


















Reopening Plan for










**In-Person Learning
September 2021**

“You can’t hide your Panther Pride”

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*Thank you to our Students, Parents, Teachers, Staff, Board of Education, Administration and the entire Crown Point Central School Community for your support during this pandemic. We will get through this! We are on a new journey, exploring unknown territory...**together!***



Introduction & Plan Summary

Introduction:

In conjunction with the Local Health Department, Crown Point Central School closed on March 16, 2020. By Executive Order 202.4, Gov. Cuomo closed all NYS school districts for instruction to students March 18, 2020. In further Executive Orders, he closed districts for the remainder of the 2019-2020 school year. As a District, based on metrics and CDC guidance, we feel it is time to safely reopen for in-person learning. This is necessary for more regular student and employee operations as they are essential to the continued functioning of CPCS.

Crown Point Central School's Reopening Plan establishes and outlines the practices and conditions needed to meet the CDC and NYS Department of Health guidelines surrounding COVID-19. This Reopening Plan also references Governor Cuomo's "New York Forward" & "The Spirit of New York's Schools" guidelines. We are committed to the health and safety of our students and staff.

As the reopening process begins and as the school year gets underway, CPCS expects further guidance from the State and other agencies. The District will be following all state and local guidelines and recommendations given to us. We will adapt our protocols and remain flexible in our approaches to learning as guidance evolves.

Plan Summary:

"Returning to CPCS for In-Person Learning"



The Reopening Team has created a plan to provide the Crown Point Central School Community with a summary for many important topics about safely reopening the district. Please see the list of required components for CPCS's Reopening Plan.

This information is subject to change based on new information surrounding COVID-19 distributed by NYSED, CDC, Department of Health or by Governor's Order.

Health & Safety:

- Initial Deep Cleaning of Entire School Building, Bus Garage, and Buses by an outside company prior to Staff and Students returning to CPCS.
- Daily protocols for cleaning and disinfecting.
- Daily health screenings for both employees and students.
- Students riding district transportation will be screened before entering the bus every day. Daily screening is primarily the responsibility of the family per guidelines. To ensure proper training, documentation and safety, CPCS will initially have staff screen students prior to entering buses. The District will work with families to transition this responsibility from school personnel to families at the appropriate time. Students transported by other methods will be screened prior to entering the building by school personnel.
- Students will be assigned to enter various building entrances based on grade and/or classroom locations to preserve social distancing and consistency.
- Students and staff will wear masks consistently, except when engaged in instruction and seated at a desk that is socially distant from peers and staff. Staff and students will NOT be required to wear masks all day long, but must when social distancing cannot be assured.
- School visitors will only be those who have made appointments or on official business. Visitors will be screened before entering the building.
- Staff and students will be trained and have refresher training on hand washing techniques, PPE, the wearing of masks, and social distancing procedures.
- All classes will be conducted using the most current information and guidelines from the Health Department and CDC on social distancing.
- School supplies, in general, will not be shared, however, materials used by more than one person, such as in the science lab, PE equipment and books, will be disinfected between uses.

Teaching & Learning:

- In-person, at school instruction will begin at CPCS on September 8th.
- All school spaces are instructional spaces that can be used to accommodate the appropriate number of students for social distancing purposes.
- To the extent possible, Grades 7-12 will use Google Classroom and its components to its fullest capacity while in the building.
- As a hybrid solution to offer PreK and K, we are initially splitting our large Kindergarten class. Due to space and overall safety precautions, PreK classes will be held virtually initially. PreK in-person will be postponed until such time as

space is available and safety training is completed. A schedule of activities and times are to follow.

- Student lockers/cubbies may not be accessible to start, but when it is safe to do so will be assigned to only one student. Initially, most students will have their personal and school materials stored in their assigned classroom space. Students are requested to bring only school supplies for their own use and limit any other personal items.
- If virtual learning is necessary in the event of school closing, students WILL BE REQUIRED to participate remotely for the same hours of instruction as in the CPCS school day. (Guidance requires minimum 5 hours)

Specialized Services:

- Students receiving K-12 special education will be on-site and will receive all the related services (speech, OT, PT, etc) as per their IEP or 504.

General Information:

- The buildings in the District will be deep cleaned before reopening.
- NYSDOH guidelines indicate that increased ventilation with outdoor air should be utilized to the greatest extent possible (e.g. opening windows and doors).
- Students will be trained on the new procedures surrounding COVID-19 in the first days of school.
- Breakfast and lunch will be served in classrooms and in outdoor spaces while practicing social distancing. Accommodations for food served and/or alternative locations will be given to students with food allergies, as needed.
- Signage will show hallway traffic patterns and classes moving within the halls will be regulated to reduce the number of students in the hallways at given times. Staff will remind and promote social distancing of students at all times.
- Field Trips and College Visits will be virtual for the time being.
- Classrooms may be outside and windows will be open in classrooms when possible.
- Students are asked to limit bringing personal items to school.

Shifting to remote learning (if necessary):

- In the event the school closes due to COVID-19, schools will resume learning virtually and remotely.

- Grades K-6:
 - Students will follow the same school day schedule as if attending in the building. Time spent on instruction will vary by grade level but all students will engage in learning and with staff daily.
- Grades 7-12:
 - Students will follow the same school day schedule as if attending in the building. Time spent on instruction will vary by grade level but all students will engage in learning and with staff daily during the times they would have each class.
 - Students can access their classwork and other resources through their Google Classroom and drive. If needed, alternative ways for students to access materials will be provided.

Transportation:

- Masks will be required at all times on the school bus.
- Students will have assigned seats on the bus and may only sit with family members of the same household.
- Initially, Bus Monitors will screen students before they enter the bus. If a student is ill or has a temperature of 100.0 degrees or higher, they will be asked to stay home. The school will communicate this with the family if a family member is not present at the bus. The District will work with families to transition to parents having temperature and screening responsibility. Under the guidance, parent screening is the preferred method. However, we want to add an additional layer of protection to the protocols as we reopen: all students will be screened before riding the bus by district personnel.
- Parents are encouraged to drive their students to school if possible.
- Buses will be cleaned before and after each run.
- Bus windows and hatches will be open when possible.
- Arrival and dismissal times will be staggered by class and/or bus.
- School start time will be 8:10am. Students who do not ride the bus should be dropped off no earlier than 8:05am, as supervision will not be available until then. Students will be screened and then report to their classrooms for breakfast.
- To begin the school year, we will only have one dismissal and bus run at 2:25pm.



Reopening Plan Team Members

Shari Brannock, Superintendent
Tara Celotti, Principal
Caleb Spaulding, Head of Transportation / Building & Grounds
Jennifer Sours, Head Cook
Joanne Mazzotte, School Counselor
Jeannette Peters, School Nurse
Mary Henopp, School Psychologist
Tieah Gunnison, Committee on Special Education Chairperson
Don Bishop, Union Vice Pres., Spec Ed Teacher & Parent Representative
Crystal Farrell, Special Education Teacher
MaryHope McGinness, Teacher
Kye Perry, Teacher & Parent Representative
Jaci Pockett, Union President, Teacher
Elizabeth Ross, Union Secretary, Teacher & Parent Representative
Ursula Thompson, Teaching Assistant, Parents & Teachers Together
Megan Walls, Music Teacher
Paige Bennett, Student
Toby Bishop, Student
Kaitlin Ross, Student



Communication and Family & Community Engagement

Communication and Family & Community Engagement:

CPCS engaged with various school stakeholders and community members when developing this Reopening Plan. The District held meetings July 23, July 30 and August 5 and the Board of Education was briefed on the Reopening Plan prior to its submission. Parents were asked to complete two surveys regarding the Reopening of school.

CPCS will develop and implement a communication plan for students, parents/guardians, staff and visitors that include applicable signage, instructions, training and consistent delivery of the Reopening Plan.

Reopening Communication Plan will include:

- Webpage Updates: www.cpcsteam.org (click link titled “CPCS Reopening Plan”)
- Automated System: The blackboard automated system which alerts stakeholders by phone, email and text will update families, students and staff with any necessary information.
- Training: Staff and students will be trained and receive refresher training on protocols surrounding COVID-19, i.e. social distancing, the wearing of masks, PPE, hand washing, etc.
- Visual: Signage will be posted throughout the district’s buildings adhering to the CDC and Department of Health’s most up to date guidance.
- English as a Second Language: If families are in need of this Plan in their native language, one will be provided for them.

Our Superintendent has attended weekly meetings since March 12 with the other Superintendents and with professionals from the CVES BOCES. Regional planning sessions occurred and then local reopening meetings followed. Guest speakers were invited to these meetings and the Essex County Health Department and the Clinton County Health Department presented information to the group on July 24, 2020. In addition, legal guidance has been provided throughout this process. Many State Associations including, New York State School Boards, NYS Education Department and others have also had training sessions to help in this process. Most importantly, a reopening survey was emailed to parents in early May, and again on July 31, to see how parents felt about reopening. Those responses were also taken into consideration while creating this plan.

Communication Plan:

In the wake of the coronavirus pandemic, quality communication between the school and the public is essential. Communication will be used regularly to keep parents, guardians, community members and students updated on the Reopening Plan and to give them the opportunity to ask questions. This Reopening Plan will be made available on the school website and also emailed to parents. Further information will be shared when school resumes through frequent emails, robocalls, community discussions, and home mailings.

The school district will mail home a Covid-19 symptoms and safety precautions list that parents will be asked to read, sign and return to school prior to the beginning of the school year.

Before school opens, specific instructions on the daily procedures for attending school will be sent home to families.

Staff development days at the beginning of the year will be used to educate staff members and to provide required training such as the proper identification of the coronavirus symptoms and protocols for maintaining social distancing.

Student COVID Training:

We will establish and reinforce a culture of health, safety, and shared responsibility. We will begin each day with a morning message to the entire school reinforcing health expectations and protocols. We will create and display signs around the school as reminders of rules, roles, and responsibilities. Classroom teachers will spend the first few weeks of school establishing rituals and routines for healthy habits. We will send out weekly reports and reminders to parents and students of their respective roles. We will also reward those students practicing and showing good behavior.

- 1. HEALTHY CLASSROOMS: Following safe practices in classrooms**
- 2. HEALTHY BUILDINGS: Breathing clean air in the school building**
- 3. HEALTHY POLICIES: Building a culture of health, safety, and shared responsibility**
- 4. HEALTHY SCHEDULES: Minimize moving between rooms and locations safely**
- 5. HEALTHY ACTIVITIES: Enjoying modified activities**

Adherence to CDC and DOH Guidelines:

At the onset of the 2020-2021 school year, measures will be taken to social distance students and to ensure proper use of PPE. Students on buses will be required to wear masks and while family members will be allowed to sit together, students will be socially distanced to the extent possible. We are going to discontinue the use of middle and high school lockers until it is safe to use them. All efforts will be made to maintain social distancing in the hallways. Breakfast and lunch will be served to students in their classrooms or outdoor spaces. All parties involved will be made aware of the specific plans and requirements through written communication as well as during meetings over the first days of school.

Additionally, CPCS will have a plan in place for testing related to symptomatic or exposed individuals, whether in school or through the local health department, that includes timely delivery of results and any ensuing testing of additional individuals. Also, any positive cases must be tracked through established contact tracing protocols and in

coordination with the local health department. DOH guidance allows districts to implement additional testing protocols.

At CPCS we will:

- Manage transition times and locations
- Stagger school arrival and departure times and class transitions
- Set up separate entrances and exits for different groups of students when possible
- Use well-marked lines on the floor to encourage physical distancing and indicate direction of travel

Regular Updates to Families:

In the wake of the coronavirus pandemic, quality communication between the school and the public will be essential. Communication will be used regularly to keep parents, guardians and students updated on the Reopening Plan and to give them the opportunity to answer questions. This Reopening Plan will be made available on the school website and also emailed to parents. Community members and parents will be updated through frequent emails, robocalls, community discussions, and home mailings.

The school district will mail home a Covid-19 symptoms and safety precautions list that parents will be asked to read, sign and return to school prior to the beginning of the school year. Before school opens, specific instructions on the daily procedures for students attending school will be sent home to families.

Distribution of Information:

Crown Point Central School has a team in charge of implementing and disseminating COVID-19 policies. Our Superintendent, Shari Brannock, is first in line for communication. Our Principal, Tara Celotti, is our COVID Coordinator. Our School Nurse, Jeannette Peters, is our COVID Safety Officer. This team will ensure parents and students will have the information they need.

Written plans detailing the reopening guidelines will be provided to all constituent groups. English is the primary language of most of our parents and students, so our plans will be provided in English (and other languages as needed).

Access to Technology:

Our students have access to technology while at home, and internet and compatible devices will be provided to those who do not. Every student will have the ability to join their classmates for instruction.



Health & Safety

Health & Safety:

CPCS is committed to providing a safe and healthy learning environment for our staff and students. Our goal is to reduce the threat of illness or potential for illness surrounding COVID-19 in our school and community by upholding the protocols of this Reopening Plan. Only through a cooperative approach will this be able to happen.

All staff and students are responsible for upholding social distancing guidelines, wearing masks and other PPE when they cannot social distance, and have daily health checks including temperature scans. Staff and students will be trained and receive further refreshers outlined in the Reopening Plan.

It is our hope that parents and families will also work towards making our reopening successful by monitoring their child for COVID-19 symptoms and keep them home when ill and/or feverish. A successful reopening of school will require continual collaboration between administrators, staff, and teachers and ongoing cooperation among students and parents as well. Everyone has a critical role to play. Getting through this pandemic will require a great deal of social trust.

We will consistently monitor this situation and communicate with all stakeholders if updates, changes and guidance are released or required. The Reopening Plan was developed using guidance from the CDC, NYSED and the Department of Health.

Crown Point Central School's Reopening Plan is to bring all K-12 students back to school on September 8th. We are making plans to do this with Health and Safety as our top priority. We are following all of the CDC, Department of Health and the NYS Education Guidelines for reopening. We are also making plans for remote learning should it be necessary. Per guidelines, masks are required for everyone when social distancing is not an option (buses, hallways, bathrooms, etc.) CPCS will allow students and staff to remove masks when they are able to social distance (eating, instructional time, outdoors, etc.)

Communication Plan:

Community members and parents will be updated through frequent emails, robocalls, community discussions, and home mailings.

The school district will mail home a Covid-19 symptoms and safety precautions list that parents will be asked to read, sign and return to school prior to the beginning of the school year.

Before school opens, specific instructions on the daily procedures for students attending school will be sent home to families. Our COVID Safety Officer, Jeannette Peters, will keep families informed and updated weekly and as needed. Our Superintendent and our Principal, COVID Coordinators, will also be responsible for ensuring continuous compliance with all aspects of the Reopening Plan.

Health Checks:

All staff and students will have their temperature taken before entering the school. Parents will assess their child at home for any COVID symptoms and if such symptoms are present, the child will remain home until symptoms are gone.

Random temperature checks will be done throughout the school day.

The CDC keeps an updated list of symptoms of Coronavirus on its website.

These are the most common symptoms of COVID-19:

- Fever or chills (100.0 degrees or higher)
- 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

For the first month of school (or longer if needed), students' temperatures will be taken by school staff before entrance onto the bus. Parents will sign off on daily temperature checks as we transition this responsibility to them.

All faculty and staff will be provided with a check list of coronavirus symptoms. Faculty and staff must confirm that they will not come to school if they exhibit symptoms of the coronavirus or if they have a temperature of 100.0 degrees Fahrenheit or higher.

A questionnaire about Covid-19 symptoms will be used to survey all visitors before they are allowed to enter the school building.

During our Staff Development at the beginning of the school year, staff will be trained to observe for signs of illness in students and staff.

Signs of Illness:

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

Students and staff exhibiting these signs will be sent to the health office for an assessment by the school nurse. If the school nurse is not available, the school should contact the parent/guardian to come pick up the ill student to seek medical attention. CPCS is working with the Essex County Department of Health to use their telehealth system to access additional health guidance for school nurses.

COVID-19 Testing / Contact Tracing:

According to NYSED guidance, 'It is strongly recommended that schools comply with CDC guidance and not conduct COVID-19 testing or require testing or antibody testing of students or staff members. The decision of whether a test needs to be conducted should be determined by a health care provider or the local health department'. In our rural area, we do not have a traditional hospital, only critical care access. The Crown Point Health Center is a resource for testing. We do not have other testing sites available on a regular basis. However, we will do testing and contact tracing in direct consultation with our local health department who has assured us that they have been doing these processes since March and are well versed to meet any needs we may have in this regard. Linda Beers, Essex County Department of Health Director has met with our school leaders to give us guidance and planning protocols. Essex County Department of Health will coordinate with our Medical Director from Hudson Headwaters Health Network to set up the provisions for testing referrals and contact tracing for Crown Point Central School.

Periodic Screening Questionnaire:

The screening questionnaire determines whether an individual has:

- Knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or has had symptoms of COVID-19
- Tested positive through a diagnostic test for COVID-19 in the past 14 days
- Has experienced any symptoms of COVID-19, including a temperature of 100.0 degrees or higher in the past 14 days
- Has travelled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days

Social Distancing Measures:

Students and staff will be socially distanced at least 6 feet whenever possible. Markings will be placed on the floors of hallways in the school building to ensure safe social distancing patterns and to separate traffic in the hallways. Signs will be placed throughout the building as reminders and guides for social distancing.

- Keep at least six feet between individuals, as much as possible, for as long as possible
- Repurpose other large, unused spaces in the school as temporary classrooms (e.g., auditorium)
- Move class outdoors, if possible, weather permitting
- Replace hugs, handshakes, and high-fives with smiles, waves, and thumbs-ups

Slow Transmission Chains:

To limit classroom outbreaks from becoming school-wide outbreaks, CPCS will take steps to limit contact chains as much as possible. School populations will not be mixed. Classes will be kept separated as much as possible. Within a classroom, students will be physically separated as much as possible.

CPCS will maximize group distancing to slow transmission chains by:

- Keep class groups as distinct and separate as possible
- Limit students moving between different classrooms
- Avoid large groups and gatherings, both in and outside of school

Personal Protective Equipment and Cloth Face Coverings:

CPCS will provide face coverings if a student or staff member does not have access to one. CPCS will provide structured training to all students and staff on how to safely choose, wear, care for, clean or discard, and store their masks. For instance, an individual should wash their hands before putting on or removing the mask, only touch the mask by its straps, avoid touching the mask while it is being worn, and change masks if it becomes wet. Individuals should make sure the mask fits snugly to cover the nose bridge, mouth, and chin. Masks that fit improperly, such as leaving gaps, have been found to result in a greater than 60% decrease in filtration efficiency.

Signs will be posted at all entrances and within the building stating face coverings are required for entrance to the building and when social distancing cannot be maintained.

Hand & Respiratory Hygiene:

Students and staff must practice good hand and respiratory hygiene to help reduce the spread of COVID-19. Signs will be posted for students and staff to correct hand and respiratory hygiene practices.

Hand Hygiene:

- Wash hands immediately before: leaving home, leaving the classroom, eating, touching shared objects, touching one's face, and leaving school.
- Wash hands immediately after: arriving at school, entering a classroom, before and after finishing lunch, touching shared objects, using the bathroom, coughing, sneezing, and blowing one's nose.
- Use hand sanitizer when washing hands is not possible.

Respiratory Hygiene:

- Cover coughs and sneezes.
- Dispose of soiled tissues immediately.

Crown Point Central School will post signs throughout the building that are consistent with the DOH COVID-19 signs. Signage is used to remind everyone to:

- Wear a face covering when social distancing is not available.
- Adhere to social distancing instructions.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

- Report symptoms of, or exposure to, COVID-19.
- Stay home if you are sick.

Signs will be posted in these highly visible areas:

- Entrances
- Restrooms
- Cafeteria
- Classrooms
- Administrative offices
- Auditorium
- Janitorial staff areas

School Safety Drills:

CPCS will conduct the required school safety drills (fire and lock down drills) with modifications ensuring social distancing or PPE use for staff and students. CPCS will use the Emergency Response document provided by Safe Schools NY and adopted by CVES for its component districts.

Cleaning & Disinfection:

Disinfect objects between users:

- Disinfect any shared supplies between uses.
- Provide disposal disinfectant wipes for individuals to use before using shared objects.
- Choose lesson plans that limit student contact.
- When possible, provide each student their own supplies for use for all activities.

Daily Cleaning:

- Classroom desks, tables, and chairs
- Shared spaces

Multiple Cleaning times per day:

- Light switches
- Handrails
- Drinking fountains
- Sink handles
- All restroom surfaces

- Door handles

Cleaning between uses:

- Toys, games, art supplies, instructional materials
- Keyboards, phones, printers, copy machines
- Seats on bus

Physical Activity:

Physical Education/Activity, is often the only opportunity to participate in unstructured free-play during the otherwise structured school day, is beneficial to children's development of autonomy, participation in physical activity and various sensory and physical experiences, practice of social and motor skills, and attention restoration.

One of the most important steps that can be taken is for children and teachers to wash their hands with soap and water both before and after physical activity. Hand sanitizer containing at least 60% alcohol will be used in situations when this is not feasible.

When possible, students will spend free time outside where there is more fresh air and physical distancing is easier.

Entry to the Building:

Vendors delivering to CPCS will be required to use the main entrance. They will need to have a proper face covering, and upon entry, have their temperature taken and fill out a questionnaire. They will then sign in and proceed to make their delivery. Ideally, the individual will conduct their business without entering the school building.

For those individuals who are picking up or dropping off a student during the school day, a sign in/sign out book will be available in the lobby. Individuals leaving items off for students will be able to place the item(s) on a table in the lobby for staff to collect and distribute at a later time.

Management of Sick Persons:**PPE for Health Professionals:**

CPCS will ensure we have adequate supplies of PPE for use by the school health professionals to assess and care for ill students and staff members. This includes face masks, face shields, gloves and disposable gowns.

Isolation Room:

An isolation room has been designated near the nurse's office. Students or staff with a temperature, signs of illness, and/or a positive response to the COVID-19 questionnaire (found in the appendix of this document) will be sent directly to the quarantine room to be monitored by the COVID Safety Coordinator and/or other district personnel as needed. The Isolation Room has an exterior exit from which the student will exit the building to meet a parent waiting outside the building. This provides minimal interaction by the student with anyone or any other parts of the building after going to the nurse's office.

In the Event of a Confirmed Case:

If there is a confirmed case of COVID-19 at CPCS, we shall follow Education Law 906, which states, "whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law."

Students suspected of having COVID-19 awaiting transport home will be isolated in a room separate from others, with a supervising adult present utilizing appropriate PPE.

The CDC and NYSDOH recommend:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area
- Waiting at least 24 hours before cleaning and disinfection. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers and common areas
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and

disinfection is not necessary, but routine cleaning and disinfection should continue.

- Once the student has been escorted from the isolation area to their parent/guardian, the parent/guardian will be instructed to call their health care provider and/or follow up with a local clinic or urgent care center.

Return to School After Illness:

Crown Point Central School must follow CDC guidelines for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- If they have been diagnosed with another condition and has a healthcare provider written note stating they are clear to return to school.
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has symptoms, they should not be at school and should stay home until:
 - it has been at least ten days since the individual first had symptoms
 - it has been at least three days since the individual has had a fever (without using fever reducing medicine), and
 - it has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

Accommodations for High Risk:

There are a number of reasons why some students may need to continue remote learning as schools reopen. Students who are sick or who have family members who are sick with COVID-19 should remain at home for two weeks. Students who are immunocompromised, or have family members who are, may feel safer remaining at home. Students with behavioral or medical circumstances who may find it difficult to adjust to new policies such as no physical contact, required facemasks, or frequent handwashing may benefit from remaining at home. Older children may have to remain at home to provide childcare for younger siblings who are not in school full-time as parents return to work. These students will be provided with the technology and/or materials they need to be successful while learning from home. They will receive schedules for their Google Meets or other learning opportunities and be responsible for

their assignments. Accommodations for at-risk staff will be considered on an individual basis in accordance with guidelines and circumstances

After School Program:

The After-School Program will adhere to the same protocols used during the regular school day. The After-School Program will begin on Monday September 14th.



Facilities

Facilities Considerations (including Buildings & Grounds, Food Service, and Transportation):

Emergency Drills for School districts in New York State, per Education Law Section 807, are required to conduct eight evacuation and four lockdown drills annually. CPCS, as always, will meet this requirement, but given the unprecedented nature of the Fall 2020 return to school, and the high levels of anxiety from all parties with regards to such, the district will defer to an emergency drilling plan until after October 1, 2020, at which time it is hoped that a sufficient degree of routine and normalcy have been established so as to make such drills meaningful and constructive.

Social Distancing:

CPCS recognizes that social distancing is a central strategy in limiting the spread of the COVID-19 virus, and that school facilities and operations alike are designed to feature congregate spaces and activities wherein such distancing is challenging, if not impossible. Reconciling this is challenging, and the district has devoted much consideration to maximizing social distancing without impeding educational equity, quality or opportunities. Full social distancing (which the district has interpreted as 6-feet of separation for most activities, and 12-feet of separation for certain specific activities such as singing, instrument playing and Physical Education) is not possible at all times in the school setting. The movement of students through the hallways between classes at the secondary level is, perhaps, the best such example. Wherever possible, students, faculty and staff will be positioned so as to create adequate social distance, and in instances where such is not possible (which are expected to be both few and short in duration), mask wearing will be an absolute requirement.

To best facilitate distancing and to limit the incidences in which such is not possible, the district will initiate several modifications. These include, but are not limited to:

- There will be no locker access at this time. Students will be permitted to carry backpacks. Locker items will be stored in their personal classroom space. Textbooks will generally remain in the classroom, will be individually assigned and numbered, and students will access online versions of these materials when not in school.
- Most classes will remain in the same room with teachers moving to that room.
- Until further notice, students will not be required to change into athletic clothing for physical education class, and access to locker rooms will be limited.
- Student seating will be modified so as to maximize the use of desks and tables. Further, student seating in classroom spaces will be disbursed to the maximum extent possible. To accommodate this spacing, many furniture items (bookshelves, tables, etc.) will be removed from classrooms.
- Student entry and exit will be modified so as to utilize multiple points of ingress and egress, so as to reduce student density/congestion.
- As weather permits, and as is compatible with programming, opportunities will be provided for staff & students to relocate for certain activities outdoors.
- Certain activities may be relocated so as to take advantage of available larger instructional areas. Naturally, the number of such spaces (cafeteria, auditorium, classrooms, etc.) is limited, but to the extent practical instruction will occur in those spaces which afford the greatest opportunities for social distancing.
- In addition to signage which will remind and encourage students, faculty, and staff about social distancing, various other indicators (floor markings, wall markings, etc.) will be used as visual cues to help ensure distancing.

Personal Protective Equipment:

- All employees will be provided with reusable cloth face masks or a disposable face mask. Employees must wear masks at all times when proper social distancing is not possible.
- Disposable face masks will be available for visitors, who will be limited to those conducting emergency business.
- Employees will receive training on putting on and removing face masks.
- Hand sanitizing stations will be introduced throughout the building and/or hand sanitizer will be placed in every classroom/common area. Signs will be posted to encourage frequent hand washing and hand sanitizing.
- Masks and gloves will be available at building entrances.
- Additional personal protective equipment (PPE) items such as gloves, face shields, and gowns will be made available for staff who desire to use such.

Visitors Entering the Building:

- Visitors must follow the 6-foot social distancing mandate and follow regulations for wearing protective equipment to limit the spread of illness while on site.
- Non-essential/non-emergency visitors, including parents, will not be allowed unless in an emergency or by appointment in all school buildings, including district offices and transportation facilities. To the maximum extent practical, business will be converted to remote/virtual platforms.
- The public use of school facilities will be cancelled until further notice.
- Staff will avoid the use of shared writing utensils and clipboards for sign in, carrying your own writing device is suggested.
- Staff will discontinue the use of toys, magazines, and other shared items in waiting areas.
- Reception seating areas will be eliminated.
- All visitors will be asked to call the school office from the parking lot before presenting themselves to reception, so as to pre-determine whether their business is essential, or can be accomplished remotely/virtually, or by dropping materials in the designated area(s).

Copier Rooms/Areas:

- Congregating near copier rooms/areas is discouraged.
- Social distancing measures and masks required.

Classroom Operations under COVID-19 precautions may include the following:

- Designating classrooms that house the same students (cohorts) where teachers rotate, instead of students, to various classrooms to provide instruction. This cohort-consistency approach will be used throughout the school, to the extent possible.
- Arrange furniture and equipment in all instructional and non-instructional rooms to comply with social distancing standards to the maximum extent practical.
- Have soap, hand sanitizer and tissue readily available.
- Commonly used items that can be considered “shared classroom supplies” such as pencils, paper, books, pencil sharpeners (consider switching to mechanical pencils), and other commonly shared items need to have procedures developed and explained to students regarding usage. If unable to restrict sharing of

supplies, the communal use of shared items should be limited with all shared items cleaned and disinfected after each use.

- Physical contact between individuals such as hugs and handshakes will be highly discouraged. We will replace them with smiles, waves and thumbs up!
- Keep each child's belongings separated from others and in individually labeled containers or areas.
- In general, items with soft covered surfaces and furnishings, including items that are shared frequently and cannot be cleaned/disinfected properly (upholstered couches/chairs, bean bags, blankets, stuffed animals, toys etc.) will be removed from classrooms.
- Desk arrangements must adhere, whenever possible, to CDC social distancing guidelines. In general, desks will be placed near the perimeter of each classroom and positioned at 6-foot space intervals throughout the interior of the classroom space, and other furniture will be removed so as to enable maximum distancing.
- Unneeded desks, as with other furniture and personal items, will be removed as to best meet social distancing requirements.
- As in hallways and other common areas, signage and visual cues such as floor markings will be used to inform and encourage proper hygiene and distancing practices.
- Face masks must be worn any time 6-foot distancing is not possible. This may include certain instances within classroom spaces. Classroom expectations which pertain to expanded mask wearing will be considered, as needed.
- In cafeterias, during meal consumption, students will be maximally-spaced, and auxiliary dining areas (classrooms) will be designated if current cafeteria arrangements do not permit adequate spacing. Additional scheduling modifications will be employed where necessary.
- In addition to the provision of hand sanitizers at various places throughout the building, students and staff alike are permitted and encouraged to bring and use a daily supply for frequent personal use, except while riding the school bus due to its combustibility.



Child Nutrition

CPCS will ensure that all students participating in all learning models have access to healthy meals.

Breakfast and Lunch:

- Students will remain in their class group for breakfast and lunch. Students will use hand washing techniques before and after eating in their designated areas.
- Most students will eat in their classrooms. Some students may be assigned to eat in the cafeteria using social distancing measures. Students may also be assigned to eat outside when weather permits by groups.
- Hand sanitizer will be provided in every classroom, in the cafeteria, and in any dining area.
- Meals will be delivered to classrooms to reduce traffic in the hallways and delivered to tables if small groups of socially distanced students do eat in the cafeteria.
- Students will be served on disposable trays.
- Teachers/Students will submit a lunch count each morning for their classrooms to order lunch on a form provided by the Cafeteria.
- Students will not use the pin pad, the cashier or other school staff will account for each meal served to individual students in their classrooms.
- If small groups eat in the cafeteria, seats will be marked and spaced 6' apart for social distancing, and staff and members of maintenance will disinfect the tables and seats in the cafeteria between small groups.
- Condiments and utensils will be handed out to individual students - no self-serve.

Basic Operations for Staff:

- District will provide training to staff before school begins on personal hygiene, face cover removal, sanitizing surfaces, proper hand washing and, social distancing along with surface contamination information.
- Employees will wear a face covering and gloves during their work period when students and co-workers are within 6 feet.
- All employees will wash their hands with soap and water following NYS Health Department guidelines. Only when soap and water is not available will they use hand sanitizer.
- Staff will sanitize each kitchen and cafeteria serving area with a bleach solution after each class has been served, changing wash buckets between each group.
- Staff will place student choices on trays and hand them to students.
- Monitors, support staff, and teachers must assist and guide students through the classroom lunch process. Teachers will supervise students during lunch and will have their duty free lunch at a different time.

- Food and milk deliveries will be accepted at the kitchen door. Delivery personnel will have limited entrance into the kitchen area.

Operation of the Kitchen & Cafeteria

- Most students will eat in their classrooms. Some small groups may be assigned to the cafeteria using social distancing measures.
- Students will be seated by cohort.
- Tables and chairs/benches will be sectioned off in 6' increments and marked as safe seating.
- Each group will have individual garbage cans and supplies.
- Students with allergies will be placed in assigned seating at allergy-free tables.
- Exhaust fans and windows (where available) will be on and open to add increased ventilation.
- Disinfection of all surfaces will occur more often.
- Monitors, staff and maintenance will disinfect between each class using bleach solution.
- Signage will be posted about not sharing food and proper hand washing.

Menu Operations:

- Menus will be planned.
- Menus will be posted on the District website and distributed monthly in the calendar form to all students and staff.
- Menus will follow the NYS Child Nutrition Guidelines.
- In the event of a complete switch to remote learning, families may elect to receive weekly food deliveries.

Transportation

Crown Point Central School's goal is to provide safe, consistent and effective transportation for all students within the district.

General Operational Procedures:

- CPCS will perform regular school bus disinfection measures. All buses which are used daily are cleaned and disinfected before each bus run and after the completion of the run.

- All drivers, monitors and students will be required to wear a mask while on the bus and use social distancing procedures while entering and exiting the school bus. Gloves will also be available on the buses. Students will not be denied transportation if they do not have a mask, but one will be provided for them.
- We will also train and provide refresher training to bus staff and students regarding social distancing requirements on the bus and during loading & unloading times, COVID-19 assessment questions & temperature taking procedures and train staff regarding the wearing of masks and other PPE.
- Transportation staff will perform self-assessment of COVID-19 symptoms and then log their answers and temperature prior to the start of each work day.
- Initially, students will be asked a series of COVID-19 health check questions and have their temperatures taken prior to boarding the bus. This information will be confidentially logged by the monitor as clearance to ride the bus. Again, this screening responsibility will transition to parents at the appropriate time.
- Provide PPE (personal protective equipment) to transportation staff.

Busing:

In order to properly plan for students using district transportation, families who can drop off and pick up students, walkers, drivers, and any others choosing not to ride, will need to complete a Transportation Declination Form. This will allow CPCS to plan our Bus Routes for the first quarter of the school year until November 6th. We appreciate the help of our families who are providing their own transportation!

Students who live on Main Street, in Sharon Park or on any adjoining street within 1 mile of the school will need to walk to/from school or be transported by parents to help us decrease the number of students per bus.

- Masks are required by all staff and students riding the bus. We encourage parents/guardians to have masks for their child everyday.
 - Students who have a disability or medical excuse preventing them from the wearing of masks will not be required to do so but must give documentation to the Main Office prior to the beginning of the school year.
 - Students will be limited to one child/bus seat unless they are sitting with other family members which live in the same household. Seats will be labeled for each child.
- We ask the number of pick up or drop off changes be limited as it will result in too many students riding a bus or buses. These routes are specific to the students who live on the bus route.

- We will drop students off at school one bus at a time using social distancing to limit crowding.
- At dismissal, one grade level will be dismissed at a time.
- No hand sanitizer will be used by CPCS staff on the bus as it is combustible. We ask students to refrain from using it on the bus as well. Hand sanitizer will be available for staff before and after the bus runs, at the bus garage and for students when they enter and/or exit the building.
- The district will continue to provide transportation to students who attend religious schools, to students in foster care, to those who are homeless and those students with disabilities.

Bus Garage:

- Social distancing rules will apply.
- Hand sanitizer will be available at the bus garage but not on the school buses.
- Drivers and other CPCS staff at the bus garage will be required to wear masks, PPE will be provided if needed.
- There will be no gatherings in the bays of the bus garage.
- Transportation staff will perform self-assessment of COVID-19 symptoms and then log their answers and temperature prior to the start of each work day.
- If a CPCS staff member has a fever of 100.0 degrees or higher and/or positively completes the COVID-19 self assessment, they will not be able to drive for the day. They will not be able to return until medically cleared to do so.

Training & Communication:

- Students who have a fever, as taken by CPCS's monitor, will not be able to attend school that day. The driver will radio to the school and have the Main Office contact a family member about the child, if one is not at the stop with the student.
- We will require that parents not allow their child to board the bus and to keep their children home if they have been sick and/or have had a fever in the last 24 hours. Parents must adhere to the CDC guidelines before the student can return to school.
- Parents are able and urged, for safety and comfort purposes, to bring their children to school if feasible.
- Transportation staff and students will be trained about masks and social distancing. Parents support and reiteration is greatly appreciated.
- Students will be taught and know how to self-assess the symptoms of COVID-19.

Bus Cleaning/Disinfecting:

- As stated above, each bus will be cleaned prior to the start of the school day and after the buses have returned after each run.
- A log book will be kept in each bus and other district transportation documenting the date, time and person performing the cleaning of the district transportation.
- Director of Transportation, Caleb Spaulding, will make daily inspections prior to the bus runs to ensure the cleanliness and safety of each bus.



Social Emotional Well-Being (SEL)

Crown Point Central School District recognizes the critical importance of the social-emotional well-being of our students and staff during these challenging times. As part of our reopening plan, our comprehensive developmental school counseling program plan has been reviewed and updated to meet current needs.

Our district has an established advisory council composed of families, students, members of the Board of Education, school district leaders, community-based service providers, teachers, our certified school counselor, and our school psychologist.

Specific Plans/Procedures for Reopening:

Social-emotional well-being is at the forefront of reopening school for the 2020-2021 school year. The district has made available resources and referrals to address the mental health, behavioral, and emotional needs of students, faculty, and staff when school reopens for in-person instruction. The district has done this by:

- Developing a consistent message about how students, staff, and families will be cared for, and how the district demonstrates that it has prioritized social-emotional well-being.
- SEL updates in newsletter publications, school marquee sign, district-wide phone calls and mass emails, along with publication on our district website.
- Scheduled times for SEL curriculum in all classes, district-wide (K-12) weekly.
- Panther Support Team, this team of individuals including our principal, school counselor, and school psychologist, along with variable additional key members will meet weekly to discuss student progress, success, status and areas of student concern, and the overall health and well-being in our day-to-day functioning for an optimal experience in these ever-changing times.

- The district addresses 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. This is addressed through professional development and meetings for our opening of school, and ongoing district and grade-level professional development. (Assurances 3,4)

Social and Emotional Learning (SEL) is fundamental to the academic success and overall well-being of students. SEL is an educational philosophy emphasizing the powerful relationship between students' cognitive/academic achievement and their development of social skills, emotional self-regulation competencies, and the capacity to interact effectively in team settings. We believe SEL must be woven into everything we do across the organization and ask our teachers to infuse it into every classroom if we truly want to prepare all students for college and careers. Data shows that student attendance, behavior, and achievement are greatly affected by their social and emotional well-being. We will raise awareness among faculty and staff and support SEL practices throughout the goal is to establish a culture that supports and emphasizes the social and emotional well-being of faculty and staff which will directly impact the social and emotional well-being of students.

CPCS will:

- Educate staff, parents, and students on symptoms of COVID-19 and assistance for mental health needs.
- Promote social emotional learning competency and build resilience by integrating clear and aligned SEL standards and cognitive skills.
- Help ensure a positive, safe school environment.
- Teach and reinforce positive behaviors and decision-making, including helping students to recognize and manage their emotions and emphasizing with the emotions and perspective of others.
- Encourage helping others.
- Encourage good physical health and activities that involve movement.
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports.
- Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

Internal Programs for SEL:

Positive Behavioral Interventions and Supports (PBIS):

In June 2020 the guiding question was “How do we adapt our PBIS to a post-COVID-19 school?” The PBIS multi-tiered structure has been enhanced to strengthen the validation of returning students K-12. Recognizing the need for social distancing, PBIS activities will occur within each classroom. Each teacher will nominate a weekly and monthly Student from each Grade level K-6 and Grades 7-12. Staff will gift students with “Kindness Coins” where kind deeds or jobs have been done. We will also recognize classrooms in the elementary for their positive classroom cleanliness and lunch behavior with Golden Dustpans and Trays.

Panther Mentors:

Students will meet in their homerooms and/or cohorts monthly for Panther Mentor Meetings. This allows students the opportunity to talk amongst their peers and to CPCS staff about issues they see happening in either their own cohort or with other students in the building. The practice echoes methods based upon restorative justice circles.

Employee Assistance Program through *Empire BlueCross BlueShield*:

“Empire’s Employee Assistance Program (EAP) is a confidential information, support and referral service offering tools and resources designed to help maximize productivity and meet the challenges of modern life. As an employer-sponsored program, EAP services are available to covered employees and their household members at no additional cost to them. Areas frequently addressed by the EAP include”:

- Childcare and Parenting
- Substance Abuse
- Financial Concerns
- Legal Advice
- Work and Career
- Mental Health/Emotional Well Being
- Wellness/Prevention
- Concierge/Convenience Services
- Life Events

Sweethearts & Heroes:

CPCS has partnered with the national anti-bullying program, "Sweethearts & Heroes". These are both virtual and in-person sessions for staff and students about building an attitude and mindset through the power of HOPE (Hold On Other Possibilities Exist) that we can give one another and the action we can take to change and save lives.

MindUP:

Our students are our resource towards a happier, healthier tomorrow. CPCS uses the SEL program, MindUP, which believes that our young people deserve an inclusive world of kindness, love, joy, respect, equity and equality. We will use this program to foster children's well-being through educational programs based in neuroscience and mindful practice. Based firmly in neuroscience, MindUP teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion.

CASEL:

CPCS will also utilize resources outlined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) publication, [Leveraging the Power of SEL as You Prepare to Reopen and Renew your School Community](#). We will use the CASEL Roadmap prioritizing activities within the roadmap to re-engage all students, staff and families. Activities include but are not limited to:

- Accommodate individual differences in staff, students and families.
- Identify strategies to identify and engage populations and specific students that have been disengaged:
 - Extra efforts to regularly communicate with parents and guardians (via phone, text, e-mail, writing, robo-calls, etc.);
 - Regularly communicate with school district counseling offices;
 - Collaborate more closely with partnering counseling agencies (e.g. Essex County Mental Health, RY);
 - Develop guidelines that provide clear information regarding expected participation rates, grading procedures, meeting times, etc.);
 - Ensure all students have regular access to computing devices and the internet, to the extent practicable;
 - Design opportunities for adults to connect, heal, and cultivate their own SEL understanding.

Referring Students:

- Dedicate a point-person and referral mechanism to evaluate youth.

- All staff will consult with school counselors, mental health providers, the nurse, administrators and students' parents when a student exhibits one or more of the following behaviors:
 - Feeling very sad or withdrawn for more than two weeks.
 - Seriously trying to harm oneself or making plans to do so.
 - Sudden overwhelming fear for no reason, sometimes with a racing heart or fast breathing.
 - Involvement in many fights or desire to badly hurt others.
 - Severe out-of-control behavior that can hurt oneself or others.
 - Dramatic weight loss or weight gain.
 - Intense worries or fears that get in the way of daily activities.
 - Extreme difficulty concentrating or staying still that puts the student in physical danger or causes problems in the classroom.
 - Repeated use of drugs or alcohol.
 - Severe mood swings that cause problems in relationships.
 - Drastic changes in the student's behavior or personality.

Therapeutic Crisis Intervention for Schools (TCIS):

Repair of relationships will be needed in the reopening. Self-regulation and self-awareness of the workforce will be the foundation upon which successful de-escalation can occur. Staff will receive TCIS initial or refresher training in Therapeutic Crisis Intervention for Schools. Active listening, behavior support techniques and emotional first aid will be used to manage the environment and reduce the likelihood of using physical restraint.

Counselors / Essex County Mental Health Provider:

In consideration of the stressors that COVID-19 has added to a community with pre-existing adverse life experiences, CPCS commits to social-emotional practices for the workforce and students. Counselors are assigned to classrooms for an in-class collaborative model that goes above and beyond the IEP individual and group sessions. Counselors will maintain family communication, a connection that, in most cases, was strengthened during the closure. Counselors will lead the development and maintenance of the student's FBA-BIP. Counselors/ Mental Health Providers will continue to work closely with community agencies to monitor families in crisis and when necessary, refer families for additional mental health services.



School Schedules

CPCS will conduct in-person learning beginning September 8th. All students in Grades K-12 will receive a schedule for their learning in September. All applicable NYS coursework and standards will be taught at this time. This Reopening Plan will be reviewed on a continuous basis. After the 1st quarter of learning, 11/6/20, unless there is a necessity to close due to illness, modifications will be made as necessary.

Families who do not to send their child for in-person learning will be accommodated with a remote learning plan that follows our school schedule. For planning purposes regarding classroom space, we will require that families complete and sign a form to decline in-person learning for the first quarter which ends on November 6, 2020. At that time, families will have the opportunity to join in-person learning.

Some CPCS students in Grades 11 & 12, who attend CV-TEC, will follow CVES's model of instruction by days of the week (AA/remote/BB = Monday (A), Tuesday (A), Wednesday (remote), Thursday (B), Friday (B)). This limits the amount of time they need to be in the district. The students, however, will be required to attend classes held in the district for State mandated coursework, not offered for credit at CV-TEC. They will be located at CVES Mineville campus for their hands on learning 2 days a week. Juniors will follow the AA schedule (Monday and Tuesday) and Seniors the BB schedule (Thursday and Friday). Schedules for CV-TEC students for CPCS classes will be set up on an individual basis as needed.

The 2020-2021 Pre-Kindergarten Class in-person learning will be postponed. PreK will begin their school experience in the comfort and safety of their own home. After surveying families, assessing space and knowing the training requirements, this option seemed to be the best one for now. PreK is a time to explore, socialize, learn and play. Some of those opportunities are severely limited given the current restrictions we face. Instead, they will have teacher led learning and receive many resources and materials. More details will be shared with PreK families.

If CPCS needs to close again due to the pandemic, students will return to full remote learning following their existing school schedules and the use of Google assisted technology. Teachers will teach students remotely from the school building. If the building must close as determined by Administration, the Local Health

Department or any other governing agency, teachers will then be allowed to teach remotely from home.



Attendance & Chronic Absenteeism

Students at CPCS have the educational right to opportunities which maximize their personal, academic, physical and emotional growth. Attendance is the most critical factor of success educationally. CPCS's educational programs require continuity for instruction and to create active classroom participation. Improved attendance generally increases students achievements and reduces the dropout rate. Attendance is mandated by the State and the obligation of the student/family.

Attendance Goals:

- CPCS will work to gain cooperation of all stakeholders including parents, students, BOE members, community members, support staff and administration to stress the importance of student attendance.
- Ensure compliance of sections 3205 and 3210 of NYS Education Law and CPCS Board of Education Policy outlined in the staff and student handbooks.

Student Attendance Procedures:

- Daily attendance is required.
- Excused and Unexcused Absences/Tardies
 - Parents/Guardians are responsible for providing credible written notification of the reason for any absences upon the student's return to school. A note from a medical professional is required should a student be absent for 5 or more consecutive days. In addition, the school will make daily contact with parents in regard to student absences. If parents are not available, the Nurse may contact other persons on the emergency contact form. Placing names and numbers on your emergency contact form both at the beginning of and in the middle of each school year is crucial for an appropriate and pertinent flow of information to and from the district.
- Attendance will be taken at the beginning of each day in Grades K-6 and at the beginning of each period of scheduled instruction in Grades 7-12. Absences or tardies will be populated to the School Nurse via SchoolTool.

- Working with Harvard University on an Attendance Study, CPCS has developed a postcard for student attendance. This is a tracking mechanism of student attendance for teachers, the district and families.

Fiscal & Budget

The acquisition of PPE and the change in certain practices will impact the district's projected spending plan, and may strain financial resources. However, the district is committed to providing consistent academic programming, despite these fiscal pressures. Wherever eligible, these expenses (which may include materials, supplies, signage, staff training, expanded staffing, etc.) will be submitted for potential reimbursement through the federal CARES Act, or other assistance programs.

Technology & Connectivity

During our Spring 2020 school closure, CPCS and BridgePoint Communications worked together to ensure students had internet access and devices to access remote learning. We closed the gap considerably and most families had what they needed to stay connected and participate in our Continued Learning Plan. We will continue to build upon our digital equity success.

Internet and Technology Accessibility:

CPCS will further survey families to determine what needs to be done to bring connectivity to all students.

Parent/Teach Survey Items:

- Availability and type of internet: are connections available?
- Could parents transport students to a place with the internet 1 or 2 times a week to download necessary classroom materials and lessons?
- What devices do students have access to at home to log into virtual classes?
- Access to a printer?
- Do you or your child prefer paper copies of lessons/homework?
- What is the best way to contact you? What time is best for phone calls? Do you prefer texts?

Student Survey Items:

1. What device do you most use at home for school work?
2. What can you do from home on the internet?
3. Do you prefer paper copies of lessons/homework?
4. How comfortable are you attending virtual classes?
5. How comfortable are you with completing lessons and submitting assignments online?

Technology:

- CPCS will commit to achieving a high level of equity, ensuring that every student/parent has a support network and personal contact with teachers regardless of their access to technology.
- CPCS will reinforce this sense of contact and connectivity by making weekly or more frequent contact with every learner via phone calls, emails, letters, and either individual, small-group or even whole-class video conferencing meetings.
- Chromebooks and related technology resources will be available to those who need it with simple directions and access to technology workshops for students and parents.
- If students at CPCS cannot meet in an in-school classroom setting and other technology is not available, CPCS will send out information on how a student can use a cell phone or tablet if available, write in a notebook, and submit virtually. In the case that a cell phone/tablet is not available, we will work to mail/deliver learning packets home in the core content areas (mathematics, science, social studies, literacy and english language development) to students once we determine which students are in need.

Plans for Remote Learning:

- Each teacher will maintain a Google Classroom where students can locate announcements, assignments, assessments, and links to e-meetings or recordings.
- Teachers will live stream / record classes and/or prerecord lessons, which will be available to students via Google Classroom and email.
- Worksheets/lesson materials will be available via Google Classroom (and also sent home upon request).

- Students will have the opportunity to work together in small groups with regard to social distancing guidelines via a blended model.
- In the event of remote learning, students will have the opportunity to meet and work together via Google Meet. Teachers will strive to integrate a range of strategies to enhance this interaction, including a major focus on small-group project-based learning when feasible, by creating project teams so students can interact in Google Classroom and Google Meet.
- If students have insufficient internet access there will be accommodations made for delivery of instructional materials as needed.

Grading and Attendance:

- Follow district grading and attendance policies.
- Attendance is required. Submission of work may count as attendance.
- Daily Assignments will be graded as classwork, homework, and participation during remote learning.

Additional Routines and Collaborative Support:

It is essential that students experience a sense of routine aligned with their in-school experience.

- CPCS will provide a schedule of when teachers will be available or when online learning will occur to bring a sense of order to students' and their families' day.
- CPCS will provide a schedule of teacher availability online to provide parents and students an opportunity for individual support.

Ensure Engagement and Interactivity as a Key Focus Area:

Ensure students' social interaction and emotional engagement are priorities during distance learning activities by enhancing remote learning activities that are project-based or require students to work together remotely.

- Provide video lessons that students can access and assignments that include discussion and sharing of ideas or experiences in order to personalize and engage student learning.
- During virtual learning situations, ensure that video conferencing occurs 1-3 times a week, moving students from whole-group meetings to small-group conferences.

Varied Pedagogy:

The virtual world requires sensitivity to students' varying attention spans and the inevitable distractions of their home environment.

- Strive to make distance learning as interactive as possible.
- Reduce focus on teacher presentation and increase focus on discussion, feedback, coaching and counseling, as needed.

Build a Sense of Community in Spite of the Distance:

The key to effective virtual/distance learning is building a sense of community in the classroom and the school so that students know they are included, valued and known.

- School administrators and teachers will create individual and collective messages in which expresses caring and support for students and lets them know they are missed.
- CPCS will have faculty create fun videos to brighten the students day.



Teaching & Learning

For the Elementary (Grades K-6)

Instructional Experiences:

We will work together towards a collective goal to ensure that our students have highly effective and innovative instructional plans whether in school, in a hybrid environment, or through remote learning. Instruction will remain student-focused, flexible, and take advantage of the strengths of our communities, families, students, and teachers.

Per Commissioner's regulations, all students shall receive instruction that is designed to facilitate their attainment of the State learning standards. CPCS will 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. Instructional experiences must be inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines.

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.

- The completion of assigned tasks.
- The viewing of instructional videos.
- Responding to posts or questions.
- Engaging with class peers in an online format or phone discussion.
- Conducting research.
- Working on projects.
- Meeting with faculty and staff face to face, via an online format or by phone.

Students and teachers in the school will be socially distanced. In some instances classes may be split to accommodate the distancing. The classroom teacher can be in one classroom delivering instruction and the remainder of the class can receive instruction in a separate room receiving the lesson via Google Meet on Smart Boards or large televisions, with additional adult support . Families who chose not to send students for in-person learning will learn remotely and will be made aware of the times of these lessons and need to attend. During the work period, the teacher will answer further questions from students and guide their instruction.

Our students have access to technology while at home, and internet and compatible devices will be provided to those who do not. Every student should have the ability to join their classmates for instruction. Other arrangements will be made if necessary.

Teachers will have direct conversations with all students at their grade level, whether in the classroom, via Google Meet or other means. Students who are absent from an in-person class will be expected to join. Attendance will be taken during classes and the instructor will contact the student if absent. Individual instruction may take place to catch an individual student up on a lesson. Lessons will be made available to students in Google Classroom. This will ensure student learning and competency development while also considering a student's social-emotional well-being.

K-6 Grade Programs:

The ability to switch to teaching remotely at any time is a must. Our K-3 From Phonics to Reading Program is digital and Workbook based. Our K-5 Ready Classroom math series has an eBook as well as a workbook component. It contains digital resources

such as interactive tutorials, digital math tools, learning games and interactive practice. Grades K-8 receive ELA instruction through Engage NY Online Learning Modules as well as through Ready NY English Language Arts and this is available online as well. Grades K-8 also uses the Engage NY Online Learning Modules for math instruction. All students in the elementary are signed in to iReady and can receive lessons remotely at any given time. Our 3-6 grade ELA is module based and is available on-line. Our 6 grade uses the NYS Math Modules as their core math, also fully available online. Social Studies, Science and other core programs are all readily transitioned to remote learning.

The past months have taught our educators how to teach remotely from home and if needed, they will continue to do so. Lessons will be presented daily in all grade levels, and contact is a must if a student is absent for a lesson. Continuity of learning, academic growth, and student connectedness are critical components of student well-being. Routines and connections with educators provide required stability, security, and structure that can keep our students happy, active, engaged, and healthy. The term “continuous learning” means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of communication channels (e.g., email, phone, printed learning materials, and available online platforms such as Google Classroom, Google Meet, livestream lessons as well as recorded lessons). Teachers will provide clear contact information to families and students. The contact information will be made available on the school website as well as sent home in printed format.

Grading:

CPCS will continue to follow all the Board of Education grading policies. These policies will be clearly communicated and transparent to students, parents, and caregivers. Attendance, whether in person, hybrid, or remote will be incorporated into a student’s overall grade.

Student Support:

Students requiring additional support while out due to COVID-19 illness, required quarantine or due to school closure shall receive smaller group instruction. These students, once identified as in need of support, will receive instruction based on their unique set of needs. Teachers will use targeted interventions and differentiated instruction to help individual students reach their learning goals. Students will receive additional tutoring or support during a remediation period and/or the After School Program.

Learning Loss:

The 2020 closure will result in some learning loss. Our top priority will be the entire child. Our focus will be on Social Emotional Learning (SEL). The first weeks of the school year will be spent integrating SEL and providing academic activities that are engaging and allow for success by all. Every student will be successful with these review activities. During the following few weeks of school, teachers will prioritize a strong review and infusion of the critical standards and key skills that were not addressed or mastered from the previous year.

Assessing Students' Skill Levels:

Each student will have had a unique remote learning experience since our school closure in March. Teachers will identify the standards that were not achieved during remote learning. When making determinations to fill in learning gaps, teachers will consider the following questions:

- Which standards were missed or partially covered?
- What are the aligned standards at the current grade level?
- What are the skills required to master the missed or partially covered standards?
- Will the standard stand alone in instruction or can it be layered in the current grade-level standard?
- What is the timeline in which the standard will be covered?

Diagnostic Assessment:

Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning. During the month of October, after students have adjusted to their new learning environment, we will be administering their initial iReady Diagnostic assessment. Once this assessment is completed for ELA and Math, lessons will be generated at each student's individual level. Whether working in school or remotely, if needed, these lessons are tailored to the individual student needs.

Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals.

Staff Meetings:

Prior to the first day of school, staff will meet to discuss individual student needs. Teachers will discuss concerns with the next grade level teacher and plans will be developed to address these concerns. Some students may have experienced family issues, health emergencies, grief, and/or trauma due to the pandemic. Therefore, it is especially important in 2020–2021 to take time at the start of the school year to build community and establish norms in the new class through fun and engaging activities. This will prepare students mentally to engage with the learning and any assessment. Best practices for in-person, hybrid or remote models of learning will be shared. Staff will be made aware that they should enter into their planning with a flexible approach, understanding that they may start the school year with one instructional schedule model and, as new information becomes available about health and safety, they may transition to a different model.

Training for Students and Families:

Students will revisit Google Classroom during the beginning of the school year, and support will be provided to those who struggle with navigating the Classroom, submitting their work, or posting comments. A handout will be created to send home to parents with specific instructions as to how to navigate the Classroom from home.

For the High School (Grades 7-12)

Instructional Staff will teach and align their curriculum in accordance with the NYS learning standards.

- Pre-Tests (September), Interims and Post Tests (June) will be given to determine student achievement levels and growth.
- Develop a plan for how to 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.
- Weekly progress monitoring will take place in the classroom via SchoolTool and Google Classroom - accessible by students and parents.
- All Special Education programming and modifications will be provided as indicated in each classified student's 504 or Individualized Education Plan (IEP) with proper protocols in place, i.e., masks and social distancing.

Instructional Staff will:

- Reinforce social distancing in the classroom by arranging desks 6' apart and determining classroom population by using a square footage/student number formula.
- Staff will ensure that all students moving in the classroom and throughout the building will be equipped with proper fitting masks. Students will be permitted to remove masks during instruction and scheduled "mask breaks."
- Teachers will develop and practice expected daily routines including, but not limited to; handwashing, movement in the classroom and throughout the building etc.
- 7 - 12th grade students will remain with their cohort throughout the school day to minimize exposure.
- 7 - 12th grade staff will move between cohorts to deliver instruction following proper safety protocols.
- 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.
- Develop a plan for how to 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.

Models of Delivery (In-Person, Hybrid, Remote)

- All Models of Delivery for instruction will continue to be aligned to the New York State Learning Standards.
- CPCS ensures that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; continue to utilize incidental teaching when determining how to staff their classrooms; will employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment; will continue to work with educator preparation programs to identify appropriate ways in which student teachers can support classroom instruction.
- CPCS approved APPR plan is consistent with their plans for re-opening under an in-person, hybrid or remote instructional model.
- CPCS has adapted to complications caused by the pandemic, and may employ certain authorized flexibilities, including: flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences;

and when appropriate, districts may utilize remote or virtual work-based learning experiences.

- CPCS will follow the mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians as per NYS Education Department and CDC guidelines.
- In-person services are a priority for all students - contingency plans have been developed by CPSE/CSE for high-needs students and preschool students with disabilities to address remote learning needs in the event of intermittent or extended school closures.
- Whether the instructional mode for Fall 2020 is in-person, hybrid, or remote, the District will endeavor to replicate as traditional an educational experience as possible, and a return to the regular grading policy.

In-Person Instruction:

- 7 - 12th grade students will remain within their designated cohort throughout the school day to minimize possible exposure.
- The number of students in each classroom will adhere to CDC guidelines regarding proper social distancing - students' desks/seats are positioned no less than six (6) feet apart.
- Additional rooms have been identified and converted into classrooms to allow for proper social distancing as per CDC guidelines.
- CPCS will minimize the movement of students. Students will remain in cohorts when it is necessary to leave the classrooms to minimize exposure to additional students. (i.e. conduct mandatory fire and lockdown drills according to the existing statutory schedule. These 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.)
- Most students will eat breakfast and lunch in their classroom instead of the cafeteria.
- Special-area subjects (e.g., art, music, physical education) will push into the classroom or be held outdoors when possible.
- Staff and students will participate in virtual field trips, virtual speakers and virtual assemblies to follow state and CDC safety protocols.

- Data from a survey revealed the level of access to a computing device and high-speed broadband that all students and teachers have in their places of residence. To the extent practicable, CPCS has addressed the need to provide devices and internet access to students and teachers who currently do not have sufficient access.
- Instruction in all disciplines will be aligned to the New York Learning Standards.
- CPCS ensures that all educators will hold a valid and appropriate certification for their assignments, to the extent possible.
- Teachers will use G-Suite (Google Classroom, Google Meet etc) to upload daily lessons, activities, assignments, and assessments.
- CPCS provides multiple ways for students to participate in learning and demonstrate their mastery of the learning standards during in-person, remote and hybrid instructional models. (i.e. hard copies of materials, Google Suite, I-Ready, eMath).

Hybrid Instruction: A hybrid instructional model includes a combination of prioritized in-person instruction and remote instruction for student populations based on educational or other needs. These considerations balance equity, capacity, social distancing, PPE, feasibility, and learning considerations.

- All BOCES, CV-TEC, and New Visions students will go to those facilities full-time two days a week and receive CVES remote instruction one day a week, if needed. Individual schedules will be set up based on student graduation requirements. CV-TEC students may be required to attend 3 days of in-person instruction at CPCS as needed.
- All BOCES, CV-TEC, and New Visions locations will follow strict CDC Guidelines.
- All students and staff will follow the daily schedule that was utilized during in-person instruction while remote learning.
- All teachers, staff, students and their families will have access to the official Google Calendar where all classes as well as meetings, etc. will be posted.
- Instruction in all disciplines will be aligned to the New York Learning Standards.
- Instruction will be conducted daily or every other day depending on schedule via Google Meets. Schedule is posted on the Official Google Calendar.
- Teachers will use Google Classroom to upload daily lesson activities, assignments, and assessments.
- Students' and parents/guardians' emails will be added to Google Classroom. They will receive a weekly report of student progress to ensure communication.

- Students will be provided an electronic device (Chromebook) for remote instruction, assignments, and assessments if no device is available to use at home, to the extent possible.
- For any remote instruction period during fall 2020, attendance will be based on students logging into “live instruction” during the synchronous (ie. ‘live’) session, or by the subsequent (non-synchronous) completion of each lesson by the established deadline (which will be verified using Google Classroom).
- Teachers will track student progress to ensure participation and check-in with students who are non-participatory and/or struggling during remote instruction. If a teacher is not getting a response from a family/student during remote instruction, the chain of command for further action is to contact the School Counselor, then Building Administrator.
- Feedback will be given on every independent assignment, even if it is a simple affirmation such as a ‘thumbs up’. If a student is asked to redo an assignment, specific feedback will be given.
- Each teacher will monitor the morale of his or her class and the workload of students carefully. They have the latitude to make good decisions for the well-being of their students.

Remote Instruction:

- Instruction in all disciplines will be aligned to the New York Learning Standards.
- All teachers, staff, students and their families will have access to the official Google Calendar where all classes as well as meetings, etc. will be posted.
- Instruction in all disciplines will be aligned to the New York Learning Standards.
- Instruction will be conducted daily or every other day depending on schedule via Google Meets. Schedule is posted on the Official Google Calendar.
- Teachers will use Google Classroom to upload daily lessons; video lessons, activities, assignments, and assessments.
- Students’, parents/guardians’ emails will be added to Google Classroom. They will receive a weekly report of student progress to ensure communication.
- Students will be provided an electronic device (Chromebook) for remote instruction, assignments, and assessments if no device is available to use at home, to the extent possible.
- For any remote instruction, attendance will be based on students logging into “live instruction” during the synchronous (ie. ‘live’) session, or by the subsequent (non-synchronous) completion of each lesson by the established deadline (which will be verified using Google Classroom).

- Teachers will track student progress to ensure participation and check-in with students who are non-participatory and/or struggling during remote instruction. If a teacher is not getting a response from a family/student during remote instruction, the chain of command for further action is to contact the School Counselor, then Building Administrator.
- Feedback will be given on every independent assignment, even if it is a simple affirmation such as a 'thumbs up'. If a student is asked to redo an assignment, specific feedback will be given.
- Each teacher will monitor the morale of his or her class and the workload of students carefully. They have the latitude to make good decisions for the well-being of their students.
- Instruction will be given via certified teachers, to the extent possible.
- A weekly bus run will deliver homework and instructional materials as needed.



Special Education

During the mandatory school closings in Spring 2020, students with disabilities were particularly impacted by not having full access to the programs and services on their IEPs that are traditionally and ideally delivered in-person. While considering the health, safety, and well being of students, families, and staff, it is imperative that students with disabilities continue to be provided with a free appropriate public education (FAPE) in accordance with their unique learning needs, special programs and related services, in a way that enables transitioning between in-person, remote, and/or hybrid learning environments during these ever-changing pandemic conditions, and with an emphasis on in-person services being a priority.

In-person:

- Students with disabilities K-12 attending in district will return to school in the same manner as their non-disabled peers, and in the least restrictive environment (LRE), with all CDC, NYSED and NYSDOH required safety precautions in place to ensure that they and those providing their educational services are safe.
- Temperature screenings will be conducted daily for each child and school employee prior to boarding a school bus or entering the building, and the school nurse or other responsible parties may spot check students for symptoms throughout the school day. Staff will self monitor and document their individual daily health screenings. The use of masks and/or face shields, physical distancing/barriers, and hand hygiene will be consistently implemented. Student attendance in every class will be carefully documented.

- Cohorts will be created primarily by grade to limit exposure of groups within the building and on the grounds. Meals will be provided in the classroom settings or outdoors. The use of restrooms, the gymnasium, playground, and any other non-classroom settings will be monitored to ensure safe distancing. Crown Point does not currently have any self-contained special education classes, so all students with disabilities attending in the district will be placed with their same-grade cohorts.
- If any changes need to be made to students' IEPs in regards to the required safety precautions or changes in the traditional delivery of services, notwithstanding the approved COVID-19 IEP flexibilities, all IDEA regulations and Prior Written Notice requirements will be followed. Otherwise, with respect to IEP implementation and the need for flexibility to protect the health and safety of all students and service providers, changes may be necessary for the mode/manner of delivery, group or individual sessions, specific group size for related services, frequency, duration and location of related services.

Hybrid:

- Crown Point Central School is planning for all possible contingencies for the provision of educational services, including special education programs, related services, modifications and accommodations, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students that can be provided in all settings.
- While in-school programming for all students K-12 is expected to resume in September, any special education students unable to attend full time and/or temporarily due to COVID-19 complications will be provided all services on their IEPs through a remote format to the extent that is practicable until they are safely integrated within the school setting.
- Preschool students with disabilities attending the district UPK program will be provided with a hybrid or remote delivery of services, along with their general education curriculum, during a postponement of their anticipated full in-person attendance, per parent collaboration and in consideration of all health and safety conditions. The need for full, in-person services as a priority will continue to be emphasized as conditions change and planning continues.

Remote:

- In the event of a COVID illness, quarantine or a school closure, students with disabilities will continue to have their IEPs implemented through virtual educational opportunities that include but are not limited to: virtual classrooms, video conferencing/Google meets, telepractice, phone calls, materials sent to the

home, and parent support through video conferencing, emails, telephone calls, etc.

- Crown Point Central School will work with families to provide technical support, including IEP-required devices, to students who need them. Teachers will monitor student's accessibility and work with administration to ensure that students are able to access all remote services.
- If revisions or additions to a student's IEP are needed beyond the acceptable flexibility allowed during a Covid-19 closure, such changes will be made by the CSE/CPSE at a meeting or with written parental consent to amend the IEP without a meeting. Such changes can be made on a contingency basis, prior to a school closure, based on service provider and parent concerns.

For students attending an all-day BOCES program, Champlain Valley Educational Services' (CVES) reopening plan will be followed. Per NYSED reopening guidance, both in-district and BOCES plans take into consideration the need for prioritizing in-person services for high-needs students.

Documentation and Communication:

- Crown Point Central school will continue to use Frontline Education IEP management software to create, document, track, distribute, and provide real-time document sharing of IEPs for teachers and service providers.
- Any alternate modes of instructional delivery not requiring formal CSE revisions or additions will be documented in the progress monitoring comment section of the IEP and in the related service log on Frontline. This information will be used by the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services.
- Communication with parents regarding their students' programs and services will occur through Prior Written Notice for regulatory requirements and quarterly progress reports, in addition to direct communication in their preferred language or mode of communication (telephone, email, written notifications, School Tool) for ongoing Covid-19-related updates and concerns. Documentation of parent communication can be maintained using Frontline's Contact Log for individual students as well as hard copies of letters/emails maintained in students' CPSE/CSE files.

Parent Engagement:

- In addition to Prior Written Notice requirements, parents will be included in the decision making process regarding the provision of their child's IEP services. Direct communication with parents in their preferred language or mode of communication, including but not limited to paper mailings, phone calls, emails,

and video conferencing will occur as needed for updates and/or parental collaboration to develop any contingency remote learning plans that may be implemented during a school closure.

- Virtual CPSE/CSE meetings, which proved to be very successful during our Spring 2020 annual reviews, will be used when possible as the preferred mode for meetings. Other options will include teleconferencing and in-person meetings with all mask and physical distancing/barrier requirements in place.

Collaboration and Progress Monitoring:

- The Crown Point Central School CPSE Chairperson will continue to maintain ongoing direct communication with all Essex County Preschool administrators, approved agencies, and related service providers to implement, track, and collaborate with respect to Child Find responsibilities, initial referrals, evaluations, IEPs, individual student needs, program requirements, and progress monitoring. District Authorization forms will document agency and related service provider affirmations.
- In-person services will be considered a priority for preschool students with disabilities whenever possible, including in-district UPK students, students attending special class programs, and for those receiving SEIS and/or related services provided in a home/community setting.
- For students attending a full day BOCES program at CVES, continued outreach efforts will be ongoing between administration, teachers, and related services providers 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.
- Regularly scheduled virtual meetings for regional CPSE/CSE Chairs and Directors, hosted by CVES and attended by our NYSED Regional Associate, which commenced in March 2020 to address Covid-19 concerns and issues and to create a platform for problem solving and shared resources, will continue during the 2020-2021 school year.
- Teachers and related service providers will continue to collect data, per each student's IEP, to monitor student progress toward annual goals, whether in person or remotely, as needed, to evaluate the effectiveness of each student's special education services.
- Consideration will need to be made on an on-going basis to determine whether, and to what extent, school closures may have disrupted students' learning. If there are concerns regarding a loss of skills, individual determinations will be made by the CPSE/CSE regarding whether and to what extent compensatory services should be considered.

- Reports of progress to parents may be made via telephone or other electronic means if progress reporting procedures specified in the IEP cannot be met with reasonable efforts.

Accommodations, Modifications, Supplemental Supports, and Technology:

- Students with disabilities will continue to be provided with the accommodations, modifications, supplementary aids and services, and technology/assistive technology per their individual IEPs, whether services are provided in-person or remotely, as needed, as appropriate and practicable for the setting.
- Due to the health and safety requirements that must be in place, some services may not be provided in the same mode/manner that they are typically provided.
- District administration will continue, as done successfully in the spring, to work with families to ensure that students have access to working technology and any accompanying programs. Parents and families will be provided with the contact information for individuals available to respond to questions and concerns regarding technology/assistive technology devices and/or services.



Bilingual Education & World Languages

ELL(English Language Learners) students are defined as a student who, by foreign birth or ancestry, speaks or understands a language other than English or one who scores below a NYS designated level of proficiency on the NYSITELL or NYSESLAT.

Protocol for new ELL students:

- Administer the NYSITELL to any students who entered CPCS during the closure prior to the start of the 2020-2021 school year.
- Translate any informational material to families regarding school policies, procedures and protocols.
- Populate a list of ELLs and families that outlines emergency contact information, number of children within the district, and preferred method of contact.
- Report ELL data to Level 2.
- Prepare NYSED's CR Part 154 Comprehensive Plan for ELLs.
- Evaluate information gained by testing to disseminate to all staff in order to create appropriate schedules for ELL students.



Teacher & Principal Evaluation Systems

CPCS assures all stakeholders that our teachers and principal will be evaluated pursuant to the District's APPR Plan, including any variance applications approved by NYSED.

The overarching goal in CPCS's APPR Plan is to support our educators in both their growth and their development.

Procedures, as outlined:

- Educators will be formally observed at least one time during the school year. Two if tenure has not yet been granted. Informal observations will happen often during the school year. Standards 1-5 will be formulated through both types of observations.
- Educators will be responsible for proving Section 6 & 7 of the TEACH standards.

Objectives:

- CPCS will implement the approved APPR Plan.
- Administration will provide supportive feedback through educators evaluation process.



Certifications, Incidental Teaching & Substitute Teaching

CPCS will staff highly qualified teachers, district leaders and personnel service providers. The District is committed to ensuring that all staff hold valid and appropriate NYS certifications for their designated area except where otherwise allowable under the regulations defined by the BYS Commissioner of Education. In October, the DDC (district data coordinator) will be charged with evaluating BEDS data and reporting non-certified teachers to the Superintendent.

The District shall employ substitute teachers to address needs for the allowable amount of days. We will make good faith efforts in recruiting available certified teachers to act as the substitute in assignments they are appropriately qualified for. We may have to use non-certified subs in circumstances where no certified substitute teachers are available.

We will collaborate with BOCES and local universities to help identify potential staff and develop student teacher opportunities. Student teachers will help support classroom instruction while under direct supervision of the teacher in the classroom.

All student teachers will be required to be familiar with all CPCS's existing policies and new protocols outlined in this Reopening Plan.

We look forward to welcoming your child back to CPCS on September 8th. Health and Safety are our top priority. Given the Health and Safety guidelines from all governing agencies, we will take the necessary steps to comply with them in an in-person setting. It is our hope that this in-person educational experience will reunite the many fragmented pieces of school and home life that the COVID-19 school closure has caused. Building upon relationships, social and emotional learning and overall structure of the education system for our families is our goal. We appreciate your support of Crown Point Central School!

APPENDICES:

NYSED Assurances for Reopening

Parent Results to Reopening Survey

CPCS School Closure Rubric

CPCS Symptom Reporting Form

CPCS Daily Health Assessment Form

To each of the Assurances for Reopening below, provided by the NYSED in conjunction with CDC and Department of Health, Crown Point Central School can attest to answering YES.

Communication/Family and Community Engagement - Mandatory Assurances

1

The school and/or district engaged 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. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.

YES, the LEA provides the above assurance.

2

The school and/or district 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. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.

YES, the LEA provides the above assurance.

3

The school and/or 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.

YES, the LEA provides the above assurance.

4

The school and/or 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.”

YES, the LEA provides the above assurance.

5

The school and/or district will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.
YES, the LEA provides the above assurance.

Health and Safety - Mandatory Assurances

1

Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity – consult your local department of health.

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must 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)in developing their reopening plan and identify those that participated in the reopening plans.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

YES, the LEA provides the above assurance.

6

Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

YES, the LEA provides the above assurance.

7

Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

YES, the LEA provides the above assurance.

8

Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.

YES, the LEA provides the above assurance.

9

Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.

YES, the LEA provides the above assurance.

10

Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

YES, the LEA provides the above assurance.

11

Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

YES, the LEA provides the above assurance.

12

Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.

YES, the LEA provides the above assurance.

13

Each school and/or district reopening plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

YES, the LEA provides the above assurance.

14

Each school and/or district reopening plan has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.

YES, the LEA provides the above assurance.

15

Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.

YES, the LEA provides the above assurance.

16

Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

YES, the LEA provides the above assurance.

17

Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.

YES, the LEA provides the above assurance.

18

Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons

YES, the LEA provides the above assurance.

19

Each school and/or district reopening plan has written plan for district/school run before and aftercare programs (or, for charter schools, as required by the school's charter).

YES, the LEA provides the above assurance.

20

Each school and/or district reopening plan designates a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

YES, the LEA provides the above assurance.

Facilities - Mandatory Assurances

1

Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4. YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan which include the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.

YES, the LEA provides the above assurance.

6

Each school and/or district reopening plan must ensure that all new building construction and temporary quarter project will be submitted to OFP for a full code review.

YES, the LEA provides the above assurance.

7

Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation.

YES, the LEA provides the above assurance.

8

Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.

YES, the LEA provides the above assurance.

9

Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.

YES, the LEA provides the above assurance.

10

Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.

YES, the LEA provides the above assurance.

11

Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.

YES, the LEA provides the above assurance.

12

Each school and/or district reopening plan must ensure that all project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.

YES, the LEA provides the above assurance.

13

Each school and/or district reopening plan which include the use of plastic separators must comply with the 2020 BCNYS Section 2606.

YES, the LEA provides the above assurance.

Child Nutrition - Mandatory Assurances

1

Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must address all applicable health and safety guidelines.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan must 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.

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan must 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.

YES, the LEA provides the above assurance.

6

Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).

YES, the LEA provides the above assurance.

7

Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

YES, the LEA provides the above assurance.

8

Each school and/or district reopening plan must require that students must social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.

YES, the LEA provides the above assurance.

Transportation - Mandatory Assurances

1

Each school and/or district reopening plan must ensure 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 by districts and contract carriers will be cleaned/disinfected once a day.

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.

YES, the LEA provides the above assurance.

6

Each school and/or district reopening plan requires that 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.

YES, the LEA provides the above assurance.

7

Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.

YES, the LEA provides the above assurance.

8

Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.

YES, the LEA provides the above assurance.

9

Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

YES, the LEA provides the above assurance.

10

Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

YES, the LEA provides the above assurance.

11

Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work. YES, the LEA provides the above assurance.

12

Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.

YES, the LEA provides the above assurance.

13

Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation. YES, the LEA provides the above assurance.

14

Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.

YES, the LEA provides the above assurance.

15

Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

YES, the LEA provides the above assurance.

16

Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

YES, the LEA provides the above assurance.

17

Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.

YES, the LEA provides the above assurance.

18

Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.

YES, the LEA provides the above assurance

Social Emotional Well-Being - Mandatory Assurances

1

Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

YES, the LEA provides the above assurance.

2

Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan addresses 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 supports for developing coping and resilience skills for students, faculty, and staff. YES, the LEA provides the above assurance.

School Schedules - Mandatory Assurances

1

Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

YES, the LEA provides the above assurance.

Attendance and Chronic Absenteeism - Mandatory Assurances

1

Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

YES, the LEA provides the above assurance.

Technology and Connectivity - Mandatory Assurances

1

Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must include information on how the school or district will 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. YES, the LEA provides the above assurance.

Teaching and Learning - Mandatory Assurances

1

Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction

YES, the LEA provides the above assurance.

4

Equity must be at the heart of all school instructional decisions. All instruction should 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 must be/aligned with State standards (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

YES, the LEA provides the above assurance.

5

Schools must create 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 needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

YES, the LEA provides the above assurance.

6

Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

YES, the LEA provides the above assurance.

Special Education - Mandatory Assurances

1

Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services.

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan addresses 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. YES, the LEA provides the above assurance.

4

Each school and/or district reopening plan addresses 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.

YES, the LEA provides the above assurance.

5

Each school and/or district reopening plan must 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.

YES, the LEA provides the above assurance

Bilingual Education and World Languages - Mandatory Assurances

1

Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process 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 must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

YES, the LEA provides the above assurance.

2

Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

YES, the LEA provides the above assurance.

3

Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

YES, the LEA provides the above assurance.

Teacher and Principal Evaluation System - Mandatory Assurances

1

Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.

YES, the LEA provides the above assurance.

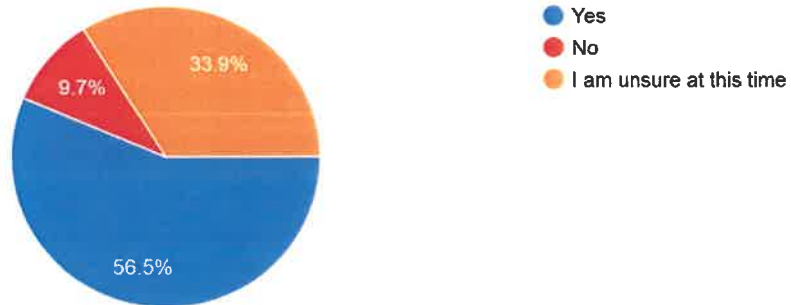
Certification, Incidental Teaching, and Substitute Teaching - Mandatory Assurances

1

Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.

YES, the LEA provides the above assurance.

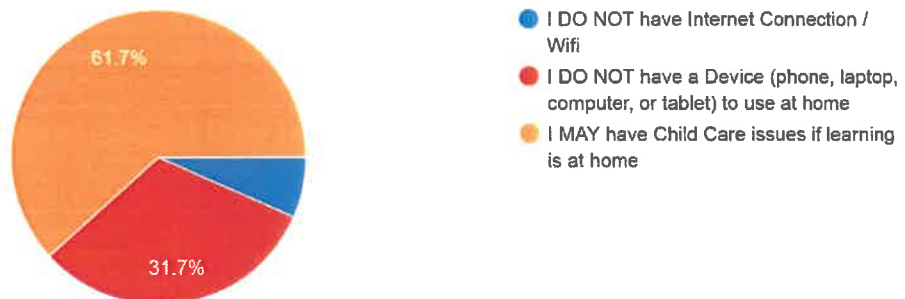
Do you plan to send your child to school for in-person learning beginning September 8th?
124 responses



Do you plan to have your child take the bus (masks will be required) to and/or from school during the 2020-2021 school year?
124 responses



If we need to transition due to infection rates to a hybrid model of learning or completely remote learning as in the Spring, we want your child/children to be successful. Let us know what you need.
60 responses



CPCS School Reopening Continuum

2020-2021 School Year

The School Reopening Continuum will be used by CPCS leadership to notify students, parents, faculty and staff of the level the District is functioning in based on COVID-19 circumstances.

School Reopening Continuum levels are determined based upon available data and evidence from the New York State governor's office, the Centers for Disease Control, the Essex County Health Department and other necessary sources. Continuum levels are subject to change without notice due to a variety of reasons which may include: NYS Governor's recommendations, COVID-19 cases locally, School District risk assessments, etc.

Level 1	Level 2	Level 3	Level 4	Level 5
Traditional Model 1	Traditional Model 2	Traditional Model 3	Traditional Model 4	Traditional Model 5
<p>-- traditional education</p> <p>-- normal building use</p>	<p>-- everyone back in session</p> <p>-- WITH mitigation in place (masks, social distancing, other PPE)</p> <p>-- restrictions in building use for public safety</p> <p>CPCS will have full implementation of Level 2 on 9/8/20.</p>	<p>-- split schedule (various models, mix of remote and traditional)</p> <p>-- SOME mitigation (masks, social distancing, other PPE)</p> <p>-- restrictions in building use</p>	<p>--ALL students learning is digitally from home</p> <p>--Teachers instructing digitally from school</p>	<p>--ALL students and teachers learning/teaching digitally from home</p> <p>-- no on-campus learning</p>

Crown Point Central School

School Closure Rubric - Based upon Current Guidance 7/31/2020

Each possible scenario includes a response for communication, public health engagement, contract tracing, staff or student quarantine, cleaning and recovery.

Crown Point Central Schools Closure Response Criteria (1-4)				
Level of Community Spread, based on State and Local Public Health L - M - S	Criteria 1	Criteria 2	Criteria 3	Criteria 4
Low/No Spread (2 or less cases per 37,000)	1 Student or 1 staff member at the Site	2-4 Students or staff members at the Site	5+ students or staff members at the Site <u>or</u> in one cluster	5+ students or staff members in multiple clusters
Moderate (3 to 37 cases per 37,000)	L - 1 Close school(s) for up to 24-hours	L - 2 Close school(s) for 72-hours (minimum)	L - 3 Close individual school or cluster for 14 days (minimum)	L - 4 Close zone/region/district for 14 days (minimum)
Substantial (Greater than 37 cases per 37,000)	M - 1 Close school(s) for up to 24 hours	M - 2 Close school(s) for 72-hours (minimum)	M - 3 Close individual school(s) or cluster(s) for 14 days (minimum)	M - 4 Close zone(s)/region/district for 14 days (minimum)
	S - 1 Close school(s) for up to 72-hours	S - 2 Close school(s)/zone/region/district for 72-hours (minimum)	S - 3 Close school/zone/region/district for 14 Days (minimum)	S - 4 District Closed Until Further Notice

CPCS Reporting Form Example

for Student & Staff Presenting Symptoms at School

* Required

1. Email address *

2. Email Address

3. Date:

Example: January 7, 2019

4. Student or Staff?

Mark only one oval.

Student

Staff

5. Have you had a positive COVID-19 test in the last 14 days?

Mark only one oval.

Yes

No

6. Have you been in close contact with someone who has had a positive COVID-19 test in the last 14 days?

Mark only one oval.

Yes

No

7. Have you traveled either internationally or outside the State within the last 14 days(following NYS Travel Guidance)?

Mark only one oval.

Yes

No

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CPCS Daily Health Assessment Example

1. First and Last Name & Date:

2. Student or Staff?

Mark only one oval.

Student

Staff

3. Have you experienced any symptoms of COVID-19 in the past 14 days?

Mark only one oval.

Yes

No

4. If yes, which of the following symptoms:

Mark only one oval.

Temperature of 100.0 or higher

Difficulty breathing/Shortness of breath

Cough

Nose Running

Sneezing

Muscle Pain or Fatigue

Lethargy

5. Symptoms:

Mark only one oval.

- Temperature of 100.0 or higher
- Difficulty breathing/Shortness of breath
- Cough
- Nose Running
- Sneezing
- Muscle Pain or Fatigue
- Lethargy

6. Additional information regarding student or staff

7. Time of symptoms listed above:

Example: 8:30 AM

8. Where is the patient being referred to?

9. Person responsible for reporting?

Example of CPCS COVID-19 Screening Log:

Screener Name & Job Title: _____

Reviewed by: _____

Date of Review: _____

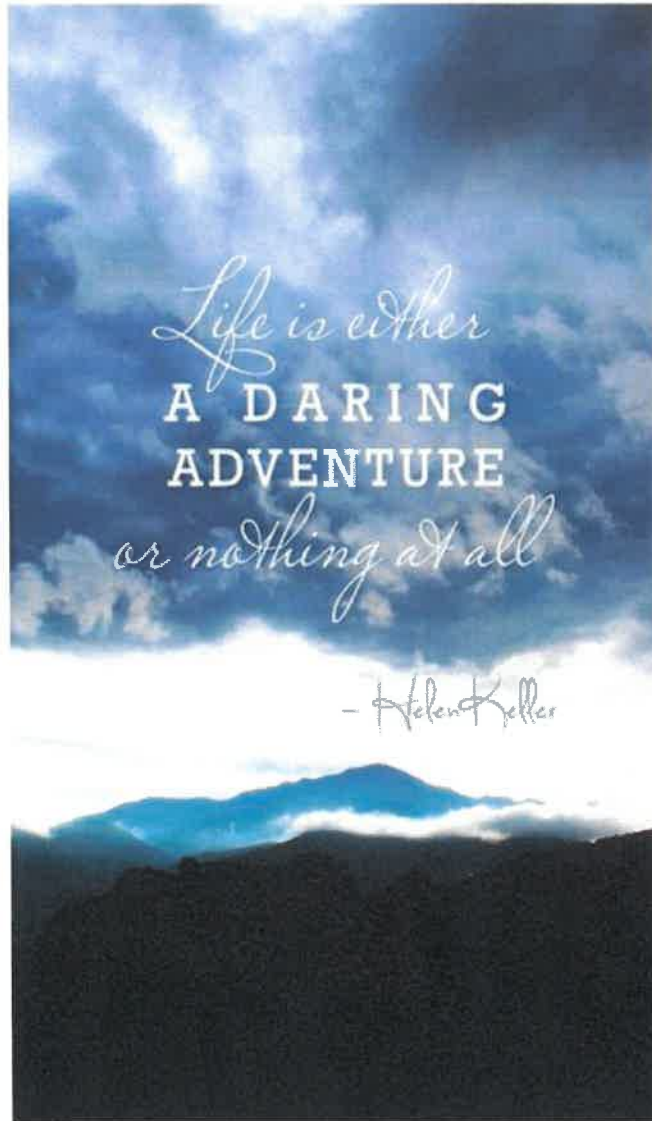
Name:	Date:	Screening Questions Answered? (Y/N)	Temperature Check? (Y/N) (below 100.0F)	Allow person access to bus or building? (Y/N)

If a student or employee's body temperature is at or above 100.0 F the student/employee must be sent home immediately and the following completed:

• Date the student/employee was sent home: _____

• Are the visible signs of respiratory illness present? _____ yes _____ no

The student/employee may return to school/work earlier if a Health Care Provider/Public Health confirms the cause of the student/employees' fever or other symptoms is not COVID-19 and provides appropriate documentation for the student/employee to return to school/work (refer to **NYSDOH Interim Guidance** for more information).



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