

Coxsackie-Athens Transition & Transformation Plan

2021-2022

Ensuring a safe Transition to reopening that sets the foundation for our district to carry out our mission and vision, while Transforming our 2030 possibilities into reality during the next decade.

Coxsackie-Athens Central Schools

Introduction

Last year C-A Schools were able to host in-person learning all year by following our transition plan from the summer 2020. This plan is consistent with our 2020-21 plan. We understand that changes may be forthcoming and will update specific protocols when new guidance is issued and we will post [on our COVID webpage](#).

The health and safety of our students, our staff and their families is our top priority. We want students and employees to feel comfortable and safe returning to school campuses. Our reopening plan incorporates recommendations and guidance from the following institutions/agencies:

- Centers for Disease Control and Prevention (CDC)
- New York State Department of Health (NYSDOH)
- New York State Education Department (NYSED)
- GUIDELINES FOR REOPENING SCHOOLS From The AASA COVID-19 Recovery Task Force

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

The Coxsackie-Athens Central Schools worked with a cross-section of stakeholders to develop school transition plans that provide a safe learning environment for students and staff this fall. Stakeholders followed the guidance released by the New York State Education Department and New York State Department of Health to create a comprehensive plan that centers around the health and safety of our school community to provide equity and access to a quality education while also meeting the social-emotional needs of our students.

The Coxsackie-Athens transition plans were informed by four transition task forces as well as a district-wide transition and transformation team (LINKS team) composed of students, parents, educators, staff, board members and representatives of the local Department of Health and Risk Management team. The committees were established to assist the district by providing feedback into the development of our transition plans. The task forces; wellness, operations, learning and communications met for four sessions in the spring and summer of 2020 each with a total of 102 individuals participating in total. Follow-up was conducted with these groups throughout 20-21. Additionally, parents, students and staff were surveyed twice to collect and analyze pertinent information to be considered when developing this plan.

The committees used the district's [mission statement, vision and 2022 goals](#) as a focal point to ensure our plan supported our continuing journey to make [our 2030 Destination](#) a reality. The committees reviewed a plethora of resources such as (CDC guidelines, resources from NYS Department of Health, transition plans from other states, EAB Services Research, Questar III documents and guidance provided by the New York State

Coxsackie-Athens Transition & Transformation Plan

Education Department. The Coxsackie-Athens transition plans are student-centered with a safe learning environment at its core. These plans attempt to provide continuity of learning no matter the setting so each student may continue to develop the attributes making up [our readiness indicators](#) in order achieve extraordinary success.

Overall this plan provides a safe transition to reopening that sets the foundation for our district to make our mission, vision, and 2030 possibilities a reality in the next decade.

The following principles guided the Coxsackie-Athens Central Schools transition plans:

- The health, safety, and well-being of our students and adults is our top priority.
- Equity and access for all students within our school population must be a consideration for every part of our plan.
- Flexibility to provide in person, remote and a hybrid learning environment as needed so that we are prepared to move from one model to another if regulatory changes occur during the school year.

Following is the detailed plan for the Coxsackie-Athens Central Schools



Table of Contents

<u>Communication/Family and Community Engagement</u>	page 4
<u>Health and Safety</u>	page 6
<u>Child Nutrition</u>	page 15
<u>Transportation</u>	page 16
<u>Social-Emotional Well Being</u>	page 17
<u>School Schedules</u>	page 18
<u>Budget and Fiscal Matters</u>	page 21
<u>Attendance and Chronic Absenteeism</u>	page 21
<u>Technology and Connectivity</u>	page 22
<u>Teaching and Learning</u>	page 23
<u>Career and Technical Education</u>	page 24
<u>Athletics and Extracurricular Activities</u>	page 24
<u>Special Education</u>	page 25
<u>English New Language and World Languages</u>	page 25
<u>Staffing and Human Resources</u>	page 25

Communication/Family and Community Engagement

To help inform our reopening plan, the district has sought feedback and input from stakeholders, including administrators, faculty, staff, students, parents/guardians of students, local health department officials and health care providers, employee unions and community groups. Engagement efforts included online surveys, virtual forums/meetings and one-on-one conversations. The district remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors.

The plan is available to all stakeholders via the district website at: [CLICK HERE](https://www.cacsd.org/page/chome) <https://www.cacsd.org/page/chome> and will be updated throughout the school year, as necessary, to respond to local circumstances and any decisions made by the state. Every effort has been made to ensure that the plan is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA.

As part of its planning for the reopening of schools and the new academic year, the district has developed a plan for communicating all necessary information to district staff, students, parents/guardians, visitors and education partners and vendors. The district will use its existing communication channels – including a dedicated page on the district’s website, Facebook, Twitter, Instagram, Aptegy(robo calls/emails), the [Superintendent's weekly updates](#) as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

- A. The district did and will engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans.
 - a. The district held virtual community forums throughout the 2020-21 school year.
 - b. The superintendent held monthly Facebook live town halls to communicate changes and provide parents an opportunity to provide feedback on COVID protocols.
- B. The district has developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
 - a. Signage has been ordered
 - b. Web page has been active
 - c. Training has been scheduled for the month of September for staff, students and families.
- C. The district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. This will occur in the opening weeks of school with follow-up each month.
- D. The district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.”
- E. District has and will provide regular updates about health and safety, scheduling, and all other information families should be aware of. When distributing plans and information, families can provide feedback via our website portal.

Coxsackie-Athens Transition & Transformation Plan

- F. The district has and will present information through a wide array of platforms, including, for example, traditional mail, email, telephone calls, texting, social media, news media, and website postings. A hot-line for tech services has been running since March 2020 and [a website](#) for parents and families to access the latest information and updates is available.
- G. All families have access to technology and there are supports in place to help operate and maintain the equipment.

Additionally the District will:

- A. Post and maintain all school transition plans on the District website and have hard copies available at each school in the languages spoken by families.
- B. Develop a signage campaign promoting physical distancing protocols and best practices for health and hygiene.
- C. Placing district logo decals on the floors to direct traffic flow in and out of the buildings.
- D. Maintain frequent communication with employees through e-mails, social media posts, and Town Hall meetings.
- E. Develop a special communications plan for students, parents, or legal guardians that includes protocols for being on campus.
- F. Monitor and update FAQs posted on the web site.
- G. Informing staff, parents and students about the following:
 - a. Mitigating the spread of the virus through physical distancing and wearing PPE;
 - b. Self-monitoring health daily;
 - c. Seeking medical attention, and, if necessary, self-isolating;
 - d. Communicating a concern about someone possibly infected with the virus;
 - e. Responding to a school outbreak of the virus; and
 - f. Returning to school following an outbreak.
- H. Build on a morale booster campaign, #CACProud, to support students, staff and families during our transition..
- I. Deliver frequent updates to the school community via news releases, social media platforms, and the web site.
- J. Immediately notify parents through Robo messaging system of any confirmed positive cases of COVID-19 within the school community.
- K. Immediately notify the local health department about potential COVID cases and work closely with local health department guidelines for contact tracing and coordination as needed.

Health and Safety

The district has considered the number of students and staff allowed to return in person. These factors have been considered when determining resumption of in person instruction. The district has and will engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing health and safety reopening plans.

All students and staff are required to:

- A. Wear face coverings over their nose and mouth except when engaged in instruction and seated at a desk that is socially distant from peers and staff. It is our goal that at least 50% of a class period's lesson would allow for mask breaks. We understand that at times, the lesson may require more teacher and student movement and thus masks would need to be worn.
- B. Wear a face covering to ride the school bus and wear it while entering, exiting, and while seated.
- C. School bus drivers and aides must wear a face covering while driving students to/from school.
- D. Maintain 6 ft. of social distancing while in school and on school grounds wherever appropriate (e.g. common areas such as entrances/exits, lobbies, hallways, etc.)
- E. Participate in daily health screenings prior to arriving at school.
- F. Participate in training provided by the District on proper practices of hand hygiene, respiratory hygiene and social distancing.

Parents will:

- A. Be expected to take their child's temperature and complete daily health screening before coming to school every day.
- B. Keep their child(ren) home from school if they display a temperature greater than 100.0 Fahrenheit and/or answer "Yes" to any of the daily health screening questions.

The District will:

- A. Ensure that personnel performing in-person screening activities are properly trained and appropriately protected from exposure.
- B. Require daily temperature checks for all individuals before entering our schools. No one with a temperature greater than 100 Fahrenheit will be permitted to enter except to be quarantined in a designated, supervised area until the individual(s) can be safely removed from school premises. All efforts will be made to protect the confidentiality of the individual(s).
- C. Immediately notify the local health department about potential COVID cases and work closely with local health department guidelines for contact tracing and coordination as needed.
- D. Consult with the local health department about the requirements for determining when an individual who has tested positive can return to the in-person learning environment.
- E. Provide each student and staff member with a cloth face covering. Disposable face coverings will be available for anyone without a face covering.
- F. Provide and maintain hand hygiene stations, including handwashing soap, warm water, and disposable paper towels, as well as alcohol hand sanitizer (60 or more) for areas where handwashing is not feasible.

Coxsackie-Athens Transition & Transformation Plan

- G. Conduct daily cleaning and disinfecting protocols. All products used will be in compliance with all COVID-19 safety guidelines.
- H. Ensure regular cleaning and disinfection of restrooms and distancing rules will apply.
- I. Provide for the cleaning and disinfection of exposed areas in the event an individual is confirmed to have COVID-19. Cleaning and disinfection practices that follow CDC guidelines will include heavy traffic areas and high touch surfaces such as desks and cafeteria tables.
- J. Ensure that shared books and supplies will be minimized and where used, books (e.g., library books, trade books) supplies (e.g., science lab materials) will be disinfected or allowed to remain untouched for 3 days between use (or length specified by CDC).
- K. Restrict school visitors to those required for school business.
- L. The district will utilize virtual meetings whenever possible; such as, CSE/CPSE, 504 and parent conferences.
- M. Train students and staff on proper hand hygiene, respiratory hygiene and social distancing practices.

Nursing Services

The school nurse is an essential member of pandemic preparedness, re-opening and re-entry planning teams. School nurses are on the front lines of exposure to students who are sick or who are asymptomatic but infectious. The C-A nursing team has created a comprehensive reopening plan to ensure that we are providing care for all students. Nurses are the wellness advocates for their schools, and their roles have never been more important than now, with school communities wrestling with how to prevent the spread of the novel coronavirus. Plans and protocols have been developed to provide training to recognize signs and symptoms as well as health hygiene training for students and employees.

PPE requirements for school health office staff caring for sick individuals includes both standard and transmission-based precautions. In areas with moderate to substantial community transmission, eye protection (e.g., goggles or face shield) will be added. When caring for a suspect or confirmed individual with COVID-19, gloves, a gown, eye protection, and a fit-tested N-95 respirator will be used (if an N-95 respirator is not available, a surgical face mask and face shield will be used). Additional health office protocols can be accessed [here](#).

Return to Work Protocols

The district has developed specific protocols for return to work and applicable training materials consistent with the NYSDOH guidelines

Health Checks

The district has developed resources to educate parents/guardians and staff members regarding the careful observation of symptoms of COVID-19 and health screening measures that must be conducted each morning before coming to school. The resources include the requirement for any student or staff member with a fever of 100°F or greater and/or symptoms of possible COVID-19 virus infection to not come to school. The Centers for Disease Control and Prevention (CDC) list of Coronavirus symptoms was used to develop these resources.

[BACK TO TOP](#)

Coxsackie-Athens Transition & Transformation Plan

Daily temperature check and completion of the screening questionnaire provided in the New York Forward Pre-K to Grade 12 School Guidelines for staff, contractors, vendors, and visitors prior to arrival at school is required. The district will implement the following practices to conduct mandated health screening. A digital survey tool will be used for daily health screening for all employees, located on the website at the Mandatory Daily Health Screening link. Computer kiosks shall be available onsite to account for groups that do not have internet access.

Parents/guardians are required to complete health checks of their child prior to arrival to school, most notably assurance of temperature not exceeding 100°F. Daily temperature check and completion of the screening questionnaire (mentioned above) shall be made available for students and parents to complete prior to arrival at the bus stop and school.

All steps shall be taken to ensure all students are treated equally and students whose parent/guardian did not complete the screening are not singled out. Multiple avenues of screening completion shall be used, including having nurses take temperature for specific cases or even randomly. In no instance will a child be excluded from school due to lack of home screening. Any such instance requiring screening to be completed at school shall be treated in a confidential manner with the screening being completed as quickly as possible to minimize time away from class. Any screening data shall be kept confidential by the COVID-19 safety coordinators in a secured database. Information will be segregated and shared with respective administrators for attendance and job responsibility purposes.

[LEARN MORE ABOUT SCREENING AND TESTING PROTOCOLS HERE](#)

Contact Tracing

The district shall ensure compliance with Contact Tracing Protocols. The district will notify the state and local health department immediately upon being informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district. To assist the local health department with tracing the transmission of COVID-19, the district has developed and maintained a plan to trace all contacts of exposed individuals in accordance with protocols, training, and tools provided through the New York State Contact Tracing Program.

Districts shall assist with contact tracing by:

- A. Keeping accurate attendance records of students and staff members
- B. Ensuring student schedules are up to date
- C. Keeping a log of any visitor which includes date and time, and where in the school they visited
- D. Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

Confidentiality shall be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department. Information about COVID-19 containment efforts will be communicated to students, families and staff members via the district's website, Facebook, Twitter, email, Blackboard(robo call emails). In the event that a large-scale testing for COVID-19 will need to be conducted at the school, the district administration will work with the Greene County Department of Health to do so.

[Learn more about Contact Tracing Here](#)

Infection Control Strategies

Spaces have been designated in school buildings for isolation from others and immediate dismissal from school if an individual has a temperature of 100°F or greater or has a positive response to a screening question. Students and staff must notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. The respective school nurse and building administrator serve as the primary point of contact. The district requires students, faculty, or staff members who develop COVID-19 symptoms during the school day to report to the nurse's office and the dedicated isolation area, prior to being picked up or otherwise sent home. Students will be supervised in the isolation area while awaiting transport home and will be separated by at least 6 feet. Students will be escorted from the isolation area to their parent/guardian. Students or staff will be referred to a healthcare provider and provided resources on COVID-19 testing. If there are several students waiting to see the school nurse, students must wait at least 6 feet apart. The district has designated areas to separate individuals with symptoms of COVID-19 from others until they can go home or to a healthcare facility, depending on severity of illness.

One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies.

Return to School After Illness

Protocols have been established for Return to School/Work Protocols After COVID-19 Case, in consultation with the local health department, about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

- A. Documentation from a health care provider following evaluation
- B. Negative COVID-19 diagnostic test result
- C. Symptom resolution, or if COVID-19 positive, release from isolation

The district will refer to DOH's Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19. The district requires that individuals who were exposed to the COVID-19 virus complete quarantine and have not developed symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Vulnerable Populations / Accommodations

We recognize that some students and staff members are at an increased risk for severe COVID-19 illness, live with a person who is at an increased risk, or simply do not feel comfortable returning to an in-person educational environment. It is our goal that these individuals are able to safely participate in virtual/remote educational activities. The district shall work to identify vulnerable populations, those at increased risk for severe COVID-19 illness, with the assistance of the designated school physician and the COVID-19 safety coordinators. As applicable, the following may occur:

Coxsackie-Athens Transition & Transformation Plan

- Provision of additional PPE
- Modification to work/educational services
- Isolation and containment of people with symptoms

Face Covering

The district understands and affirms the wearing of face covering, required for students and staff. Students, staff and visitors to our schools will be expected to wear face coverings when six-foot physical distance is not possible, including on the school bus and outside the school bus. Students will be allowed to remove face coverings during meals, portions of instruction under the guidance of the teacher, and for short breaks so long as they maintain appropriate social distance. Students who are unable to medically tolerate a face covering will not be required to wear one. Other PPEs like a face shield may be beneficial and will be provided. Students and staff will need to be prepared to wear a face covering in case another person unexpectedly cannot socially distance, they will thus be required to wear a face covering in all common areas (e.g., entrances and exits) and when traveling around the school. The district shall provide a washable, cloth face cover to all employees and students. Staff and students are allowed to wear personal face coverings as well.

A disposable face covering will be provided to students and staff, if needed, at no cost. Acceptable face coverings for COVID-19 include, but are not limited to, cloth-based coverings and surgical masks that cover both the mouth and nose.

Employees with healthcare provider documentation stating they are not medically able to tolerate face covering will not be required to do so. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school, so there may be periods of time when masks are not worn. Face coverings should not be placed on:

- A. Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction
- B. Anyone who has trouble breathing or is unconscious
- C. Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

The district will instruct students, parents/guardians and staff, contractors and vendors on:

- D. The proper way to wear face coverings
- E. Washing hands before putting on and after removing their face covering
- F. Proper way to discard disposable face coverings

All persons will be expected to wear masks while in our buildings and while exiting to personal transportation.

Classrooms:

- Students and adults will wear masks when moving into, out of and within the classroom.
- Teachers will direct students when it is acceptable to take a mask break.
 - This will occur when all students are safely seated at their desks.
 - This will occur so that mask breaks will occur for students throughout the class period amounting to 50% of the time.
 - Teachers can establish equitable processes for mask breaks.

[BACK TO TOP](#)

Coxsackie-Athens Transition & Transformation Plan

Lunch Rooms

- Students and adults will wear masks when moving into, out of and within the cafeteria.
- Students may take their masks off to eat when seated.

School Bus

- All riders will wear masks at all times.

Health Hygiene

The district will emphasize healthy hygiene practices for students and staff by providing initial and refresher education in hand and respiratory hygiene, along with providing adequate supplies and time for frequent hand hygiene. Signs will be posted throughout the school (e.g., entrances, restrooms, cafeteria, classrooms, administrative offices, auditorium, custodial staff areas) and regular messaging will be shared with the school community. Signage will be used to remind individuals to:

- A. Stay home if they feel sick.
- B. Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- C. Properly store and, when necessary, discard PPE.
- D. Adhere to social distancing instructions.
- E. Report symptoms of, or exposure to, COVID-19.
- F. Follow hand hygiene, and cleaning and disinfection guidelines.

Hand Hygiene

Students and staff must carry out the following hand hygiene practices.

- A. Wash hands routinely with soap (any kind) and water for at least 20 seconds.
- B. Dry hands completely after washing. Use paper towels to dry hands if available instead of a hand dryer if they are available.
- C. If soap and water are not available, use an alcohol-based hand sanitizer that is at least 60% alcohol. Hand sanitizer should be rubbed on the hands until it is completely absorbed. DO NOT dry hands if sanitizer is used. Hand washing should occur:
- D. Before and after eating (e.g. snacks and lunch).
- E. After going to the restroom or after assisting a student with toileting.
- F. After using a tissue.
- G. Before and after using shared materials.
- H. After coming in from the outdoors.
- I. Anytime hands are visibly soiled.

Respiratory Hygiene

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, the district will emphasize the importance of respiratory hygiene. Students and staff must carry out the following respiratory hygiene practices.

- A. Cover a cough or sneeze using a tissue. If a tissue is used, it should be thrown away immediately.

Coxsackie-Athens Transition & Transformation Plan

- B. If you don't have a tissue when sneezing or coughing, sneeze into your elbow.
- C. Wash your hands after sneezing or coughing.
- D. Face coverings are protective. Wearing a face covering will keep the respiratory droplets and aerosols from being widely dispersed into the air.

Facilities

The District will:

- A. Design hallway traffic to be one-way, where possible, with appropriate signage
- B. Ensure filtration and ventilation systems meet or exceed minimum requirements.
- C. Encourage teachers to have windows open and instruct parts of classes outdoors, where practical and feasible.
- D. Limit the use of lockers.
- E. Reduce the number of materials students need with them on a daily basis.
- F. Provide dispensers of hand sanitizer containing at least 60 percent alcohol at all entrances and exits to buildings and other areas including office suites, classrooms, Libraries and cafeterias.
- G. Ensure all sinks are operating properly with sufficient hand soap and towels.
- H. Ensure water fountains with bottle dispensers are operating.
- I. Distribute cleaning materials to employees to wipe down surfaces such as computer keyboards, mice, desks, and the like before and after use.
- J. Document cleaning and disinfecting routines, especially in high-use areas such as toilet rooms, offices, heavy transit areas, door handles, and high-touch surfaces (computer keyboards, telephones, calculators, work stations).
- K. Utilize misters to disinfect classrooms during the evening.
- L. Ensure continuity of all safety, security and evacuation plans and procedures.
- M. Follow our operations plan for cleaning and disinfecting a specific area of the school should an individual suspect exposure and/or actual infection with the virus.
- N. Have classrooms cleaned and disinfected following CDC/DOH guidelines.
- O. Have high touch areas and common areas cleaned and disinfected following CDC/DOH guidelines.
- P. Follow all code requirements if any changes are made to non-traditional classroom spaces.
- Q. Meet the submission deadline for the Building Condition Survey or Visual Inspections.
- R. Conduct testing of water as prescribed in NYS DOH regulation 67-4, Lead-In-Water Testing.

Social Distancing

The district has developed a plan with policies and procedures for maintaining social distancing of all students, faculty, and staff when on school facilities, grounds and transportation. The plans are consistent with USDOL OSHA standards: Spatial Relationships-Maximizing Social Distancing (Protocols).

A "Cohort" model (especially K-8) shall be instituted to minimize transitions. Classroom capacity, primarily the number of desks in classrooms has been assessed and rooms have had excess furniture removed when necessary. In some buildings spaces such as gyms, libraries, and/or computer labs may be repurposed for

Coxsackie-Athens Transition & Transformation Plan

instruction. Offices and Workrooms have also been assessed as well. Physical barriers are used when six feet is not feasible in a space. Reduced transitions and avoidance of congestion in shared space (hallways, no locker use, common areas) is expected. Maximum capacity signage for smaller spaces shall also be posted based on the 6 ft. requirement. One way directional signage will be used as much as feasible. Even with the existence of social distancing of 6 feet, proper face coverings must be worn in common areas such as hallways or school buses. For those medically unable to wear face coverings accommodations will be made to ensure a social distancing of 6 feet.

Cleaning and Disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by [Disinfecting and Cleaning of Facilities](#), the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection. Protocols for daily disinfection of all spaces have been reviewed extensively with cleaning and custodial staff. Specialized equipment for sanitizing spaces have been purchased and staff trained for proper use.

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home. The district will provide and maintain hand hygiene stations around the school, as follows:

- A. For handwashing: soap, running warm water, and disposable paper towels.
- B. For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- C. Touch-free paper towel dispensers.
- D. Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which should be cleaned and disinfected between each individual’s use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed. The district will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use. Employees will be provided with resources for cleaning personal space and cleaning of frequently touched areas and items.

Filtration and Ventilation

The district has clear protocols for the enhancement and maintenance of filtration and ventilation. The protocols are as follows: filtration and ventilation meet or exceed minimum requirements. The protocols serve to ensure adequate, code required ventilation (natural or mechanical), with the goal of increasing ventilation with outdoor air to the greatest extent possible (e.g., opening windows and doors) while maintaining health and safety protocols, particularly for younger students. Working with engineers, the district has established proper filtration requirements, both type and frequency of replacement.

Coxsackie-Athens Transition & Transformation Plan

Visitors to Campus

Visitors will not be allowed in school buildings, except for official purposes or for reasons related to the safety and well-being of students. Parents/guardians will report to the front office and not go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will be restricted in their access to our school buildings. Visitors must follow all safety protocols as listed above. Training will be conducted for front door staff (aides/monitors, etc.) to ensure that these protocols are followed consistently. Protocols for maintenance and grounds, as well as contractors working in buildings have been established.

Public Use of Facilities and Grounds

Any allowable use of school facilities must be subjected to the same guidelines required for all other school operations.

School Safety Drills

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

Conducting drills is an important part of keeping students and staff safe in an emergency; however, steps shall be taken to minimize the risk of spreading infection while conducting drills. Procedures will be implemented to modify school safety drills to ensure social distancing between persons. Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

The school district modifications to evacuation drill protocols may include, but are not limited to:

- A. Conducting drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by the classrooms, minimizes contact of students in hallways, stairwells, and at the evacuation site.
- B. Conduct lockdown drills in classroom settings while maintaining social distancing/using masks.
- C. Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person.
- D. Conduct lockdown drills in classrooms without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.

School Closures

A closure refers to contingency plans, protocols, and procedures for decreasing the scale or scope of in-person education. The district will collaborate with the Greene County Department of Health to determine the

Coxsackie-Athens Transition & Transformation Plan

parameters, conditions or metrics (increased illness in school, community, or region) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. The decision for school closure (reduction of in-person education) shall be in consultation with state and county health departments,

If absentee rates impact the ability of the school to operate safely the district may choose to modify operations prior to closing to help mitigate a rise in cases. For instance, if infection rates are rising above 5%, consideration may be given to modifying school operations for medically vulnerable students and staff if they are participating in in-person activities. The district shall consult the local department of health when making such decisions. Determination will be made as to which operations will be decreased, or ceased and which operations will be conducted remotely; a process to conduct orderly closures which may include phasing, transitions, will be made by the Superintendent of Schools.

Child Nutrition

- A. District/School will provide all students enrolled in the SFA with access to school meals each school day. This must include:
 - a. students in attendance at school; and
 - b. students learning remotely.
- B. District/School will address all applicable health and safety guidelines.
- C. District/School will include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.
- D. District/School will include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.
- E. District/School will include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.
- F. District/School will ensure compliance with Child Nutrition Program requirements.
- G. District/School will provide communication with families through multiple means in the languages spoken by families.

In Addition the District will provide:

- A. Breakfast and lunch pre-packaged as much as feasible and served to ensure appropriate social distancing, including allowance for eating in classrooms. The process for food stations/delivery is being developed.
- B. Alternate locations for students with severe food allergies, as needed.
- C. Supervision of students during meal times and prohibit students sharing food and beverages unless members of the same household.
- D. More details [can be found here](#).

[Back to top](#)

Transportation

- A. Students who are able will be required to wear masks and social distance on the bus;
- B. All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day will be cleaned/ disinfected once a day. High contact spots will be wiped down after the am and pm run depending upon the disinfection schedule.
- C. School buses will not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses;
- D. Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.
- E. Face coverings will be required on school buses. Students must wear a face covering to ride the school bus and wear it while entering, exiting, and while seated.
- F. School bus drivers and aides must wear a face covering while driving students to/from school.
- G. Parents/guardians must screen their child(ren) for fever/signs of COVID prior to getting on the bus; sick students must be kept home.
- H. Students will be assigned seats for appropriate social distancing.
- I. Members of the same household/family will sit together on the bus.
- J. Parents are encouraged to drive their children where feasible.
- K. Staggered school arrival times and dismissal procedures will likely be necessary. This will be communicated to families prior to the start of school.
- L. Students who do not have a mask can NOT be denied transportation;
- M. Students who do not have masks will be provided one by the district;
- N. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- O. If the school district is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/ if the district is not;
- P. All students are entitled to transportation by the district to the extent required by law. The district will not deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.
- Q. School bus drivers, monitors, attendants and mechanics will perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they will notify their employer and seek medical attention;
- R. School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield;
- S. Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19;
- T. Our Transportation carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.
- U. Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

Social-Emotional Well Being

The District Will:

- A. Ensure the district-wide and building-level developmental school counseling program plans are reviewed and updated to meet current needs.
- B. Utilize LINKS team to address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.
- C. Utilize the LINKS team to address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.
- D. Use data to identify Social Emotional Learning(SEL) needs and incorporate strategies to meet those needs
- E. As part of our Multi-Tier System of Support(MTSS)** framework, SEL, mental health, and well-being; ensure appropriate support offered at all levels.
- F. Promote and support our district 2022 goal: 100% of students will engage in SEL training every year that will result in a 10% decrease in discipline referrals each year and improved results on the school culture assessment tool.
- G. Build school community structures that encourage human connection, and that acknowledge it is necessary for us to take care of our physical and emotional safety and comfort before we can effectively teach and learn. The district will offer ongoing embedded opportunities for adults to develop and strengthen their own social and emotional competencies.
- H. Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.
- I. Offer professional learning opportunities to all staff. Address critical topics related to personal, student, and community well-being, including trauma-responsive practices, social emotional learning, restorative practices, mental health education, culturally and linguistically responsive-sustaining practices, implicit bias and structural racism, and facilitating difficult conversations about race.
- J. The district will encourage staff to offer opportunities for movement and physical activity to the extent possible. Social emotional and physical well-being are interconnected.
- K. Continue to survey students regularly asking about their needs.

***MTSS is an evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions). MTSS is grounded in the belief that all students can learn, and all school professionals must be responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful. It is an important means of addressing equity and most importantly, ensures that all young people are provided with the support they need to thrive.*

A strong set of universal interventions designed to support social emotional well-being will be crucial to our collective success as students and adults return to instruction and the school environment with increased needs. The supports represented in the universal tier are foundational to secondary and tertiary supports. In general, universal interventions should be effective for most students, but targeted and intensive support will be needed to address student needs that could not be met with universal interventions. A strong foundational tier helps ensure that schools are not overidentifying students for tier 2 and 3 supports, which allows them to more strategically allocate resources for the higher tiers

School Schedules

In-School Frameworks

All Schools

- A. The first week of school will be orientation to familiarize students with school and new protocols.
- B. Families will be notified of the orientation schedule and official start date by August 15.
- C. Classes moving within hallways will be regulated to reduce the number of students in the hallway at a given time.
- D. There will be no field trips for the time being. Virtual field trips will increase.
- E. Filtration and ventilation will meet or exceed minimum requirements. Teachers will be encouraged to have windows open and instruct parts of classes outdoors, where feasible.
- F. Locker use will be limited at the secondary level.
- G. Students will be asked to carry a reduced number of materials with them on a daily basis.
- H. All students will be provided a mobile learning device.
- I. Persons in a room will be below allowable limits under physical distancing guidelines.

Specialized Services

- A. Students in special class settings will be onsite daily when school is in session- if general education is remote we will consider a 4 hour program in-person
- B. CSE/CPSE, 504 Meetings will be held virtually through Google meet and/or phone conference
- C. District will work with 853 schools to assist with in-person programs- following DOH guidelines
- D. Students receiving special education services will continue to receive these services.

Kindergarten - Grade 4

- A. Grades K-4 will have daily in-school learning.
- B. Class sizes limited to meet DOH recommended seating distances.
- C. Maximize physical distance by utilizing special area classroom spaces.
- D. Students will remain in classrooms for some special area classes.
- E. Recess maximized throughout the day.
- F. Breakfast and lunch served in a modified format to maximize physical distancing.
- G. Multiple entrances utilized at arrival and dismissal to maximize physical distancing.
- H. Potential transition to remote learning or shortened sessions some days per week.
- I. In the event school buildings are compelled to close, school will resume remotely.

Grades 5-6

- A. Grades 5-6 will have daily in-school learning.
- B. Class sizes limited to meet DOH recommended seating distances.
- C. Students remain in the same cohort for all classes.
- D. Subject area teachers travel and students remain in the classroom.
- E. Most instruction provided in longer blocks of time semestered or following an alternating day schedule.
 - a. Limit corridor interaction to maximize physical distancing.
 - b. Transition more readily to remote or hybrid learning
 - c. Study and mask breaks within each block

Coxsackie-Athens Transition & Transformation Plan

- F. Class dismissals staggered to maximize physical distancing.
- G. Outside Recess
- H. Chorus and Band will be “10th” period.
- I. Breakfast and lunch served in a modified format to maximize physical distancing.
- J. Multiple entrances utilized at arrival and dismissal to maximize physical distancing.
- K. Potential transition to remote learning or shortened sessions some days per week.

Grades 7-8

- A. Grades 7-8 will have daily in-school learning.
- B. Class sizes limited to meet DOH recommended seating distances.
- C. Students remain in the same cohort for all classes except for electives.
- D. Most instruction provided in longer blocks of time semestered or following an alternating day schedule to reduce the number of student contact exposures each day.
- E. Class dismissals staggered to maximize physical distancing.
- F. Outside Recess will be provided.
- G. Breakfast and lunch served in a modified format to maximize physical distancing.
- H. Multiple entrances utilized at arrival and dismissal to maximize physical distancing.
- I. Potential transition to remote learning or shortened sessions some days per week

Grades 9-12

- A. Grades 9-12 will have daily in-school learning.
- B. Class sizes limited to meet DOH recommended seating distances.
 - a. Supervised remote livestream from within the building if necessary.
- C. Most instruction provided in longer blocks of time semestered or following an alternating day schedule.
 - a. Limit corridor interaction to maximize physical distancing.
 - b. Transition more readily to remote or hybrid learning
 - c. Study and mask breaks within each block
- D. Class dismissals staggered to maximize physical distancing.
- E. Breakfast and lunch served in a modified format to maximize physical distancing.
- F. Multiple entrances utilized at arrival and dismissal to maximize physical distancing.
- G. Students attending CTE or New Visions at a BOCES facility may have alternative remote schedules.
- H. Potential transition to remote learning or shortened sessions some days per week.

Remote Learning Frameworks

In the event a school or schools must change to remote learning:

Grades K-4

- A. Daily 3-hour synchronous learning schedule.
 - a. 9am-noon
 - b. Daily Responsive Classroom activities.
 - c. ELA, math and social studies and science learning blocks
 - d. Daily attendance recorded
- B. Lessons recorded and accessible for later review.
- C. Afternoon independent learning for exploratory subjects with remote teacher support.
- D. Daily teacher office hours

Coxsackie-Athens Transition & Transformation Plan

- E. All students provided a mobile learning device.

[Back to Top](#)

Grades 5-12

- A. Daily condensed synchronous learning schedule.
 - a. Start time is 9am
 - b. Daily attendance recorded
 - c. Interactive lessons will occur
- B. Lessons recorded and accessible for later review.
- C. Daily Responsive Classroom activities for grades 5-6
- D. Daily teacher office hours.
- E. All students provided a mobile learning device.

[LEARN MORE ABOUT REMOTE LEARNING PROTOCOLS HERE](#)

Hybrid Learning Framework:

Building-wide scenario

- A. Each building can transition to an alternating schedule
 - a. 50% of students(group A) would attend in-person Monday and Tuesday
 - b. 50% of students(group B) would attend in-person Thursday and Friday
 - c. 100% of students would be remote on Wednesday exceptions for some students with disabilities may occur.
 - i. Teachers would provide remote instruction from the school.
 - d. Students would be scheduled K-12 alphabetically by household.
- B. Any students working remotely while in-school instruction is taking place would live stream following their daily schedule.

Opening of School Year

The school calendar typically includes one or more staff-only days throughout the year. Acknowledging the challenges that teachers, staff and students will encounter upon transitioning back to school, the district will shift some of those days to the start of the school year to focus on professional learning days.

The first week of session will also be utilized for student orientation. This time will allow students to meet with their teacher(s) and begin to establish the relationships necessary for a successful school year. As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

We acknowledge that we may have to transition between the three models during the school year. In order to test our remote learning protocols if we are in session either fully or in a hybrid dynamic model, we will be scheduling some remote learning days during the school year. This will allow the district and families to recognize any barriers to successful remote learning early so they may be corrected. These will be announced prior to school starting.

*Budget and Fiscal Matters

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

[Back to top](#)

Attendance and Chronic Absenteeism

The district will:

- A. Collect and report daily teacher-student engagement or attendance whether the setting is in person, remote or hybrid.
- B. Will focus on the academic consequences of lost instructional time and address absences before students fall behind in school.
- C. Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) will be reported in SIRS.
- D. Attendance must be reported by any reporting entity that is required to take attendance;
- E. Resident students of compulsory age who are not in attendance in our school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;
- F. Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.

Technology and Connectivity

The district will:

- A. Have knowledge of the level of access to devices and high speed broadband all students and teachers have in their places of residence;
 - a. Is already part of the family survey.
- B. To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
 - a. 30 wifi hotspots in house already, ready for deployment. More devices will be necessary to meet the needs of our community.
 - b. 40-50 families received free internet access through StateTel or Mid-Hudson during the closure period.
- C. Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
 - a. All students have access to devices. Most students have access to reliable internet - we are working to ensure all students have this access and are able to submit assignments electronically.
 - b. Teachers will utilize Google Meet to connect with students on a regular basis. Google Meet allows those without sufficient internet access to call into the meeting with a phone connection.
 - c. Google Classroom (3-12) and Seesaw (K-2) will help teachers communicate their instruction and assessment to their students. Students can use these platforms to submit assignments and ask questions of their teacher.
 - d. Teachers will be flexible with how they will accept student products. Where possible and applicable, teachers will provide students with a menu of products to provide evidence of standard mastery.

[Back to Top](#)

Teaching and Learning

- A. Instruction will be aligned with the outcomes in the [New York State Learning Standards](#).
- B. 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 with clear opportunities for instruction that are accessible to all students.
- C. Instruction aligned to the academic program will include regular and substantive interaction with the teacher regardless of the delivery method.
- D. The district will ensure there is 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.
- E. 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. The district will ensure that the learning is supported, and students have access to assistance from a qualified teacher when they need it.
- F. Instructional experiences will 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.

Grading

The middle school and high school will implement standards based reporting of grades on a four-point scale. Transcripts will when necessary be converted for GPA purposes.

Remote Instructional Model

Teachers will:

- A. Prepare for remote learning by planning individualized projects that can connect and reinforce in-person classroom learning.
- B. Consider in advance what materials might be suggested for students to have on hand at home or create assignments that can be completed with items easily found at home.
- C. Create a plan for how to give students assignments, feedback, and track their progress.
- D. Consider combining synchronous and asynchronous learning opportunities to maintain community and teacher access.
- E. Develop digital and non-digital options for sharing student's creative works within the classroom community and with the broader school community.
- F. For Science Labs 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.

[BACK TO TOP](#)

Coxsackie-Athens Transition & Transformation Plan

Physical Education

Per New York State Health Department Guidelines the district will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities that require aerobic activity and result in heavy breathing (e.g., participating in gym classes).

Teachers will:

- a. Consider using a microphone and speaker when delivering instruction to students.
- b. Focus more on individual pursuits or skills rather than traditional team sports or activities.
- c. Use games and activities that require no physical contact and do not require students to be in close physical proximity to each other.
- d. Include opportunities for student choice and incorporate student-suggested activities when appropriate.
- e. Ensure lessons are planned around the available space for instruction.
- f. Maximize the use of safe outside spaces to conduct class.

Arts

Due to the hands-on nature of Arts instruction, additional considerations will be given to both the managing of Arts instructional spaces, as well as the development of instructional methods to teach the Arts via remote or hybrid models.

Career and Technical Education and STEM

Teachers with the support of the district will:

- A. Identify content that takes precedence in the event instructional capabilities are modified and/or changed throughout the year.
- B. Identify those activities that must take place in a classroom and those that can be completed independently.
- C. Determine what students need to complete all learning activities and how to provide access to necessary materials.
- D. Consider providing individualized student “to go” kits to enable students to pivot to remote learning if necessary. These kits could be assembled by learning modules and exchanged out as students complete each module.
- E. Utilize online platforms when teaching in person to build practice among students in the event that districts may need to switch to remote learning.
- F. Create instructor videos demonstrating skills or teaching content for use both in and outside of the classroom.
- G. Consider live streaming video of what is taking place inside the classroom in the event some students are home, and some are present.
- H. Consider opportunities for instructors to operate portable video cameras during lessons. For example, when an instructor is providing a laboratory demonstration, he or she can display to students in their seats instead of them standing closely watching the demonstration.
- I. Determine procedures for sharing, disinfection, and decontaminating materials and equipment

Athletics and Extracurricular Activities

- These programs are conducted only when physical distancing and all DOH guidelines can be.
- Extracurricular activities and clubs will be conducted both in person and remotely where feasible.

Special Education

- A. The district will, whether in-person, remote, and/or through a hybrid model, 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 services.
- B. The district will have 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.
- C. The district will facilitate 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.
- D. The district 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.
- E. The district will 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.
- F. Students in special class settings, will be onsite daily when school is in session. A possible modified schedule- 4 hour program if district is remote
- G. Students receiving special services will continue to receive these services (e.g., ENL, speech).

English New Language and World Languages

- A. The district will provide all communications to parents/guardians of English Language Learners (ELLs) in their preferred language and mode of communication to ensure that they have equitable access to critical information about their children's education.
- B. The district will ensure that all ELLs receive appropriate instruction that supports college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language program based on their most recently measured English language proficiency level.
- C. The district will conduct ELL identification for all students who enrolled during COVID-related school closures in 2019-20 and 2020-21 school year, during the summer 2021, and during the first 20 days of the 2021-22 school year within 30 days of the start of the school year.
- D. The district will provide professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commissioner's regulations.

Staffing and Human Resources

- A. Pursuant to Education Law 3012-d, the district will fully implement its currently approved APPR plans.
- B. Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. The district will review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments.