students and families to contact schools and teachers by email and/or phone.

Considerations for Reopening Plans

- Instructional experiences will be inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).
- Each school will support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families will be involved in the planning for any remediation or support whenever practicable.
- We will keep student learning loss in perspective, allowing ample time for students to re-adjust to the school setting. Before students are assessed, our teachers and leaders will spend time on socialization and creating a climate of safety, comfort, and routine.

- Formative and diagnostic assessments will be used to determine individual student needs and target extra help to ensure both academic *and* social-emotional needs are addressed.
- We have provided, and will continue to provide, opportunities for staff to meet over the summer, and prior to the start of school, to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
- We will continue to prioritize the professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching in a hybrid environment, teaching remotely and the use of technology.
- The CCSD will offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.

Guiding Principles


Guiding Principles have been developed to improve upon iLEARNING 1.0 which launched in the spring of 2020. This document identifies areas of improvement, focuses on our professional development, and will improve the student experience in the hybrid and remote models. The iLEARNING instructional framework rests upon the research and best practice pillars of COURSE DESIGN, CURRICULUM, LEARNING ENVIRONMENT, LEARNING EXPERIENCES, and PROFESSIONAL RESPONSIBILITIES. Each pillar includes five components detailing critical areas of consideration for our educators.

iLEARNING 2.0 Instructional Framework

Chappaqua Central School District

1	COURSE DESIGN	<ul style="list-style-type: none"> • LEARNING MANAGEMENT SYSTEM • COURSE NAVIGATION & SET-UP • COMMUNICATION CLARITY & CONSISTENCY • EQUITABLE ACCESS • FLEXIBLE DESIGN
2	CURRICULUM	<ul style="list-style-type: none"> • PRIORITIES • CONSISTENCY & PACING • UNIT STRUCTURE • BALANCED CONTENT • ACCESSIBLE & CULTURALLY RESPONSIVE
3	LEARNING ENVIRONMENT	<ul style="list-style-type: none"> • ROUTINES & PROCEDURES • CONNECTED & SAFE COMMUNITY • PERSISTENCE & RIGOR • RESPONSIVE & PERSONALIZED • RESPONSIBILITY & INDEPENDENCE
4	LEARNING EXPERIENCES	<ul style="list-style-type: none"> • INSTRUCTIONAL MODELS • LESSON STRUCTURES & FLOW • ENGAGEMENT & DISCOURSE • ASSESSMENT & FEEDBACK • TECHNOLOGY TOOLS
5	PROFESSIONAL RESPONSIBILITIES	<ul style="list-style-type: none"> • REFLECT & ADJUST • PROFESSIONAL LEARNING • SELF-CARE, ROUTINES & BOUNDARIES • FLEXIBLE & ADAPTABLE • PROFESSIONALLY CONNECTED



<p>iLEARNING 2.0 Instructional Framework</p>  <p>CHAPPAQUA Central School District</p>	<p>COURSE DESIGN</p> <p>LEARNING MANAGEMENT SYSTEM To support equitable access and flexibility, all instructional activities will be grounded in Google Classroom (K-4) or Canvas (5-12).</p> <p>COURSE NAVIGATION & SET-UP Standardized course set-up will streamline the learning process to minimize time spent on the logistics of a hybrid learning environment.</p> <p>COMMUNICATION, CLARITY & CONSISTENCY Information about the instructional program, expectations for communication, and opportunities for family engagement will be communicated.</p> <p>EQUITABLE ACCESS Courses are designed so that all students, regardless of ability, or location, can successfully engage and participate in rich learning experiences.</p> <p>FLEXIBLE DESIGN Courses and learning experiences are designed flexibly so they can quickly transition between in-person, hybrid and online.</p>	<p>CURRICULUM</p> <p>PRIORITIES Strategic curriculum adjustments will be made to (1) close gaps in learning due to school closure and (2) prioritize important core concepts required for future success.</p> <p>CONSISTENCY & PACING Consistent units and pacing will ensure equity of access, streamline professional development and amplify faculty collaboration.</p> <p>UNIT STRUCTURE Units will be structured as modules with predictable components and flow to support engagement and active learning.</p> <p>BALANCED DELIVERY Learning experiences will be carefully choreographed to balance teacher created and found content, as well as high- and low-tech learning opportunities.</p> <p>ACCESSIBLE & CULTURALLY RESPONSIVE Curriculum decisions will be made to ensure that all students are empowered as they engage intellectually, socially, emotionally and politically.</p>
<p>LEARNING ENVIRONMENT</p> <p>ROUTINES & PROCEDURES Efficient, clear and established routines support joyful participation in an active learning community.</p> <p>CONNECTED & SAFE COMMUNITY Routines support a connected community who act responsibly to keep themselves and each other safe.</p> <p>PERSISTENCE & RIGOR Learning goals are ambitious, appropriately challenging all students to persevere, learn and grow.</p> <p>RESPONSIVE & PERSONALIZED The physical and digital learning environment appropriately meets the social, emotional and academic needs of each individual student.</p> <p>RESPONSIBILITY & INDEPENDENCE The responsibility for building and supporting a community of learners is shared by students and the teacher with the goal of increased student independence.*</p>	<p>LEARNING EXPERIENCES</p> <p>INSTRUCTIONAL MODELS Powerful, contemporary instructional models are used to empower all students to engage and own their learning. PBL, flipped classrooms, hyperdocs, and inquiry arcs are a few examples.</p> <p>LESSON STRUCTURES & FLOW Lessons are designed to allow for and support intellectual engagement and productive struggle; students are given time to think, develop ideas, and reflect on their learning.*</p> <p>ENGAGEMENT & DISCOURSE Lessons are designed to engage students in deep intellectual work. Lessons invite higher-order thinking, reasoning skills, and the ability to engage thoughtfully and respectfully.*</p> <p>ASSESSMENT & FEEDBACK Assessment of learning and for learning, occurs frequently and through a variety of means. Feedback is provided by the teacher, students, and the activities themselves; it advances learning and informs necessary modifications and additional supports.*</p> <p>TECHNOLOGY TOOLS Technology tools are strategically selected and deployed to advance student learning. Assistive technology is deployed to ensure access. Data privacy is considered.</p>	<p>PROFESSIONAL RESPONSIBILITIES</p> <p>REFLECT & ADJUST Reflection and adjustment are a consistent aspect of learning; both teacher and students reflect and adjust*</p> <p>PROFESSIONAL LEARNING Teachers will actively reflect on professional practice, set goals, and access professional learning to enhance pedagogical skills.</p> <p>SELF-CARE, ROUTINES & BOUNDARIES Teachers will prioritize the self-care and professional boundaries required so they may best meet the needs of their students and bring their best selves to the learning environment each day.</p> <p>FLEXIBLE & ADAPTABLE Teachers persist as they adjust learning experiences to respond to student learning and social-emotional needs.</p> <p>PROFESSIONALLY CONNECTED Faculty will actively connect with colleagues locally and more broadly as part of robust networks of professional learners.</p>

* Adapted from "Danielson Group: Six Clusters & Focus Areas

Grades K-6

Per the Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. Schools must ensure that students receive high quality, rigorous, standards-based instruction that will meet their academic needs and allow them to attain the learning standards in all curricular areas.

There are no subject specific time requirements in grades K-6 for any subject, with the exception of physical education. Educational programs delivered in these grades will employ the best available instructional practices and resources, and be mindful of maximizing instructional time and support with these young learners.

Schools will plan for the possible contingency of fully remote learning. Remaining connected with a methodology in place to support student learning while at home is an important part of each school's reopening plan. All students will have access to, and interaction with, an appropriately certified teacher on a regular basis. Despite the challenges of remote instruction, schools will strive to ensure that teachers have daily contact with students in some format, in order to support both their academic needs and social emotional wellbeing. Teacher/student

contact, regardless of the instructional setting, will be tracked as required by NYSED. (See the Attendance section in this guide.)

Grades 7–12 – Units of Study

All secondary students will be provided instruction designed to enable them to achieve the State’s learning standards. The unit of study definition (180 minutes/week, or the equivalent) provides a framework for the instructional entitlement for our students in these grades. The intention is to provide a mandated minimum amount of instruction a school must provide in order to give students the opportunity to master a body of content in a certain subject. Under normal circumstances, in a face-to-face, in-person teaching environment, the State requires that school schedules for students adhere to this time requirement.

As a result of the COVID-19 pandemic, we have planned for various contingencies that may make it impossible for a specified amount of face-to-face contact between teachers and students. In order for schools to plan for various types of instructional models, including remote and hybrid models, the CCSD has considered the time requirement of 180 minutes of instruction per week as a benchmark for comparison when designing and delivering instruction aligned to the intermediate-, and commencement-level standards. We will ensure that all students have equitable access to high quality rigorous instructional opportunities and experiences, provided by highly qualified, certified teaching professionals, competent in the content or discipline of the course. While developing new modalities of instruction, we are driven by the goal of ensuring that instructional experiences, when considered as a whole, are of comparable rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study.

Instructional experiences are not defined solely as a student’s time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. These experiences might include, but are not limited to: completing online modules or tasks; viewing instructional videos; responding to posts or instructor questions; engaging with other class participants in an online or phone discussion; conducting research; doing projects; or meeting with an instructor face to face, via an online platform or by phone. Regardless of model, learning will be supported, and students will have regular access to assistance from a qualified teacher.

Unit of Study

A unit of study at the secondary level means at least 180 minutes of instruction per week throughout the school year, or the equivalent. “Equivalent” shall mean at least 180 minutes of instructional time for instruction delivered in a traditional face to face model or through

alternative instructional experiences, including but not limited to, through digital technology or blended learning, that represents standards-based learning under the guidance and direction of an appropriately certified teacher. Instructional experiences shall include, but not be limited to: meaningful and frequent interaction with an appropriately certified teacher; academic and other supports designed to meet the needs of the individual student, and instructional content that reflects consistent academic expectations as in-person instruction. Any alternative instructional experience must include meaningful feedback on student assignments and methods of tracking student engagement.

Units of Credit

The priority for the instruction should be that which best prepares students to meet the learning outcomes for the course. The design of the course, the selection of the curriculum and the student expectations are set locally by the school or district. Any student who achieves the learning outcomes for the course must be granted the unit of credit for such course, if applicable.

Science Laboratory Requirements

Per the Commissioner's Regulations, courses that culminate in a Regents examination in science must include 1200 minutes of laboratory experiences. Due to the possibility of a hybrid or fully remote model of instruction as a result of COVID-19, the 1200-minute lab requirement can be met through hands-on laboratory experiences, virtual laboratory experiences, or a combination of virtual and hands-on laboratory experiences coupled with satisfactory lab reports for the 2020-21 school year. This laboratory requirement is in addition to the course requirement and entitles a student to admission to a culminating Regents Exam. The District will align laboratory experiences specific to each science course; determining the mode or modes of instruction; and identify a viable, vetted, list of acceptable virtual labs, or a combination of virtual and hands-on labs that a student would need to complete for each science course that culminates in a Regents examination. Schools will determine a method for students to record laboratory experiences and satisfactory lab reports. In a virtual environment, emphasis will be placed on the quality of the experience and the satisfactory completion of each laboratory experience rather than the time spent in completing such laboratory experience. Any student who has completed all laboratory experiences in accordance with teacher expectations shall be deemed to have met the 1200-minute requirement.

Physical Education

Participating in Physical Education (PE) is important for our students' health and wellbeing. Not only do PE activities benefit students' physical health, but research indicates regular physical activity improves students' mental health as well as contributes to academic success. The CCSD's reopening plans will ensure that, whether in-person, remote, or hybrid models are utilized, students will participate in physical activity under the direction and supervision of a

certified physical education teacher, to the extent practicable. Understanding that hybrid schedules may limit face-to-face class time with a certified PE instructor, instructors will plan, to the best of their ability, a menu of learning activities for students to engage in under the direction of their classroom teachers, other staff, or independently.

In-Person Learning

New York State Health Department Guidelines the CCSD will ensure that a distance of twelve feet in all directions must be maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in physical education classes). This will help students feel a sense of familiarity while reinforcing the sense of community for the class.

Remote Learning

- We will provide synchronous learning opportunities for all students. There will also be asynchronous learning at times which will support the instructional model, but this will enhance, not replace synchronous instruction.
- Students will participate in individual physical activities (e.g., recreation, fitness, sports specific activities) that require little or no equipment.
- We will consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).

CAREER AND TECHNICAL EDUCATION (CTE)

CTE Content and Delivery

While planning for CTE instruction, whether through in-person, remote, or hybrid models, the CCSD will ensure that all applicable NYS Learning Standards are met and content that is critical for meeting these standards as well as requirements for applicable industry certifications or other postsecondary credentialing.

The CCSD will continue to collaborate with all business and industry partners to identify and ensure safe and healthy work-based learning opportunities. Students should be provided opportunities to participate in work-based learning, either in-person or remotely, to the extent possible.

Considerations for Students with Disabilities

CCSD staff or contracted service providers will work collaboratively to design work-based learning experiences that are in line with students' individualized education program (IEP) goals. Where practicable, remote or hybrid experiences may be used towards work-based learning hours. The CCSD will consider placements in the school building if participating outside businesses are not able to meet students' IEP requirements (job coaching, PPE, etc.).

ACADEMIC INTERVENTION SERVICES

Students in grades 3-8, including students with disabilities and English Language learners, who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and Science are entitled to receive Academic Intervention Services in accordance with the Commissioner's Regulations Section 100.2(ee). As the New York State Assessments in grades 3-8 were not administered in the 2019-20 school year, the CCSD will develop a procedure to be applied uniformly at each grade level for determining which students are entitled to such services. This procedure will consider students' performance on multiple measures, which include, but are not limited to, one or more of the following measures:

- NWEA / MAPS reading and math assessment
- Lesson embedded assessments
- Common formative assessments such as District Math assessments
- Results of psychoeducational evaluations

- Report card grades
- Teacher progress reports

Grading

The CCSD is not adjusting our grading system. However, as the year evolves, we will make adjustments if necessary, and communicate these adjustments to our parents and students as soon as practicable.

Assessment

As we develop instructional models under the three delivery methods (in-person, remote and hybrid), we will examine how students are assessed and further, how student progress will be communicated to parents and caregivers.

The following considerations will guide our assessment plan for the 2020-2021 school year:

- Focus on pre-assessment and embedded formative assessments to inform instruction
- Time and opportunities for educators to collaborate and plan for the creation of pre-assessments.
- Honoring testing accommodation needs of some students when planning the approach to assessments.
- Identifying a suite of assessment tools that can be utilized in various instructional models, remote, hybrid and in-person.
- Strategizing to determine those students who are in need of academic intervention services (AIS) in accordance with the Department's guidance and plan to provide in-person, remotely, or in a hybrid model.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As schools plan for reopening in September, attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, schools might consider the creation of extracurricular activities that can be continued remotely in the event of another shutdown.

Per the reopening guidance issued by the NYS Department of Health, schools/districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household.

Schools/districts should refer to DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency" to assist in development of these policies.

Interscholastic Athletics

Interscholastic sports were permitted to resume this September. To accomplish this safely, the District developed protocols and procedures based on guidance outlined by the NYS Department of Health, NYS Department of Education, Section 1, and the New York State High School Athletic Association. We consulted with our District physician, as well as other school districts in our region.

Please see our [CCSD Fall Return to Athletics](#), [Weight Room Use](#), and [CCSD Winter Return to Athletics](#) plans.

Athletics and Extracurricular Activities

The use of CCSD facilities during school is restricted to CCSD-sponsored athletics and extracurricular activities only. The CCSD will maximize the use of technology to create or continue some extracurricular activities that may not need person-to-person contact.

Use of Facilities Outside of School Hours

The use of the high school track, throwing circle and tennis courts is permitted for the community after school hours, provided proper social distancing is maintained and the facilities are not in use by our athletic program. The District will also allow recreational programs to reserve the fields at Horace Greeley High School. These programs must submit safety plans and align with the interscholastic sports programs which are permitted to resume play by the NYS Athletic Associations.

SPECIAL EDUCATION

Across the state, students with disabilities were particularly impacted by the closing of schools in spring 2020. In some cases, these students were unable to fully access the programs and services they needed to progress academically, particularly those programs and services that are best delivered in person. The District's reopening plan has taken into account the special needs and requirements of students with disabilities.

Special education programs and services provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum. School reopening plans must provide a framework to ensure that all students with disabilities continue

to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. In consideration of the health, safety, and well-being of students, families, and staff, school reopening plans must be designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

NYSED's Office of Special Education (OSE) has created guidance documents to address frequently asked questions raised by parents, educators, administrators, and other key stakeholders regarding the implementation of special education programs and services and the provision of FAPE during this public health crisis. The OSE guidance is based on current information released from the United States Department of Education (USDE) as well as information contained in New York State Executive Orders and New York State Department of Health guidance. For your reference, links to the relevant federal and NYS resources are included at the end of this section.

Reopening Plan Mandatory Requirements

The CCSD will meet the mandatory requirements for students with disabilities in the reopening plan.

- Whether services are provided in-person, remotely, and/or through a hybrid model, the CCSD will address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and related services.
- The CCSD will seek and maintain meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
- Through staff development and communication, the CCSD will continue to address the need for collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
- The CCSD will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students, as prescribed on individualized education plans.

- The CCSD will continue to document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

Considerations for Reopening Plans

- The CCSD special education administrators, teachers and related service providers will discuss and prepare contingency plans to address students' remote learning needs in the event of potential intermittent, or extended, school closures.
- The CCSD considers in-person services a priority for high-needs students and preschool students with disabilities whenever possible.

Least Restrictive Environment (LRE)

Students with disabilities must have equal access to high-quality programs that are designed, based on their individual needs and abilities, to enable them to achieve the desired learning results established for all students. Schools are encouraged to be creative in ensuring that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. If providing in-person instruction, the CCSD will ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.

LRE Documentation

As the CCSD schools plan to reopen and make determinations about how students with disabilities will receive access to the LRE, there will be consideration for how that process is documented, including who is involved in making those determinations. The CCSD will consider how the parent voice in making LRE considerations is documented.

IEP Implementation

The CCSD recognizes that until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 pandemic continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.).

Provision of Services

Consistent with previously issued OSE guidance, school districts must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner in which they are typically provided. Schools will need to determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as they plan for various types of instructional models including in-person and remote learning. If there is a need to provide remote services, the CCSD will continue to utilize the information included in OSE guidance documents for planning.

Progress Monitoring

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

Best Practice for Contingency Plans

In March 2020, NYSED provided guidance in conformance with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic has evolved, the District CPSE/CSE Committees will prepare for all contingencies and consider plans to address students' remote learning needs in the event of potential intermittent or extended school closures.

Compensatory Services

The CCSD has been required to provide FAPE consistent with the need to protect health and safety in the first instance. Students with disabilities may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, the CCSD CPSE/ CSE will make an individualized determination about whether, and to what extent, compensatory services are to be provided

once school reopens; how those services will be provided in conjunction with the school's reopening plan, and continue if the school must close again over the next school year.

IEP Implementation Documentation

- Schools will determine how they will process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction.
- Schools will determine how documentation will be maintained on the instruction and services that were provided to each student so that it may be communicated to the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.
- Schools will consider how formative assessment and ongoing monitoring of student progress will be documented and maintained and how that documentation will be available to the CPSE/ CSE and parents, in their preferred language or mode of communication.
- Schools will maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure.
- The CCSD will maintain documentation of the provision of compensatory services to individual students upon the reopening of schools, with information available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.

Child Find

As schools reopen, the CCSD is committed to the responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services while keeping in mind the impact that school closures may have had on all students.

Referral

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

Initial Evaluation/Reevaluation

Reopening plans must ensure that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The CCSD CPSE/CSE will review records to determine which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations. The CCSD is committed to providing in person evaluations to the greatest extent possible.

Eligibility Determination/Annual Review Meetings

The CCSD will continue to adhere to clear procedures and expectations for CPSE/CSE to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. When conducting CPSE/CSE meetings, the parent of a student with a disability and the CCSD may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences.

Communication/Coordination

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

Meaningful Outreach and Engagement with Parents of Students with Disabilities

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

- Working collaboratively and creatively to help ensure there is an understanding of the school's efforts to provide services consistent with the recommendations on the IEP and monitor student progress; and

- Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.

Procedural Safeguards and Prior Written Notice Requirements

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

Partnership and Collaboration to Reflect All Settings Where Students are Served

The diverse educational needs of students with disabilities are reflected through the continuum of services that are provided in a variety of settings. As school districts are ultimately responsible for the provision of FAPE, frequent opportunities to interact with representatives from all applicable school settings will best facilitate the collective review of effective service delivery and student progress monitoring. For those students who are receiving special education programs and services in a charter school, Board of Cooperative Educational Services (BOCES) program, independent or religious school, approved school-age program serving students with disabilities, or for approved preschool special education providers contracted by the county, each school district must conduct outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.

For those special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services must continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an

approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements. Successful and continued partnerships between program providers and the CCSD will reflect coordinated efforts necessary to best respond to student needs.

Accommodations and Modifications

The CCSD's schools will continue to review instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations are alterations in the way tasks and/or assignments are presented. Modifications are changes in what students are expected to learn. The CCSD is committed to providing accommodations and modifications to ensure equity and access to the general education curriculum, in consideration of a student's unique disability related needs.

Supplementary Aids and Services

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

Technology

CCSD CPSE/CSE will continue to identify students with disabilities requiring assistive technology that is used to increase, maintain, or improve their functional capabilities. The CCSD will ensure that students have access to their working technology and any accompanying programs.

ENGLISH AS A NEW LANGUAGE AND WORLD LANGUAGES

The spring 2020 COVID-19 crisis was extremely challenging for all students, but created particular difficulties for our most vulnerable students, including English Language Learners

(ELLs). Our school reopening plans addresses the special needs of ELLs. The CCSD will prioritize the translation of communications with ELL students and their families in their preferred language and mode of communication.

As we prepare to reopen schools, we will remain mindful of legal requirements and will continue to provide the mandated services for our English Language Learners. In addition, we will provide support to any parent who requires assistance in the use of technology in their preferred language. The CCSD will provide the support needed to identify and stop the potential learning loss that may have been a result of the school closures due to COVID-19.

Mandatory Requirements for Reopening

- If the CCSD reopens using in-person or hybrid instruction, the ELL identification process will commence within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within 10 school days of initial enrollment, as required by Commissioner's Regulations.
- Provision of required instructional Units of Study will be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- The CCSD will maintain regular communications with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

Considerations For Reopening

- The CCSD will insure that all teachers and administrators receive professional learning on topics related to use of technology and hybrid or remote learning strategies in topics related to ELLs.
- The CCSD will adopt policies to meet the guidelines outlined in the Blueprint for English Language Learner/Multilingual Learner Success in the delivery of remote and hybrid learning.
- The CCSD will consider developing progress monitoring tools to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both English and students' home languages.
- The CCSD will resume and create programs to address the specific needs of Students with Interrupted/Inconsistent Formal Education (SIFE), ELLs with IEPs, and other vulnerable populations during the reopening process.

- The CCSD will continue to utilize educational technology when teaching ELLs in both in-person and hybrid models to reinforce students' familiarity with these tools.
- The CCSD will actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs and are delivered in or interpreted into students' home languages during remote or hybrid learning.
- The CCSD will, to the greatest extent possible, ensure that all ELLs and other vulnerable students can access technology and wi-fi needed for periods of remote learning so they do not fall further behind as a result of COVID-19 closures and remote/hybrid learning.
- The CCSD will provide additional units of study if they deem necessary, based on student need. This flexibility could take the form of additional ENL programming to address oral language development, writing and reading skills, and academic vocabulary development to provide more access to content.
- The CCSD will keep the unique needs of parents of ELLs/MLLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model—including interpretation and translation needs as described above—to ensure that they have equitable access to critical information about their children's education as they transition back to school in fall 2020.
- The CCSD will implement the practices described in the Culturally Responsive-Sustaining Education Framework during hybrid or remote learning.

Initial Identification of Potential ELLs

NYSED has approved temporary emergency regulatory changes to the ELL identification process to address the backlog of newly enrolled students who need to complete the ELL identification process mandated by Part 154- 2.3(a) at the commencement of the 2020-21 school year.

Schools that reopen using in-person instruction or blended/hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the academic school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 academic school year. After this 20-day flexibility period, all schools that reopen using in-person or hybrid instruction will be expected to complete identification of ELLs within the required 10 school days of initial enrollment for all students pursuant to Commissioner's Regulations Part 154, including the ELL screening, identification, and placement processes. The initial screening process should be followed in person for new entrants following the district's safety protocols to ensure compliance with the Governor's Executive Orders and Center for Disease Control (CDC) health and safety guidelines after commencement of regional reopening.

Units of Study for English as a New Language (ENL) Program

All ELLs will be provided the required instructional Units of Study in their ENL program based on their most recently measured English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid learning. Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.

The CCSD will review the proficiency of students who are entering their third year as a Former ELL at the Commanding level of proficiency in 2020-21 (students who achieved “Commanding” on the 2018 administration of the NYSESLAT) and to provide these students with supplemental Former ELLs services as they deem appropriate.

Communications and Language Access

All communications for parents/guardians of ELLs will be in their preferred language and mode of communication. As discussed in previous guidance, language access obligations under federal and state law – including but not limited to those pursuant to Part 154 – have remained in effect throughout school closures, and schools continue to have the responsibility to ensure that parents/guardians of ELLs/MLLS receive access and information available to other parents in their preferred language.

The CCSD will, to the greatest extent possible, provide interpretation and translation through a qualified interpreter/translator in the languages most commonly spoken in the District, and at a minimum in those languages spoken by a large number and percentage of ELLs.

Guiding Principles for Ensuring the Success of ELLs/MLLS

The Blueprint for English Language Learner/ Multilingual Learner Success is a statewide framework that sets expectations for administrators, policymakers, and practitioners to prepare ELLs/MLLS for academic success, and to lay the foundation for college, career, and civic readiness. The Blueprint sets forth eight principles of ELL education within which mandates of the Every Student Succeeds Act (ESSA) and Part 154 of the Regulations of the Commissioner are implemented. These principles provide guidance and resources as they promote a better understanding and appreciation of Bilingual Education, English as a New Language (ENL), and World Language studies (including the indigenous languages of NYS).

As the CCSD plans for reopening, it is appropriate to build pedagogical best practices in which every teacher is prepared to design units of study in their own content area capitalizing on the home language and the English linguistic demands of ELLs. ELLs encounter many teachers and staff in school beyond the language development instructors in ENL and BE programs, which is why the Blueprint for ELL/MLL Success declares that “All teachers are teachers of ELLs/MLLs and must plan accordingly.” The CCSD will continue to apply the principles of the Blueprint in planning for the reopening of schools in 2020-21.

Progress Monitoring

With the cancellation of the 2020 NYSESLAT, the CCSD will use the Primary Literacy assessment, MAPS assessment and TC running records to ensure that these students are receiving the appropriate level of instruction. Some options for schools to consider are provided below.

The CCSD will formalize the use of the existing local informal progress monitoring tools, implement tools that will allow the monitoring and collection of student performance data to inform instruction, develop instructional goals for English and Home Language development, and help accelerate the learning. These progress monitoring tools can be used to plan, modify, and/or differentiate instruction.

Educational Technology

In order to help students prepare for potential future closures, and to familiarize them with new technological trends in learning that will enhance their college, career, and civic readiness, the CCSD will continue to use technology, including online learning, and other educational digital tools, to not only address the needs of and build on ELLs’ knowledge, but to help ELLs become digital learners. Strategically including online resources, digital tools, and media in daily in-person or hybrid routines and lessons will facilitate a smoother transition into any future school closure.

Family Partnerships and Communication

The CCSD will continue to create and disseminate parent/guardian resources in the language(s) most frequently spoken by a school’s ELL/MLL population on how to access technology used in online education. Such resources should be posted on districts’ websites, and/ or via social media platforms.

New York State English Language Learner Parent Hotline: Parents and students can contact the NYS ELL/MLL Parent Hotline if they have questions or concerns related to language access or other aspects of parents and students' educational rights. This resource is operated by the New York State Language RBERN and it serves as a way for parents of ELLs/MLLs and persons in parental relation to inquire about their rights and the delivery of services for their children based on state regulations. It is intended to allow parents/guardians and students to inquire and receive responses in the top ten ELL/MLL home languages in NYS. The Parent Hotline can be reached via phone at (800) 469-8224 or via email at nysparenthotline@nyu.edu.

STAFFING

The CCSD, to the best of its ability, will ensure that all teachers, school and District leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment. We will also continue to utilize incidental teaching when determining how to staff our classrooms, which may include employing substitute teachers to address staffing needs for the allowable number of days, given their qualifications and teaching assignment. We will also work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction; and should consider whether their currently approved APPR plans may need to be revised to be consistent with their plans for reopening, whether in-person, remote, or a combination of the two.

TEACHER & PRINCIPAL EVALUATION SYSTEM

1. Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year
 - a. The CCSD will ensure that each educator's evaluation model will include one required student performance measure (SLOs for teachers; SLOs or an input model for principals). As per the most recently revised APPR plan for the CCSD, we will be using the Algebra and English Regents as our SLO, which will help significantly reduce the amount of paperwork.
 - b. The CCSD will work with teacher and administrative leadership to identify ways the APPR plan can be actualized and supported if the state mandates a hybrid of fully on-line instructional model that would make classroom observations challenging. The following steps will be taken if modifications to the APPR plan are necessary:
 - i. Elements of the teacher and principal Danielson & MPPR rubrics will be reviewed locally to determine the priority areas depending on the given instructional model.

- ii. If necessary, due to being in a hybrid or fully on-line model, we will designate the subcomponents of the Danielson rubric that we deem to be observable. This may be a limited number of observable rubric subcomponents.

CCSD 20-21 Continuity Of Learning Plan References & Resources:

- [NYSED COVID PAGE](#)
- [NYS DEPARTMENT OF HEALTH](#)
- [WESTCHESTER DOH COVID PAGE](#)
- [CENTERS FOR DISEASE CONTROL AND PREVENTION](#)
- [American Academy of Pediatrics \(AAP\) - COVID-19](#)
- [NYSED - School Reopening FAQs](#)
- [NYSED Recovering, Rebuilding, and Renewing the Spirit of New York State Schools Guidance](#)
- [NYSED Recovering, Rebuilding, and Renewing the Spirit of New York State Schools Presentation to the Board of Regents](#)
- [DOH - Interim Guidance for In-person Instruction at Pre-K to Grade 12](#)