



Briarcliff Manor School District

July 31, 2020

**Reopening Schools: Recover, Rebuild  
and Renew the Spirit of Our Schools  
Reopening of Briarcliff Manor Schools  
2020-21**

BRIARCLIFF MANOR SCHOOL DISTRICT 661402020000

LYNN GOREY  
CONSULTANT TO THE BRIARCLIFF MANOR SCHOOLS  
Located at 45 Ingham Rd. Briarcliff Manor, NY 10510



## Opening Statement by Dr. Kaishian

Dear Briarcliff Family Members:

I hope this correspondence finds you well and that you have found both good health and happiness during these most unusual of times. I write to you in regard to the District's reopening plans for September.

On March 12, 2020, with the support of the Board of Education, I made the decision to close our schools. I did so with neither a mandate nor direction from state agencies. I did so because I believed our schools to be unsafe from the emerging and unchecked spread of COVID-19.

Today, I write to you with confidence that we can safely reopen our schools in September. Developing a reopening plan specific to the needs of the Briarcliff school community has been a long and arduous process. However, with input from parents, faculty, medical personnel, state agencies and school leaders, and with the support of the Board of Education, the District has developed a comprehensive strategy for opening our schools in a safe and productive manner. Based upon science and with an emphasis on safety, this plan will enable each and every student to experience the full complement of their educational program. And, with a lens on the whole child, the plan will allow a highly trained and competent staff to better attend to students' academic, social and emotional needs than may be possible through online learning.

As required by the New York State Education Department, the District has created three reopening scenarios. It is important to keep in mind, however, that the District has satisfied the State's requirement to create an in-person plan, a hybrid plan and a remote access plan with the ability to modulate between these scenarios in response to health metrics and local concerns and conditions. It is the District's intention, as long as current health metrics hold, to implement **Scenario #2** and open all three schools to students on September 8<sup>th</sup>. Information regarding Scenarios #1 and #3 can be found on the District's website at [www.briarcliffschools.org](http://www.briarcliffschools.org).

### ***Scenario #2: Combination of in school and remote learning***

Each school will begin its reopening process on September 8, 2020. Each school will convey its individual reopening process in writing later in August. However, this process will include up to four days of grade level orientations and introductions to school and bus safety expectations and protocols as well as the distribution of iPads, Mac Book Pros and other school related materials.

### ***At Todd Elementary School:***

After the orientation process is complete, elementary students will attend school daily. To best ensure proper social distancing protocols may be maintained at all times, Todd Elementary School will operate on a staggered schedule. An additional bus run will allow roughly fifty percent of students to begin at 8:00 AM and fifty percent of students to begin at 8:30 AM. The school day will end at 1:30 PM and 2:00 PM respectively.

All elementary classes will be divided into two equal size cohorts of 13 students or fewer. Cohorts will be placed in separate classrooms. One cohort will be placed with the classroom teacher and the other with a teaching assistant. The teacher and the teaching assistant will rotate between cohorts in an equitable fashion. The teacher will use Microsoft® *TEAMS* to provide direct instruction to students in the alternate classroom location and those that may be at home. In this way, all students receive instruction from and will be able to regularly interact with the classroom teacher. Students will remain in their classrooms except for recess and scheduled breaks that may include some additional outdoor time. Periodic "mask breaks" will be scheduled throughout the day.

***At Briarcliff Middle School:***

After the orientation process is complete, Middle School students will attend school daily. To best ensure proper social distancing protocols may be maintained at all times, the District will provide an additional run for middle school students only. Middle school classes will begin at 9:10 AM and end at 2:30 PM.

All middle school classes will be divided into two equal size cohorts of 13 students or less. Cohorts will be placed in separate classrooms. One cohort will be placed with the classroom teacher and the other with a teaching assistant. The teacher and the teaching assistant will rotate between cohorts in an equitable fashion. The teacher will use Microsoft® *TEAMS* to provide direct instruction to students in the alternate classroom location and those that may be at home. In this way, all students receive instruction from and will be able to regularly interact with the classroom teacher. Each cohort will remain in an assigned classroom for most of the day. The exception will be that students may move for World Language classes and recess. Teachers, teaching assistants and support staff will move from room to room between cohorts to follow up with students, work with small groups and otherwise provide equitable in-person time and instruction with students. Periodic “mask breaks” will be scheduled throughout the day.

***At Briarcliff High School:***

After the orientation process is complete, high school students will attend school on an alternating rotation of two days in school followed by two days engaged via remote access at home. High school students will attend school for two consecutive days and remain home for two consecutive days on an alternating basis. High school classes will be reduced on average by half for in-person instruction. One half of each grade will engage in remote learning from home while the other half is in school. Teachers will utilize Microsoft *TEAMS* during in-person instruction so that students at home may receive the same instruction and may interact with their teacher and classmates virtually.

***Remote access expectations:***

The District’s reopening plan sets clear expectations for students, teachers and families. These expectations include posting directions to daily assignments in a single location, daily live and facilitated lesson activities and daily interaction between student and teacher. It also provides for technical support for families and internet access for families experiencing financial hardship. More detailed explanations can be found in the District’s Reopening Plan at [www.briarcliffschools.org](http://www.briarcliffschools.org).

Making the decision to send your child to school or to keep your child at home is a deeply personal decision. This letter is intended to assure parents that the District will be ready to receive all students for in-person instruction come September. And, that the District will do so with the necessary procedures and protocols in place to provide an elevated degree of safety. Should a either parent or guardian deem that they do not wish to send a child to school, their child will be able to attend their school program and scheduled classes via Microsoft *TEAMS*. Having learned from our collective experience this past spring, this will be a more structured experience with assured daily student-teacher interaction. However, it will not fully replicate the in-person experience that takes place inside the classroom.

The reopening of school is a monumental task. It will require that we – students, teachers, families and staff – exercise patience and due diligence if we are to be successful. I look forward to our work together and I look forward to renewing our collective effort to raise healthy, happy and confident students and to rebuild their connections to each other and to many of the trusted adults that make that possible.

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The Briarcliff Manor School District would like to express our sincere gratitude to everyone who contributed to this report. Your meaningful input, purposeful recommendations, and willingness to collaborate demonstrated a united commitment to supporting the Briarcliff Manor school community as we moved forward on our path to reopening our schools by rebuilding, recovering and renewing. We would like to extend our deep appreciation to the individuals mentioned below for their contributions.

- 
- Alma Ricci-Cohen, Todd School Nurse
  - Laura Jagielski, Briarcliff Middle School Nurse
  - Jennifer McCann, Briarcliff High School Nurse
  - Dr. David Costabile, Briarcliff School District Medical Director
  - Dr. James Kaishian, Briarcliff Superintendent of Schools
  - Lynn Gorey, Consultant to Briarcliff Schools
  - Dr. Debora Serio-Vaughan, Briarcliff Director of Pupil Personnel Services
  - Anthony Cammarata, Briarcliff Assistant Superintendent for Business
  - Erica Beasley, Briarcliff Director of Technology
  - George Hula, Briarcliff Director of Facilities
  - Darlene Bathon, Briarcliff Teaching Assistant
  - Diana Blank, Briarcliff High School Assistant Principal
  - Christine Elliot, Briarcliff Educator
  - Anne Marie Foley, Briarcliff Todd Elementary Assistant Principal
  - Debora French, Briarcliff High School Principal
  - Daniel Goldberg, Briarcliff High School Assistant Principal
  - Pamela Gordon, Briarcliff Educator and President of BTA
  - Stephanie Grace, Briarcliff Educator
  - Diane Guida, Briarcliff Educator
  - Jennifer Horowitz, Briarcliff Educator
  - Susan Howard, Briarcliff Middle School Principal
  - Jessica Kelsey, Briarcliff Educator
  - Rosaleen McCormack, President of BTA
  - Lorraine McDermott, Briarcliff Educator
  - Mary Ann McMorro, Briarcliff Educator
  - Mary Oliver, Briarcliff Educator
  - Colleen O’Neill-Mangan, Briarcliff Elementary (Todd) School Principal
  - Sara Piersons, Briarcliff Middle School Guidance Counselor
  - Robert Saar, Briarcliff Educator
  - Kristen Samet, Briarcliff Educator
  - Yiqing Shen, Briarcliff Educator
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### Scenario Development

**Scenario 1:** *All students in school K-12 every day.*

**Scenario 2:** *Combination of in school and remote learning*

**Scenario 3:** *Full time remote learning K-12*

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After careful consideration of potential options for a safe and productive school reopening, and with guidance from the NYS Department of Health and the NYS Education Department, the Briarcliff Manor School District Reopening Team is recommending that the District implement Scenario 2 for the opening of school.

In September, the Briarcliff Manor School District's primary plan will be to have all students K-8 in school every day in small cohorts. The high school students, Grades 9-12, will be placed on an alternating rotation of two days of in-school learning and two days of virtual learning.

This decision is based on the District's ability to provide space and staff for smaller cohorts at Todd Elementary and Briarcliff Middle Schools (K-8) following the NYS Guidance for social distancing. At this time, space does not exist at Briarcliff High School to allow for all students to attend school while allowing for required social distancing measures. Therefore, only approximately fifty percent of students will attend school at any given time. An alternating rotation of students at the high school level will allow for small cohorts (half of the students at a time) to be properly spaced apart during educational activities. With this plan, students will be able to access their full schedule of courses and teachers every day via in-person instruction and via remote access. Teachers will provide instruction via Microsoft® TEAMS K-12 for students not physically present in their classrooms. Further explanation of all the NYS Mandatory Requirements for the Reopening plan are included in this document. It is important to note that the District must demonstrate flexibility and responsiveness to local conditions and new epidemiological information. The goal is to design and implement plans that allow for students and staff safety and, to the degree necessary, modulate fluidly along the continuum of in-person to remote instruction.

Once again, it is the District's plan to reopen on September 8<sup>th</sup> with in-person instruction under Scenario 2 in accordance with the Briarcliff Manor School District calendar.

*What will Scenario 2 look like in September?*

- All students K-8 will attend school in-person five days a week in small cohorts.
  - High School students will attend school in-person for two consecutive days followed by remote learning from home for two consecutive days.
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### *At Todd and Briarcliff Middle Schools*

Each class will be split into two cohort groupings. One cohort group will work directly with and in the presence of the assigned classroom teacher and the other class with the assigned teaching assistant(s). Teachers will conduct all in-person classroom activities concurrently via Microsoft® TEAMS so that students located in an alternate learning space and students at home may participate in the lesson and benefit from the classroom teacher's directed instruction. Teaching Assistants will operate under the direction of the classroom teacher. The teaching assistant's primary responsibilities will include lesson facilitation, supervision and classroom management. Students at home will participate in the lesson with the classroom teacher via TEAMS and, at times, with the support of the classroom teaching assistant.

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### *Todd School*

Students will remain with their small (half class) cohort for the entirety of the school day. Students present in school will spend equal time in the presence of their classroom teacher and the classroom teaching assistant. Teachers and support staff will move from classroom to classroom as necessary limiting student to student as well as unnecessary student to staff contact. Students will have access to the full elementary school's educational, guidance, and social-emotional programming. However, the frequency, duration and nature for all activities will be modified based upon the operational scenario of the school district.

Outdoor spaces will be made available for educational purposes, recess, and "mask breaks". Students will not be allowed to interact with students from other classes when outside of the classroom and the outside area will be clearly marked to prevent students from interacting with cohorts. Student meals will either be provided from home or a bagged lunch can be purchased from the District's food service. Lunches will be eaten in the classroom.

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### *Briarcliff Middle School*

Students will remain with their small (half class) cohort for a majority of the school day. Students, however, will mix with other students for their World Language classes as well as their Enrichment/Music classes. Students present in school will spend equal time in the presence of their classroom teacher and the classroom teaching assistant. Teachers and support staff will move from classroom to classroom as necessary limiting student to student as well as unnecessary student to staff contact. However, students will have access to the full complement of each school's established educational, guidance, and social-emotional programming. However, the frequency, duration and nature for all activities will be modified based upon the operational scenario of the school district. Outdoor spaces will be made available for educational purposes, recess, and "mask breaks". Students will not be allowed to interact with students from other cohorts when outside of the classroom and

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the outside area will be clearly marked to prevent students from interacting with students outside of their class. Student meals will either be provided from home or a bagged lunch can be purchased from the District's food service. Lunches will be eaten in the classroom.

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### *Briarcliff High School*

Students in Grades 9-12 will attend school on an alternating rotation. Each grade will be divided into roughly two equal sized cohorts. Students will have access to the full complement of the high school's educational, guidance, and social-emotional programming. However, the frequency, duration and nature of activities will be modified based upon the operational scenario of the school district. Teachers will conduct all in-person classroom activities concurrently via Microsoft® *TEAMS* so that students located at home may benefit from teacher directed instruction.

High School students residing in the same household will be placed in cohorts that ensure they are in school on the same days and at home on the same days. Students will move from class to class in a similar fashion to a regular school day.

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### *Preparing Staff and Students Returning to School*

The health and safety of the children and adults in our schools is paramount. Although the fundamental role of schooling is to provide a quality education for students, health and safety considerations must always be a primary consideration as the District contemplates decisions, implements programs and protocols and otherwise takes action that may impact students, staff and families. The Briarcliff Manor School District is committed to providing the resources and supports necessary to support the educational and social emotional needs of students. Just as the District endeavors to adopt evidence-based instructional and pedagogical practices, it will follow the science and adopt evidence-based public health measures when reopening and in modulating its response to the COVID-19 crisis. In doing so, the District recognizes that any plan to reopen our schools must be well-considered and flexible. The District plan and the three scenarios described herein will be updated and amended as necessary and with extreme prejudice given to the basic health and wellness concerns of students, staff and the broader school community

This document is the product of months of hard work and a myriad of considerations – it is a lot to digest at once. The District's Re-Opening Team, therefore, thought it helpful to provide for faculty, staff, parents/guardians, students, and community members a glimpse into "A Day in the Life" of the returning student under the District's projected opening scenario (No. 2). Below please find school specific examples of what a student would likely experience during the school day.

*“A Day in the life of a Kindergarten Student” Todd School, September 2020*

Jack gets driven to school by 8:00AM. He arrives with his mask on and uses his hand sanitizer. Jack passes the temperature scanner as he enters the school. His temperature is less than 100.0°F so he goes to his classroom. In his classroom he will find his teacher or his teacher’s helper. Jack waits to go to his cubby and put his things away. Jack goes to his table that is clearly marked with his name and works on an activity that his teacher has put there while he waits for the rest of his “cohort” of 10-12 classmates to arrive.

Jill is in Jack’s class and she took the bus today. At the bus stop her Dad helped her with her mask and made sure she was six feet away from the other children at the bus stop. The bus driver or bus monitor makes sure everyone sits in their assigned seat alone unless accompanied by a sibling. The bus driver is wearing a mask too! Jill gets to school around 8:30AM.

Jill explains: When we get to school, we go through a special door, have our temperature taken, use the hand sanitizer and then go right to our room. There are arrows that tell us which way to walk and how far to be from other people. My teacher is happy to see me, and I put my things away and say hello to my classmates. There are fun things for me to do at my table and I get to talk with my friend Jack. Our tables will be marked so we are sure not to get too close to anyone. There used to be centers where teachers put different activities - now these activities are given to us at our tables. We all wear our masks until the teacher tells us we can take them off for a mask break. Sometimes we go for a walk outside. The teacher or teacher’s helper watches us during our mask breaks and they always make sure that we stay six feet apart from each other.

Throughout the morning time my teacher will be doing things with all her students – including those with the TA in another classroom. Sometimes she works with Jill’s cohort and sometimes with small groups or individual students. The teacher’s helper comes into our room while the teacher goes to the other half of our class.

We also wash our hands a lot. Whenever we can, the teacher, teacher’s helper or special teachers take us outside. We have a special spot where we go. We can exercise or play some games that the teachers have taught us - sometimes we play hopscotch or do challenges that the teachers have painted on the ground. We always wash our hands or use the hand sanitizer on the way outside and on the way in.

Now it is lunch time. We wash our hands before and after lunch. You can bring your own lunch or have a bag lunch from the cafeteria. Lunch is in our room. We get to order our lunch from home each week for the whole week. Sometimes we can go outside after lunch for recess if the weather is good.

In the afternoon our teacher plans more fun things for us to learn and do. We sometimes get to use our iPads. The teacher and teacher’s helper will teach us how to use the iPad and we will use them

each day in school and maybe at home too. We each have our own iPad. We take our iPads home every day. We have an extra charger at home, so we do not have to take that.

We have special things that we use to learn about math, and we get to read a lot of books. On some days we have special activities in our room planned by the Music teacher, PE teacher, Art teacher, Librarian or the Technology teacher. All our teachers wear masks all the time. We get breaks in the afternoon too where we can take off our masks. If our mask gets dirty, that's alright, our teachers have more they can give us.

School is over for today. We take turns getting all our things together to go home and we make sure we listen closely to the teacher's directions, so we stay safe leaving the building. We use the sanitizer on the way out and we have our masks on if we are taking the bus. Can't wait to come back tomorrow!

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*"A Day in the life of a Fourth Grader" Todd School, September 2020*

Brian and Beth are 4<sup>th</sup> graders at Todd School. Their arrival is the same as the K students. Fourth graders have been in Todd School for a while and they can be very helpful and supportive of the younger students. They can help others follow the social distancing rules, hand washing and wearing masks. They can be leaders.

Brian and Beth's class has been divided into two cohorts. The teacher will be giving a lesson in one of the classrooms and the lesson will be seen by the students on their devices in both classrooms. They can follow along, ask questions, get support from the teacher's helper in the room or ask the teacher. They are familiar with using their devices and navigate easily through the tasks presented. The teacher will be in their room for part of the period and the teacher will check their work, work with them individually or in small groups. We take our devices home every day.

There are some students in this class that are learning from home every day. They log in on their computer and follow along with the lessons. They submit their work every day and sometimes we get to see them on the computer.

The fourth graders will have a regular schedule where they will have Reading, Writing, Math, Science and Social Studies. They will also have a special area teacher with them each day in their room to do lessons in Music, Art, Technology, PE or Library. They will have a special place outside to go to for recess, PE or just to take a break. The teachers are planning activities that we can do outside and be socially distanced.

We wear masks all day, but we have several mask breaks. We make sure we have our masks on the right way when we are moving around the room, moving around the school, going to the bathroom, traveling on the bus, etc.

Lunch is in our classroom. We get to order our lunch from home for the week. We do not wear masks then, but we are sure to stay in our marked area. All our teachers come to our room, so we do not have to travel too much during the day.

We take our devices home each day so we can use them for homework. School may not be exactly like it was, but we are happy to be back in school with our teachers and our friends.

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*“A Day in the life of a Seventh Grader” Briarcliff Middle School, September 2020*

Carter and Cassidy are in 7<sup>th</sup> grade. They arrive at school at 9:00AM when they are dropped off by their parents. A friendly staff member greets them at the front of the school and directs them to enter through the thermal temperature scanner for a temperature check while entering the building at the main entrance. They use the hand sanitizer on their way in, they have on their masks. They are in the same class, but they are in different cohorts. They go to their homeroom and put their items away under their desk chair in the cubby area and put coats on the back of the desk. Classes start right away. They have a little time to do some work or talk with friends. They go to their designated seat and stay six feet away from other students, all the while wearing their masks. There are markings in the hallways that help you distance yourself and tell you which side of the hall to pass on.

The day starts with the teacher in one classroom with half the class (a cohort) and either another teacher or a teaching assistant in another classroom with the other cohort. The teacher uses TEAMS to present their lessons. Students can see the lessons on their device and/or projected in the classrooms. Students can ask questions as they begin their work. The teacher will go back and forth between the cohorts to answer questions and work with students individually or in small groups. The next period the teacher will go to teach their subject to a different cohort and another teacher will come to Carter or Cassidy’s classroom to teach their subject. We will stay in our room except for when we have our World Language Class.

Special Area Teachers: Technology, PE, Music and Art will come into our class. We have designated space outside for recess, PE or breaks. Our teacher lets us have mask breaks throughout the day.

When we use the restrooms, we must be sure we stay away from other students. Washing our hands many times in a day is a good thing. When we go outside, we use hand sanitizer on the way out and on the way in. We wash hands before and after lunch. Lunch is in our classrooms.

At the end of the day we are dismissed using a staggered schedule to reduce the number of students in the halls. We make sure we take our devices home every day and use them for homework.

School is not the way it was last year. This is our “new normal”. We are happy to be back in school with our teachers and friends. If we need extra help, there is always someone here to help us.

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*“A Day in the life of a Tenth Grader” Briarcliff High School, September 2020*

Our arrival is like the middle school. However, each grade has been divided in half so there are not as many students in the halls and in the rooms. Our desks are set up six feet apart and we wear masks all day.

We are following our regular schedule and moving to different classes. There are arrows to show you what direction to move in and we stay six feet apart. Our classes are a little shorter in time than before because of the bus schedule but with only half the students in class at one time, we can get a lot done.

Our teachers use Microsoft® *TEAMS* for their lessons. Students who are home will be accessing the lessons and their work through Microsoft® *TEAMS* too. It is important to follow your regular schedule when you are home, or you might fall behind. The school is still using the ODD and EVEN schedule so students can still take all the classes they signed up for in the spring.

Music lessons will be offered in small groups or individually on the days that you are home. It is important that you keep track of that and work with your teacher at the time you have been given. During free periods we are assigned to a certain area in the school where we can do work.

There are always people to help you at the high school if you have questions, problems, etc. You just need to ask.

We take our devices home every day so we can work on our virtual day and do homework.

One day, I arrived and when my temperature was taken as usual at the walk-through scanner it registered 101°F. A staff person took me aside and explained that I had to see the school nurse. The nurse told me that I would not be able to stay at school that day and that we need to contact my parents. I waited in a special area while the nurse checked me and until my parent picked me up to take me home. It was suggested to my parent that I get checked for COVID-19. I went to my doctor and was tested. While at home, I attended all my classes on *TEAMS*. Three days later, the test results came back negative and feeling better, I rejoined my classmates at school.

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*“A Day in the life of a Briarcliff Teacher” September 2020*

Each morning John fills out a health screening protocol by answering several questions using the Frontline app before making the trip to school. When he enters the school building, he and all other staff will have their temperatures taken. Anyone with a temperature of 100.0°F or greater will have to go home for the day.

John enters his classroom where the desks have all been positioned to allow for social distance. He will wear a mask all day while teaching or in the presence of others. John will have the opportunity to take designated mask breaks along with students. He uses Microsoft® *TEAMS* for their lessons and has been equipped with a laptop and an iPad. He will use a Smart Display or Smartboard to display lesson work which can be seen by students at home. His lesson facilitation will vary between working with the whole class and working in small groups or individuals during each class period. John has time each day for planning and for lunch. Teachers will have supervisory duties. Ongoing professional development will be provided throughout the school year for John and his colleagues.

There will be time in the schedule for planning and lunch. Teachers will have supervisory duties. Ongoing professional development will continue for teachers.

Teachers will also be supplied with options for a desk shield and face shield to add to their mask when they want to work with individual or small groups. There will be a supply of wipes, gloves, extra masks, cleaning supplies and tissues in every classroom. It is important to check your supplies in the morning to be sure you have what you need each day.

Teachers are required to take attendance every day/period. Students who are working from home need to log-in in order to be counted as present. The school will determine what supports and procedures will be in place to ensure that students who are learning remotely are adequately participating in the learning process.

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### Social Emotional Well Being

Since March, students, staff and families have been under tremendous stress. Fear and trauma have impacted our entire school community. Among the top priorities for the District is to establish a culture that supports and emphasizes mental health and wellness as we move through the early phases of our re-opening plan this year. Our work, therefore, begins by making connections with our students and their families and promoting feelings of safety and support as we rebuild our community and relationships that make our School District such a wonderful place to learn and to grow. Setting up clear routines and creating positive environments in our classrooms and our schools will be important first steps to the school reopening process.

- The District-wide school counseling program will be reviewed and updated by each buildings Response to Intervention Team (RTI) to ensure that our academic and support programs meet current needs.
- Work to develop collaboration among school community stakeholders in the review and development of the District's school counseling program. These stakeholders include students, teachers, families, building and district leaders, community-based service providers, teachers, school counselors, social workers, school psychologists and members of the Board of Education who will contribute to comprehensive school counseling strategies

and documents. Dr. Debora Serio-Vaughn, Director of Pupil Personnel Services will lead this work to begin in the Fall 2020.

- Strategies will include resources to address mental health including behavioral, and emotional support services and programs to staff.
- Professional development activities to be implemented on Superintendent Conference Days, student orientation days, at parent meetings and in communications. Information and resources will be made available in-person when appropriate and available digitally on our website or provided via virtual meetings with the students, staff and parents.
- With the help of our counseling staff, targeted information regarding expectations, resources and protocols related to the COVID-19 public health emergency will be provided to staff via a virtual session(s) on Superintendent's Conference Day. It is important that faculty and staff better understand how to discuss difficult and potentially emotionally traumatic issues with students, faculty, and staff for developing coping and resilience skills as well as create and guide small support groups to promote resilience skills while engaging in individual conversations.

[Social and Emotional Learning \(SEL\)](#) is the process through which children and adults acquire and effectively apply the knowledge, attitude, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Schoolwide SEL is a systemic approach to infusing social and emotional learning into every part of the students' educational experience -- across all classrooms, during all parts of the school day and out-of-school time, and in partnership with families and communities. This involves cultivating caring, participatory, and equitable learning environments and using evidence-based practices that actively involve all students in their social, emotional, and academic growth.

Students and teachers transitioning to online learning and practicing social distancing are experiencing a major and disconcerting change in daily activities and interactions and are under a great deal of stress. During this period in which our ability to check in on one another in person is limited, it is even more critical that we find ways to reach out and check in with each other virtually. In this way, we can support everyone's social emotional learning (SEL) and mental health. We will consider offering explicit online SEL or mental health education lessons or incorporate opportunities to practice SEL competencies within academic subject areas. Using community circles in virtual staff meetings and online classes could offer all adults and students an opportunity to be heard, and to voice their experience and concerns. These circles might also offer insights as to adults or students who might benefit from an additional check-in. We must consider offering tools for coping with the

stresses of isolation and anxiety in this difficult time. Clearly communicate to families how and where they can reach out with any concerns including by phone and email.

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### Teaching and Learning

While students, parents, and staff share a mutual desire to get back to in-person instruction, this can only be accomplished safely if epidemiological allows and if the entire school community adopts a culture of safety and concern for others and a respect for science associated with COVID-19. It is ambitious for a school to open its doors to students and staff and to do so safely. Therefore, students, staff and families must cooperate with the District's health and safety protocols. And this is why students, staff and families need to prepare for a continuum that includes both in-person instruction and remote learning. The District's primary educational challenge is to maintain continuity of learning even as it may be forced to change from in-person instruction to remote learning with little warning. The New York State Education Department required that all public-school districts provide their respective school communities with three reopening scenarios ranging from all students in-school to all students at home.

#### *Scenario 1: All students in school K-12 every day.*

Currently, SED guidance and social distancing requirements will not allow for the District to employ the first scenario. Should restrictions and distance requirements be sufficiently reduced, the District would provide in-person instruction every day for all students K -12. K-8 students would be placed on student cohorts of 13 students or less. At Todd, students would remain in their cohort for the entirety of the school day. Middle school students would remain with their cohort in a single classroom for a major part of the school day. High school classes will not be divided into smaller cohorts and students would move from classroom to classroom as dictated by the student's course schedule.

- All students will be provided with a personalized 1:1 device for use at home and while in school. K-6 students will be provided with an iPad and students 7-12 with a Mac Book Pro.
- All teachers have been provided with a laptop and an iPad for instructional purposes.
- Professional Development has and will continue to be provided for faculty and support staff who may be new to required technologies, digital resources and platforms.
- Families who cannot afford home internet will be provided with an internet "hot spot" free of charge.
- Technical support will be provided for students/families who have connectivity trouble or problems accessing their classes or school resources.

- All school classrooms, offices and common areas have been equipped with sufficient broad band internet access for active student and faculty use.
- Access to electricity will be limited. Therefore, students will be strongly encouraged to get in the habit of charging their laptops and iPads at home each evening before coming to school.
- K-8 students are expected to attend class in-person every day. Should a student be home either by parental choice or under quarantine, they must attend class via Microsoft TEAMS unless ill or excused by their school.
- With limited exceptions, students will have access to all core and elective course selections or academic program.
- Music coursework will take place during the school day. All instrumental and choral lessons, rehearsal and performances will be conducted online and at home.
- Sports, co-curricular clubs and afterschool activities will not take place until September 21<sup>st</sup> at the earliest. And, such activities may only take place if approved by the District after further review and analysis of the impact these activities might have on the health and safety of students, staff and the school community.
- School bus capacity will be reduced to accommodate no more than one unrelated student in every seat. This will require the district to double its bus runs from two to four. These runs will include two elementary bus runs, one middle school run and one high school run.
- Parking fees for high school students permitted to park on campus will be waived for the 2020-2021 school year.
- The school day will begin with a staggered opening at Todd. The start times will be 8:00 AM for half of the students and 8:30 AM for others. The school day will end at 1:30 and 2:00 PM respectively.
- The school day will begin at 9:10 AM at the Middle School and end at 2:30 PM.
- The school day will begin at 9:45 AM at the High School and end at 3:00 PM.
- All students and staff must be masked upon entering the school building.
- A disposable mask will be provided to students and staff who may need one on a given day.

- All students and staff will have their temperature checked prior to entering a school building. Those with a temperature at or above 100.0° F will either be denied entry, or in the case of students, will be remanded to a school nurse who will contact parents so that the student may be taken home.
- Faculty and staff will complete a daily health screening before entering the building. They must enter via a single point in each building after completing the health survey.
- Parents will be asked to review the District's health screening questions with their children and to check their children's temperature before sending them to school each day.
- Teachers will take daily attendance for all students – in-person and at home. Attendance will be tracked via the District's student management system.
- All student rosters will be loaded into Microsoft TEAMS which will be the virtual learning and engagement platform used by all Briarcliff teachers and support staff.
- Teachers will post either all their assignments or direction to their assignments via the Grade Book feature of our student management system. Assignments may also be posted via Microsoft TEAMS, OneNote or Blackboard.com. Professional development will be provided for teachers and staff on the utilization of Grade Book for the purposes of posting classroom assignments. Parents will then have one location to access assignments whether students are in school or learning remotely.
- Students will be graded in accordance with established school policy.
- Email will not be used to post or inform students/parents of assignments. Email can be used to communicate and clarify potential issues or concerns with students and parents.
- All teachers will follow a daily schedule that includes the utilization of Microsoft TEAMS to transmit lessons to students in alternate classroom locations and at home. At the middle and high schools, teachers will engage in live instruction or facilitation for an average of 20 minutes per class period. At Todd, teachers will engage in at least 10-20 minutes of live or facilitated instruction at least four times a day. All students will have daily interaction with their classroom teachers.
- All educational and common space occupancy levels have been determined via school building Social Distancing Studies conducted by a certified architectural firm. All classes

(cohorts) K-12 will be reduced in size by approximately 50%. All student and faculty desks/tables will be spaced at least six feet apart.

- When possible, windows will be opened to increase ventilation.
- All classroom and common space surfaces will be cleaned and disinfected daily. This includes desks, tables, chairs, doorknobs, handrails, counters, sinks etc. Bathrooms and some common spaces will be cleaned throughout the school day.
- Hand sanitizer dispensers have been placed in every classroom and throughout each school building. Bathroom and classrooms with sinks will be supplied with soap and paper hand towels. Protocols for hand washing and sanitizing will be established and reviewed with students and staff.
- Cleaning logs for classrooms, offices and common areas will be posted in a clear and visible location for those who enter these spaces. These logs will show the date and time the area was last cleaned, and it will be initialed by the cleaner and his or her supervisor to ensure that the required work has been completed and inspected at least once a day.
- The sharing of objects and workspaces will be limited. Students K-8 will have dedicated spaces to keep their supplies. To the extent practicable, classroom resources will be divided equitably among cohorts and utilized individually by students, to the degree possible.
- To better ensure a successful reentry for all students, each school will develop a plan for those who may need additional social, emotional, or academic support. The Building Response to Intervention (RTI) Teams will review data and develop supports based on the needs of the students after students have had time to re-adjust to the school setting.
- Teachers will meet virtually in grade level and school-wide teams prior to the opening of school and throughout the school year to discuss individual student progress and share best practices.

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### *Scenario 2: Combination of in-school and remote learning.*

All K-8 classes will be divided into two equal size cohorts of 13 students or less. Cohorts will be placed in separate classrooms. One cohort will be placed with the classroom teacher and the other with the teaching assistant. The teacher and the teaching assistant will rotate between cohorts in an equitable fashion. The teacher will use Microsoft® *TEAMS* to provide direct instruction to

students in the alternate classroom location and at home. In this way, all students will receive instruction from and be able to interact with their classroom teacher. At Todd, students will remain in their classrooms except for recess and periodic breaks that may include some additional outdoor time. At the middle school, each cohort will remain in an assigned classroom for most of the day. The exception will be that students will move for World Language classes and recess. Teachers, teaching assistants and support staff will move from room to room and between cohorts to follow up with students, work with small groups, and otherwise provide equitable in-person time with students. High school students will attend school for two consecutive days and remain home for two consecutive days on an alternating basis. High school classes will be reduced on average by half for in-person instruction. One half of each grade will be home while the other half is in school. Teachers will utilize Microsoft TEAMS during in-person instruction so that students at home may receive the same instruction and may interact with the teacher and classmates virtually.

- All students will be provided with a personalized 1:1 device for use at home and while in school. K-6 students will be provided with an iPad and students 7-12 with a Mac Book Pro.
- All teachers have been provided with a laptop and an iPad for instructional purposes.
- Professional Development has and will continue to be provided for faculty and support staff who may be new to required technologies, digital resources and platforms.
- Families who cannot afford home internet will be provided with an internet “hot spot” free of charge.
- Technical support will be provided to students/families who have connectivity trouble or problems accessing their classes or school resources.
- All school classrooms, offices and common areas have been equipped with sufficient broad band internet access for active student and faculty use.
- Access to electricity will be limited. Therefore, students will be strongly encouraged to get in the habit of charging their laptops and iPads at home each evening before coming to school.
- K-8 students are expected to attend class in-person every day. Should a student be home either by parental choice or under quarantine, the student must attend all class / instructional sessions via Microsoft TEAMS unless ill or excused by their school. 9-12 students are expected to attend classes in-person on their assigned days and attend all classes virtually in accordance with their schedule when home.

- With limited exceptions, students will have access to all core and elective course selections or their academic program.
- Music coursework will take place during the school day however, all instrumental and choral lessons, rehearsal and performances will be conducted online and at home.
- Sports, co-curricular clubs and afterschool activities will not take place until September 21<sup>st</sup> at the earliest and may only be approved by the District after further review and analysis of the impact these activities might have on the health and safety of students, staff and the school community.
- School bus capacity will be reduced to accommodate no more than one unrelated student in every seat. This will require the District to double its bus runs from two to four. These runs will include two elementary bus runs, one middle school run and one high school run.
- Parking fees for high school students permitted to park on campus will be waived for the 2020-2021 school year.
- The school day will begin with a staggered opening at Todd. The start times will be 8:00 AM for half of the students and 8:30 AM for others. The school day will end at 1:30 and 2:00 PM respectively.
- The school day will begin at 9:10 AM at the middle school and end at 2:30 PM.
- The school day will begin at 9:45 AM at the high school and end at 3:00 PM.
- All students and staff must be masked upon entering school buildings.
- A disposable mask will be provided to students and staff who may need one on a given day.
- All students and staff will have their temperature checked prior to entering a school building. Those with a temperature at or above 100.0° F will either be denied entry or, in the case of students, will be remanded to a school nurse who will contact parents so that the student may be taken home.
- Faculty and staff will complete a daily health screening before entering the building.
- Parents will be asked to review the health screening questions with their children and to check their children's temperature before sending them to school each day.

- Teachers will take daily attendance for all students – in-person and at home. Attendance will be tracked via the District’s student management system.
- All student rosters will be loaded into Microsoft TEAMS which will be the virtual learning and engagement platform used by all Briarcliff teachers and support staff.
- Teachers will post all their assignments or directions as to where to find their assignments via the Grade Book feature of our student management system. Assignments may also be posted via Microsoft TEAMS, OneNote or Blackboard.com. Professional development will be provided for teachers and staff on the utilization of Grade Book for the purposes of posting classroom assignments. Parents will then have one location to access assignments whether students are in school or learning remotely.
- Students will be graded in accordance with established school policy.
- Email will not be used to post or inform students/parents of assignments. Email can be used to communicate and clarify potential issues or concerns with students and parents.
- All teachers will follow a daily schedule that includes the utilization of Microsoft TEAMS to transmit lessons to students in alternate classroom locations and at home. At the middle and high schools, teachers will engage in live instruction or facilitation for an average of 20 minutes per class period. At Todd, teachers will engage in at least 10- 20 minutes of live or facilitated instruction at least four times a day. All students will have daily interaction with their classroom teachers.
- All educational and common space occupancy levels have been determined via school building Social Distancing Studies conducted by a certified architectural firm. All classes (cohorts) K-12 will be reduced in size by approximately 50%. All student and faculty desks/tables will be spaced at least six feet apart.
- When possible, windows will be opened to increase ventilation.
- All classroom and common space surfaces will be cleaned and disinfected daily. This includes desks, tables, chairs, doorknobs, handrails, counters, sinks etc. Bathrooms and some common spaces will be cleaned throughout the school day.
- Hand sanitizer dispensers have been placed in every classroom and throughout each school building. Bathroom and classrooms with sinks will be supplied with soap and paper hand towels. Protocols for hand washing and sanitizing will be established and reviewed with students and staff.

- Cleaning logs for classrooms, offices and common areas will be posted in a clear and visible location for those who enter these spaces. These logs will show the date and time the area was last cleaned, and it will be initialed by the cleaner and his or her supervisor to ensure that the required work has been completed and inspected at least once a day.
- The sharing of objects and workspaces will be limited. Students K-8 will have dedicated space to keep their supplies. To the extent practicable, classroom resources will be divided equitably among cohorts and utilized individually by students to the degree possible. Any shared object must be sanitized after each use.
- To better ensure a successful reentry for all students, each school will develop a plan for those who may need additional social, emotional, or academic support. The Building Response to Intervention (RTI) Teams will review data and develop supports based on the needs of the students after students have had time to re-adjust to the school setting.
- Teachers will meet virtually in grade level and school-wide teams prior to the opening of school and throughout the school year to discuss individual student progress and share best practices.

### *Scenario 3: Full time remote learning K-12*

The Briarcliff School District has made significant investments into digital technologies and infrastructure and has been a fully operational 1:1 district since 2016. Students and staff are accustomed to digital resources and virtual platforms associated with remote learning. Although no virtual platform can fully capture the power of in-person instruction with a capable and caring teacher, Microsoft® *TEAMS* does provide the District with a secure, easy to use, and reliable platform for remote learning. However, the District's investment over the last several years was not limited to technology and infrastructure. Like hand and glove, advances in digital resources were acquired in concert with investment in targeted professional development for teachers and staff. Informed by our successes and shortcomings this spring, faculty and staff now possess the capacity and the experience to provide a better learning experience whether students are in school or at home.

- All students will be provided with a personalized 1:1 device for use at home and while in school. K-6 students will be provided with an iPad and students 7-12 with a Mac Book Pro.
- All teachers have been provided with a laptop and an iPad for instructional purposes.

- Professional Development has and will continue to be provided for faculty and support staff who may be new to required technologies, digital resources and platforms.
- Families who cannot afford home internet will be provided with an internet “hot spot” free of charge.
- Technical support will be provided to students/families who have connectivity trouble or problems accessing their classes or school resources.
- All school classrooms, offices and common areas have been equipped with sufficient broad band internet access for active student and faculty use.
- School start and end times may be modified to allow for a 9 AM start time and 3 PM end time for all students K-12.
- At the middle and high school level, students will follow their course schedule. All courses will include an average of 20 minutes of live instruction and all students will have daily interaction with their classroom teachers.
- At Todd, classroom teachers will provide at least four 10 to 20-minute sessions of live instruction. All students will have daily interaction with their classroom teacher.
- Elementary students will receive daily instruction from at least 10 to 20 minutes of instruction from their music or specials teachers in addition to their regular classroom instruction.
- Unless mandated otherwise or unless local conditions are determined unsafe by the District, teachers will report to the school district to provide remote instruction to students at home.
- K-12 students are expected to attend each of their remote instruction sessions/classes every day.
- With limited exceptions, students will have access to all core and elective course selections or their daily academic program.
- Unless mandated otherwise, the District’s athletic program will be cancelled at least for the duration of a middle or high school closure.

- Co-curricular clubs and afterschool activities may take place remotely and on a limited basis as determined by the District. Teachers will take daily attendance for all students. Attendance will be recorded and tracked via the District's student management system.
- All student rosters will be loaded into Microsoft TEAMS which will be the virtual learning and engagement platform used by all Briarcliff teachers and support staff.
- Teachers will conduct office hours and provide academic support. Teachers will post their offices hours.
- Teachers will post all their assignments or directions as to where students may find their assignments via the Grade Book feature of our student management system. Assignments may also be posted via Microsoft TEAMS, OneNote or Blackboard.com. Professional development will be provided for teachers and staff on the utilization of Grade Book for the purposes of posting classroom assignments. Parents will then have one location to access assignments whether students are in school or learning remotely.
- Students will be graded in accordance with established school policy.
- Email *will not* be used to post or inform students/parents of assignments. Email can be used to communicate and clarify potential issues with students and parents.
- Cleaning logs for classrooms, offices and common areas will be posted in a clear and visible location for those who enter these spaces. This log will show the date and time the area was last cleaned, and it will be initialed by the cleaner and his or her supervisor to ensure that the required work had been completed and inspected at least once a day.
- To better ensure a successful reentry for all students, each school will develop a plan for those who may need additional social, emotional, or academic support. The Building Response to Intervention (RTI) Teams will review data and develop supports based on the needs of the students after students have had time to re-adjust to the school setting.
- Teachers will meet virtually in grade level and school-wide teams prior to the opening of school and throughout the school year to discuss individual student progress and share best practices.

The teachers will be expected to work in the Microsoft® *TEAMS* platform following their regular schedule. Teachers will take attendance and then introduce the work for the period or subject. Teachers will determine what instructional approach they will use for that period/subject and opportunities for live direct instruction of new content, small group or individual follow up

discussions or questions. Teachers will come to school to provide their remote learning experiences unless there is a mandate from the State or Local authorities that buildings be closed to all.

Students who have been identified as needing extra supports will receive those supports as scheduled. The delivery will be primarily live instruction. Students will have access to the support and instruction from special area teachers according to their school schedule.

Teachers will conduct office hours to provide additional support. Parents will be able to access all students' assignments every day through the eschool management system.

Mandatory daily attendance in the District's student management system, eschool, is a vital part of every plan. Flexibility will be considered when monitoring attendance in a remote model. Parental schedules and other variables might impact on the student's ability to connect with their teachers at a designated time. In these cases, there will be a specific contact person from the school who will work with the family for attendance and support.

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### **Duty to inform:**

If a parent decides that their child/children will NOT be attending school this September under the District's Scenario 2 plan, the parent must let the school district know of their desire to participate in 100% remote learning. Parents will be responsible for ensuring that the students log into their classes every day and complete all assignments in a timely manner. Parental support may be needed since teachers will be involved in live teaching all day in their classrooms. Students will be required to follow their school schedule at home.

- Mandatory daily attendance in the District's student management system, eschool, is a vital part of every plan. Flexibility will be considered when monitoring attendance in a remote model. Parental schedules and other variables might impact on the student's ability to connect with their teachers at a designated time. In these cases, there will be a specific contact person from the school who will work with the family for attendance and support.
- The District will ensure that there is continuity of learning in all three scenarios.
- All the District's instructional plans are aligned with New York State Learning Standards.
- Instruction will be accessible to all students. The academic program will include regular and substantive interaction with an appropriately certified teacher.
- Administrators and students communicate regularly with families and they provide ongoing support to students and families.

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### **Todd Elementary School: Remote Learning Guidelines**

Given the broad range of ages in our school, we understand that students have different needs, levels of independence, and stamina. These guidelines are designed to frame our remote learning plan.

- Work, videos, assignments, and support materials will be available and posted in Teams and eschool by 8:30AM.
- K-5 classroom teachers will provide daily morning meetings and check-ins to promote peer connection and community building.
- K-5 teachers will provide multiple synchronous and/or asynchronous lessons daily with learning activities in the core subjects of balanced literacy: reading, writing, and math. Science units and Social Studies topics will be integrated throughout the curriculum. Teachers will prioritize live learning to maximize face to face interaction. Lessons may take the form of large group sessions, small group work, partnerships, literacy book clubs, individual conferences, learning centers, or independent passion projects. The formats will vary depending on student needs and learning goals. Teachers will be teaching through Teams during their regular schedule time.
- Duration of lessons and independent practice, assignments and projects will vary according to developmentally appropriate practices. Lessons and independent work time spent by students on assignments may range from 10-15 minutes in Kindergarten to 30-40 minutes in 5<sup>th</sup> grade. Time on task will vary for each child.
- K-5 classroom teachers and support providers will provide a consistent daily schedule that closely follows a modified school structure. Teachers will continue to be cognizant of age appropriate screen time guidelines and best practices.
- K-5 special area and encore teachers will provide daily grade level sessions at scheduled times based on the six-day schedule.
- Teachers and teaching assistants will be available to respond to students' questions and provide feedback on student work during school hours.

### **Briarcliff Middle School: Remote Learning Guidelines**

Given the developmental needs of early adolescents, we understand that students have different needs, levels of independence, and stamina. These guidelines are designed to frame our remote learning plan.

- Work, videos, assignments, and support materials will be available and posted in Teams by 9:00AM.
- All assignments (and due dates) should be posted in e-School Gradebook as they are assigned, so that parents can see work in process.
- All teachers will provide a daily, synchronous meetings with each class. During this time, they will take attendance, check for understanding and review content. This will also promote peer connection and community building.

- At the middle school level, students will follow their course schedule. All courses will include an average of 20 minutes of live instruction and all students will have daily interaction with their classroom teachers.
- Teachers will prioritize live learning to maximize face to face interaction. Lessons may take the form of large group sessions, small group work, partnerships, literature circles, and/or individual conferences. Teachers should make every attempt to close the class period with a whole class, live check-in. The formats will vary depending on student needs and learning goals.
- Duration of lessons and independent work time spent by students on assignments may vary for each child.
- Teachers and teaching assistants will be available to respond to students' questions and provide feedback on student work during school hours.

### **Briarcliff High School: Remote Learning Guidelines**

Given the developmental needs of adolescents, we understand that students have different needs, levels of independence, and stamina. These guidelines are designed to frame our remote learning plan.

- Teachers will provide daily, synchronous meetings with each class on an average of 20 minutes in duration. During this time, they will take attendance, check for understanding and review content. This will also promote peer connection and community building.
- Teachers will prioritize live learning to maximize face to face interaction. Lessons may take the form of large group sessions, small group work, partnerships, and/or individual conferences. The formats will vary depending on student needs and learning goals.
- Assignments (and due dates) will be posted in e-School Gradebook as they are assigned, so that students and parents can view course expectations.
- Teachers and teaching assistants will be available to respond to students' questions and provide feedback on student work during school hours.

### **Student Responsibilities K-12:**

The following protocols are designed to ensure a successful virtual learning for all:

- Students must prepare for the school day by confirming that they have WIFI connectivity and a fully charged device in advance of their first class.

- Students are expected to be appropriately dressed in a manner that is consistent with the school dress code and seated in a workspace conducive for learning.
- Distractions such as food, cell phones and other electronic devices should be avoided.
  - Students' cameras must be on and students must be visible to be considered as present.
  - Students may be directed to "mute themselves" when not speaking to eliminate background noise.

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### Parental Options

If a parent decides that their child/children will NOT be attending school this September under the District's Scenario 2 plan, the parent must let the school district know of their desire to participate in 100% remote learning. Parents need to inform the building principal of this decision before school opening. Parents will be responsible for ensuring that the students log into their classes every day and complete all assignments in a timely manner. Parental support may be needed since teachers will be involved in live teaching all day in their classrooms. Students will be required to follow their school schedule at home. If the parent decides to send their child/children back to school, the parent needs to call the building principal and then the starting date will be determined.

If a parent decides that their child/children will NOT be attending school this September under the District's Scenario 2 plan, and they do NOT want to participate in full time remote learning, Scenario 3, then the parent will be required to file a Home Instruction Plan with the Superintendent.

### PARENTAL RESPONSIBILITIES

There is a clear consensus from both education and medical groups that we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While *remote learning* has provided the best possible alternative during school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive the school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning.

**Families play a critical role in supporting the new culture of health and safety that each of our schools will establish.** Most importantly, families can help mitigate the transmission of COVID-19 in our schools by checking their children daily for any COVID-19 symptoms and keeping them home

from school if they are sick or have had close contact with a person diagnosed with COVID-19. Families can also contribute by supporting the use of face coverings or masks in school and on the bus, arranging alternate transportation whenever possible, communicating concerns with teachers and school leaders, and continuing to follow state guidance on health and safety outside of school.

The expectations for families include:

*Stay home if feeling ill.*

1. Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.
2. Temperatures will be taken upon arrival to school each day and parents will be required to pick up their child within 15 minutes if they have a temperature of 100.0°F or higher. Parents will be advised to see the child’s healthcare provider. In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school, check to ensure temperature is below 100.0° F and observe for symptoms associated with COVID 19 as defined by CDC guidelines. Parents will contact the school nurse and/or principal directly if their child has symptoms of COVID-19 or if any close contact has tested positive for COVID-19.
3. Masks are required. “Mask Breaks” will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.
4. Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the buildings, in classrooms, and moving throughout the school.
5. Sharing of school supplies and materials will be discouraged.
6. Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.
7. Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus. The only exception will be related to afternoon childcare. No school pass play dates will be allowed.
8. Parents are asked NOT to bring items to school for students. Visitors will not be allowed in school.

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**BILINGUAL EDUCATION AND WORLD LANGUAGES**

Briarcliff’s reopening plan addresses the learning that was taking place and experienced by many English language learners (ELLs), in both their English language development and their mastery of content area knowledge. While Briarcliff recognizes they may be an outlier with their immediate approaches and understands NYS Education Department has identified the following requirements

and considerations that will allow schools to provide ELL services that address the impact of last year's school closures and prepare them for potential challenges in the coming year.

Briarcliff Schools has always and will continue to:

- provide all communications to parents/guardians of ELLs in their preferred language and mode of communication to ensure that they have equitable access to critical information about their children's education.
- ensure that all ELLs receive appropriate instruction that supports their college, career, and civic readiness, by providing them the required instructional Units of Study in their English as a New Language or Bilingual Education program based on their most recently measured English language proficiency level;
- conduct ELL identification for all students who enrolled during COVID-related school closures in 2019-20, during the summer of 2020, and during the first 20 days of the 2020-21 school year within 30 days of the start of the school year: and
- recognizing that all teachers are teachers of ELLs, provide professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commissioner's regulations. Briarcliff Schools has aligned their policies to the Blueprint for English language learner/Multilingual learner (ELL/MLL) Success.
  - adopt progress monitoring tools to measure ELL proficiency; provide social-emotional learning supports to ELLs in their home language; continue utilizing technology in ELL instruction; support Students with Interrupted/Inconsistent Formal Education (SIFE) and other vulnerable populations; ensure the Emergent Multilingual Learners (EMLL) Profile supports early learning; and support completion of the NYS Seal of Biliteracy.

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## **STAFFING AND HUMAN RESOURCES**

Briarcliff Schools are in a unique position in that they have always created their plans for the opening of each school and for 2020-21 school year, by ensuring that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment; can continue to utilize incidental teaching when determining how to staff their classrooms; can 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; and will continue to revise our APPR plans.

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### *Special Education Mandatory Requirements*

Briarcliff Manor School District is required to provide a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities (SWD) and those providing

special education and services. We will continue to provide meaningful parental engagement regarding the provision of services to your child. This engagement will be provided through the CSE meeting process, both virtually and, when practicable, in person. Another method to endorse meaningful parent engagement will be done through open forums such as CAPCO (Challenges Awareness Parent Committee) a districtwide parent teacher committee organized for the specific purpose of providing information and support to parents and caregivers of children with special needs including those with 504's, IEP's and those students who have been receiving Response to Intervention (RTI), building level supports. CAPCO's mission is to create an inclusive sense of community for all families of children with disabilities from (EI) Early Intervention (CPSE) through high school and age twenty-one. CAPCO is a subcommittee of the BMPTA sponsors parent gatherings, speakers, library resources and educational programs to create a mindful community network for parents and caregivers.

#### *Considerations the Least Restrictive Environment (LRE)*

#### *Implementation (IEP)*

#### *Progress Monitoring and*

#### *Considerations for Compensatory Services*

Developmentally, students in elementary, middle and high school vary in the degree to which they can be independent. Keep in mind, when creating a template for in-district programming the consideration for providing in-person learning, to the largest possible extent was paramount. As a district facing consistent enrollment declines over the past several years, Briarcliff was uniquely positioned to give our youngest and most developmentally needy students the opportunity to have in-person learning every day. The provision of FAPE is consistent with the student's need and balanced against the need to protect the health and safety of all involved. That said, students with disabilities (SWD) and those providing special education and services was examined thoroughly and scheduled grade by grade, student by student to meet the unique demands associated with those individuals. As before COVID-19 and during this unprecedented time, we continue to address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA through a variety of ways. Parent organizations such as the PTA and a subcommittee of the PTA targeting parent of students with disabilities (SWD). Both the CPSE and CSE will continue collaboration with all constituent groups for the betterment of the students experience toward the attainment of skills to meet annual IEP goals. Students will have full access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet their unique disability related needs. In the event the school experiences intermittent closure or disruption to in-person learning, the (CSE) has created a contingency plan to address students' remote learning needs. Briarcliff considers in-person services a priority for Students with Disabilities (SWD) whenever possible. Least Restrictive

Environment (LRE) and Students with Disabilities (SWD) have equal access to high-quality programs that are designed, based on their individual needs and abilities. This enables them to achieve the desired learning results established for all our students. Briarcliff prides itself on being creative in ensuring that students with disabilities have opportunities for instruction with students without disabilities to the greatest extent possible consistent with their IEP. As we plan for providing in-person instruction, K- 8 for in district students, Briarcliff has created combinations and permutations of student schedules to ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers. For our 9-12 students with disabilities, we will provide two days of in-person classes and alternately two days of synchronous virtual learning through an online forum, Microsoft® *TEAMS*. The Microsoft® *TEAMS* platform is one that the students and teachers have worked with for the past year and have great familiarity using. The students schedule will be adhered to whether the student is physically in the building or remotely learning. As we did for the younger student body, so we did for the in-district 9-12 students with taking great steps to ensure student schedules represented a balance as with typical cohorts to ensure that health and safety requirements do not result in the unnecessary separation of students with disabilities from their non-disabled peers.

Briarcliff is fortunate to have enough staff and enough space to provide their K-8 students access to class sizes of <10 students and access to an assigned special educator on each grade level to ensure Direct and Indirect instruction will occur in-person, every day. The K-5 Todd school has 499 students indicated for enrollment in September 2020. There are six special education teachers working collaboratively to support the 33 students with an IEP. In the Middle School, five special education teachers work collaboratively to support the 14 students with IEP's. For the middle school 297 students make up the total student population and of those students, 14 represent students with disabilities (SWD). The High School has 549 students and of those students, 51 have IEP's. There are nine special educators that collaborate to support those students. There are two special educators on each grade level, and one is assigned to emotionally challenged students. In-district programming and the continuum of services offers the full LRE as all students K-12 are in a Consultant Teacher Direct and or Indirect model, representing full access to the LRE. In grades 9-12 students will have access to a hybrid of in-person 50% of the time and a synchronous virtual classroom 50% of the time. As previously stated, grades K-8 will be in-person, Monday through Friday while 9-12 students will be in-person two consecutive days and remote learning synchronously two consecutive days. These determinations were thoroughly vetted first through a collaborative process that began with a District Level Reopening Team and then further discussed at the building level teams comprised of many constituent groups. Briarcliff is adhering to the mandates and prioritizing in-person, and students with disabilities (SWD) will receive access to the LRE as a priority. The documentation of this process considers class rosters and previous recommendations when making those determinations. Paramount to the process is the parent voice in making LRE considerations and the forum is the CSE meeting. While Briarcliff recognizes that

until schools return to normal operating conditions, the same flexibility with respect to IEP implementation for delivery of services during school closures due to the COVID-19 outbreak continues to apply to the programs and services whether delivered in-person and/or remotely (e.g., flexibility with respect to the mode and/or manner; group or individual sessions; specific group size for related services, frequency, duration and location of related services, and special class size ratio etc.). Provision of Services Consistent with previously issued OSE guidance, school districts must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP. During the 2020-21 school year, due to the health and safety requirements that must be in place when schools resume, schools may not be able to provide all services in the same mode and/or manner they are typically provided. Schools will need to determine what methods of delivery of services will be utilized to deliver special education programs and services to meet the needs of students with disabilities as they plan for various types of instructional models including in-person and remote learning. Briarcliff recognizes that when providing remote services, schools should continue to use the information included in OSE's March 27, 2020 and April 27, 2020 guidance documents. Briarcliff Manor Special Services Department continues to use "Progress Monitoring," both teachers and service providers will continue to collect data, whether they are in-person or working remotely, and use these data to monitor each student's progress toward the annual goals and to evaluate the effectiveness of the student's special education services. Briarcliff's special education teachers have continued to monitor and have complied with monitoring and determining student progress as is necessary for understanding the student's present levels of academic achievement and functional performance, and for determining whether, and to what extent, the school closures may have disrupted the student's learning. Briarcliff provided the parent progress reports through emails and when students goals could not be met, those parents were notified, and students were provided additional supports as necessary to that individual.

As per the *Contingency Plans in March 2020*, NYSED provided guidance in conformance with the federal Office of Special Education Programs (OSEP) that IEPs did not need to be amended as schools converted to online or virtual learning platforms. As the COVID-19 pandemic evolves, the Briarcliff Manor CPSE/CSE has prepared for all contingencies and considered plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.

#### [Compensatory Services](#)

Because schools were required to provide FAPE consistent with the need to protect health and safety in the first instance, a few students may have experienced a loss of skills despite best intentions, efforts and creative solutions when providing educational programs and services. In these circumstances, the Briarcliff Manor CPSEs/ CSEs will make an individualized determination whether and to what extent compensatory services will be provided once school reopens. Students that show regression after they are baselined for growth and maintenance will be provided services

outside of the school day to remediate and provide opportunity for growth. This will be provided in conjunction with the school's reopening plan and continue if the school must close again over the next school year.

#### *IEP Implementation Documentation*

Briarcliff will use teacher conferences, amendment no meeting, program reviews through the CSE process to process and maintain the additional documentation regarding changing student needs due to the period of remote instruction and a return to a traditional classroom environment after a lengthy period away from in-person instruction. Briarcliff will use parent conferences, email communication, progress and program reviews to report on the instruction and services that were provided to each student so that it may be communicated to all constituents of the CPSE/CSE for consideration when making any individualized determinations of subsequent student needs, including transition services. Briarcliff as a manner of best practice will continue to use formative assessment and ongoing monitoring of student progress through IEP Frontline platform, journals and teacher benchmarks and progress monitoring tools and will be made available to the CPSE/CSE and parents, in their preferred language or mode of communication. As a measure of best practice, Briarcliff will continue to maintain documentation of collaboration with parents to develop any contingency remote learning plans that may be implemented during a school closure. Briarcliff will continue to document the ongoing provision of compensatory services to individual students upon the reopening of schools. As a measure of best practice, Briarcliff will make this documentation available to parents, CPSE/CSE and other relevant parties, in their preferred language or mode of communication.

#### *Child Find*

An important aspect of stewardship in the Briarcliff School Community is knowing the responsibility of child find. The Briarcliff Office of Pupil Personnel will continue to remember their responsibilities under IDEA to identify, locate, and evaluate all students with disabilities who need special education and related services while keeping in mind the impact that school closures may have had on all students.

#### *Referral*

Before referring a student for special education, school districts should take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the school district suspects a student of having a disability, it must refer the student for an initial special education evaluation and obtain parent consent for the evaluation. However, a referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education. The Briarcliff school community has a robust (RTI) pre-evaluative process and will use best practice to ensure a student is provided supports, monitored for growth and referred is suspected of possessing a learning disability. All parent referrals and request for referrals by school staff will be considered as usual per the procedures in Commissioner's

Regulations section 200.4(a). Initial Evaluation/Reevaluation with the Briarcliff reopening plans will ensure that special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines. The use of technology should be considered to meet timelines for evaluations and reevaluations that must be conducted remotely. As a standard measure of best practice, Briarcliff schools CPSEs/CSEs will review records to determine which students are due for an initial evaluation or reevaluation and has a plan to address any backlog of evaluations if that should occur. To date, Briarcliff is compliant with all initial and reevaluations. Briarcliff schools will continue to follow OSE's March 27, 2020 and April 27, 2020 guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

#### *Eligibility Determination/Annual Review Meetings*

The Briarcliff School District has adhered to procedures and expectations for CPSEs/CSEs to meet as required including to make eligibility determinations following initial evaluations and to review and, if appropriate, revise each student's IEP at least annually. Briarcliff is fully aware that when it is conducting CPSE/CSE meetings, the parent of a student with a disability and a school district may agree to use alternative means of meeting participation requirements, such as video conferences and teleconferences. Briarcliff used the Microsoft® TEAMS application platform to conduct CSE meetings audio and videoconferencing prior to the pandemic and during the pandemic; parents were given choices prior to COVID-19 that allowed for flexibility and consideration of their workday.

#### *Communication/Coordination*

Briarcliff Special Services prides itself on ensuring clear, ongoing, and shared communication and collaboration which is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. The Office of Pupil Personnel communicates with all (OOD) school districts and approved programs serving students with disabilities and collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers. As a measure of best practice, it is with pride that Briarcliff Special Services conducts meaningful outreach and engagement with parents of students with disabilities (SWD). This is of course in addition to the communication efforts the school district makes for all students. Briarcliff is fully aware that parents of students with disabilities (SWD) have a legal right to be informed regarding the identification, evaluation, educational placement, and the provision of FAPE to their child. In Briarcliff, it is customary, whether special education programs and services are provided in-person, remotely, or through a hybrid model, effective communication between school personnel and parents include the following: Working collaboratively and creatively to help ensure there is an understanding of the school's efforts to provide services consistent with the

recommendations on the IEP and monitor student progress; and Communicating with parents in their preferred language or mode of communication and documenting outreach efforts.

#### *Procedural Safeguards and Prior Written Notice Requirements*

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

#### *Partnership and Collaboration*

##### *To Reflect All Settings Where Students are Served*

Briarcliff maintains positive partnerships and continued consistent collaboration to reflect all settings where students are served and recognizes the diverse educational needs of students with disabilities. These unique learning differences are reflected through the continuum of services that are provided in a variety of settings. Briarcliff knows that as a school district, we are responsible for the provision of FAPE, frequent opportunities to interact with representatives from all applicable school settings will best facilitate the collective review of effective service delivery and student progress monitoring. We do not have students who are receiving special education programs and services in a charter school. However, we do have students served in Board of Cooperative Educational Services (BOCES) programs, independent and religious schools, approved school-age programs serving students with disabilities, and approved preschool special education providers contracted by the county; as best practice, the Briarcliff School District conducts outreach efforts to remain informed regarding the planned activities for the nature and delivery of instruction and related services and to identify shared resources, materials, and technology that may be available to students, as appropriate.

For those special education programs and services delivered via a contract with a school district or county, the provision of instruction and related services must continue to be documented by the student's contracting school district program, BOCES program, nonpublic school with an approved special education program, Special Act school district, State-operated school, State-supported school, preschool special class or preschool special class in an integrated setting program, preschool special education itinerant service provider, or related service provider, as

applicable, so that these activities may be communicated to the school district responsible for developing students' IEPs. This documentation is necessary for consideration when making individualized determinations as to whether changes to the IEP recommendation or compensatory services are needed, under applicable standards and requirements. Successful and continued partnerships between program providers and school districts will reflect coordinated efforts necessary to best respond to student needs.

#### *Accommodations and Modifications*

As a measure of best practice, Briarcliff Special Services reviews their instructional practices to plan for the necessary accommodations and modifications for students with disabilities to progress in the general education curriculum. Accommodations that are alterations in the way tasks and/or assignments are presented are created throughout the day. Modifications that alter what students are expected to learn are implemented regularly and individualized as needed. Briarcliff is fully aware that both accommodations and modifications ensure equity and access to the general education curriculum and always takes this into consideration when contemplating a student's unique disability related needs.

#### *Supplementary Aids and Services*

Briarcliff ensures that the supplementary aides and services that are provided in regular education classes, other education-related settings and in extracurricular and nonacademic settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in accordance with the least restrictive environment will be provided to students with disabilities (SWD). Briarcliff ensures students with disabilities have access to supplementary aids and services to meet their unique instructional and social emotional needs.

#### *Technology*

Briarcliff Schools are in a unique position as we have been a one-to-one device district for many years. Our students with disabilities (SWD) requiring assistive technology that is used to increase, maintain, or improve their functional capabilities has been vetted well before COVID-19 and is in place for students. Consideration is given to ensure students have access to their working technology and any accompanying programs. All students in the Briarcliff Manor School District have an apple laptop or iPad with keyboard. All students with disabilities (SWD) requiring an assistive technology service in addition to their current service will be afforded that service. All staff is directed to assist a student in the selection, acquisition or use of an assistive technology device. Briarcliff has communicated to all parents and families by providing them with a list of individuals, including their contact information, available to respond to questions and concerns regarding the assistive technology device and/or service for their child(ren).

For preschool students with disabilities (SWD), the Committee on Preschool Special Education (CPSE) and the Pupil Personnel office will continue to liaison with program providers across the variety of settings in Westchester County where your child is served. We will continue to assist and assess the necessary instructional and technological supports needed to meet the unique needs of your child, as is necessary. As a school community, Briarcliff values in-person services a priority for our high-needs preschool students with disabilities (SWD) and whenever possible will consider contingency plans developed by the CPSE to address remote learning needs in the event of intermittent or extended preschool closure.

Similarly, for school age students with disabilities (SWD), the Committee on Special Education (CSE) along with the Pupil Personnel office values rich experiences for our high needs students 5-21 and will continue to liaison with Out of District (OOD) student placements and program providers where your child is served and monitor their learning experience. We will continue to assist and assess the necessary instructional and technological supports to meet the unique needs of your child, as is necessary. Briarcliff values in-person services a priority for the Out of District (OOD) students and understands their unique developmental needs and whenever possible will consider contingency plans developed by the Committee on Special Education (CSE) to address remote learning needs in the event of intermittent or extended school closure.

In District programming for students with disabilities (SWD) is creatively offered through the lens of a developmental programming through a continuum of services offered in the least restrictive environment (LRE). For students in kindergarten through twelfth grade we value in-person services a priority. A developmental approach to the delivery of services looks different on the three campuses. In the Todd Elementary School classes will meet daily and students will be divided into cohorts of no more than ten students when possible and practicable, as per DOH and NYSED mandates. A special education teacher assigned to the grade will oversee the student's goals and will work directly and indirectly with the CSE cohort of students as the special educator who liaisons with the related service providers to deliver direct and indirect services throughout the day. Similarly, in the Briarcliff Middle School classes will meet daily and they too will be divided into cohorts of no more than ten students when possible and practicable as per DOH and NYSED mandates. A special education teacher will oversee the student's goals and will work directly and indirectly with the CSE cohort of students, the indirect work occurs as the special educator liaisons with the related service providers to deliver direct and indirect services throughout the day.

### *Social Distancing*

Social distancing (six feet of space in all directions) between individuals is an integral part of a safe return to school. The Governor's Office clarified the intent of the NYSDOH Guidance and the NYSED Guidance stating that schools must ensure that students and staff are protected by

requiring at least one of the following: Social Distancing of six feet or Barriers or Face masks/coverings. Social distancing will be maintained on school grounds and in school facilities based on this guidance. An architect was hired by the school district to review all indoor spaces in the district and determine the appropriate room occupancy based on the social distancing metric (Appendix F). Building administrators are assigning classroom cohorts using this student capacity study. Outdoor spaces will be divided into similar spaces based on the same metric. The Briarcliff Manor School District plan provides for social distancing of six feet, Barriers for small group or individual work, and Face masks. We believe that implementing this higher standard of safety will help keep our staff and students safe.

- Arrival and dismissal times will be staggered to allow for social distancing. Students will practice and review all protocols during the phased re-opening.
- Staff and students will have designated entrances and exits.
- Buildings will stagger the use of bathrooms and monitor the movement in hallways.
- Hallways will be designated as one way where applicable to reduce bi-directional foot traffic. Tape, signs, and arrows will be used along with distance markers denoting six feet of space in commonly used areas.
- Classrooms will be set up with desks/tables spaced and facing in the same direction according to these guidelines (including the teacher desk).
- Lockers will not be used. Teachers are adjusting their expectations for what supplies students will need so carrying materials will not be an issue. K-8 students will have labeled bins in their homerooms where they can store supplies.
- Each school will develop a plan for their required Fire, Evacuation, and Lockdown drills to include a stagger schedule to minimize contact and maintain social distancing. The Elementary and BMS will wear face masks and have been broken out into half size class pods and will follow staggered egressing for fire, evacuation and lockdown and will follow a staggered schedule to maximize the maintenance of optimal social distancing. Similarly, BHS will wear masks but have half their population in at one time and will use assigned egresses on the current plan but will not have to follow a staggered schedule as half the population will be in the building at one time and promote safe social distancing. Furthermore, all three buildings will employ the wearing of face masks while in school.

### Face covering

Students, faculty, staff and other individuals will be required to wear face coverings while in school groups, in school facilities and on school buses.

- Students, faculty, and staff will be allowed to use their personal acceptable face covering.
- The District has a supply of masks for staff and students.
- Should any staff member or student need a replacement face covering, the schools have the appropriate supply of disposable masks. Also, the schools have specific Personal Protective Equipment (PPE) such as N-95 masks for nurses who may be in high intensity contact with students or handling waste materials. These supplies will be ordered according to the New York State Education Guidance.
- Regularly scheduled “mask breaks” must be written into every teacher’s daily schedule. The “mask breaks” will occur when students are socially distanced indoors or outdoors. Students must remain in their seats during the indoor “mask breaks”.
- All students, faculty, and staff will participate in a training session led by the school nurses on how to put on, take off, clean (if applicable) and discard masks as well as other health and safety protocols. These sessions will occur on the Superintendents Conference days for faculty and staff and on the first day that students attend school in person.
- Specific exceptions to the mandate for wearing face coverings due to health issues, special education issues or specific interventions will be handled on a case by case basis by the Building Administrator and the Director of Pupil Personnel, Dr. Serio-Vaughan.



### Transportation

To address social distancing on the buses, there will two bus runs for Todd students, one for the MS and one for the High School. See chart below:

|                 | HS/MS     | Todd      |
|-----------------|-----------|-----------|
| Teacher Day     | 7:45-3:00 | 7:45-2:45 |
| First Drop Off  | 9:10 MS   | 8:00      |
| Second Drop Off | 9:40 HS   | 8:30      |

|                  |         |      |
|------------------|---------|------|
| First Dismissal  | 2:30 MS | 1:30 |
| Second Dismissal | 3:00 HS | 2:00 |

- In addition, students will be asked to socially distance at their bus stops. Masks will be required on the buses. Students will be assigned a seat on the bus and only siblings can sit together. Students who do not have a mask cannot be denied transportation. Students will be provided a mask by the monitor. Buses will be loaded from the back to the front and dismissed from the front to the back.
- The school district is looking to hire bus monitors to help ensure that students are following the established protocols.
- Bus drivers and bus monitors will ensure students maintain seating arrangements to employ social distancing throughout the bus ride. Bus drivers will have taken their temperature each day and they will be required to complete the health screening questionnaire before starting their routes.
- Passengers should load into the bus from the back row to the front (the first passengers entering the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.
- Transportation staff will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- If parents are dropping off their child, there will be designated drop off and pick up times to help keep the process moving.
- To plan for next year, each building’s secretary is going to reach out to every family. You will be asked if you intend on sending your child to school next year, based on the plan described here. You will also be asked if you will need bus transportation in the morning and or the afternoon. If there are parents who can voluntarily drive their child and pick them up, or if you child will be driving, that would help with the Re-opening plan.
- The YMCA will be using our Todd facility for an afterschool program if that service is needed. The school will clean any area that they will be using before they enter that space. Director Susan Barak will confirm number of students for the before and after school program.

- The Briarcliff School District will provide transportation to nonpublic, charter, parochial or students with an IEP who are placed out of district, if these programs will be having in-person instruction.
  - Wheelchair school buses must configure wheelchair placement to ensure social distancing.
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### Arrival and Dismissal

- Parents/guardians who will be driving their child to school will receive a time for arrival and dismissal.
  - There will be designated locations for bus drop off and parent drop off (and pick up)
  - Staff will be outside to help students socially distance and help parents if there are items that need to be brought into school. School visitors are not permitted.
  - Parents and staff are asked to check for any symptoms of illness or temperature before coming to school. It is vital that everyone helps with this so the plan can be implemented safely.
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### Health Screening

#### Screening

- All students, staff, faculty, and any visitor entering the buildings will be screened for a temperature by an Infrared Body Temperature Detector. One unit will be placed at the student entrance and another unit will be placed at the staff/faculty entrance. The units will be calibrated to detect a temperature threshold of 100.0°F or greater (based on NYSDOH guidelines). Any student who triggers the temperature unit will be sent to the building nurse for an assessment. Any adult will NOT be allowed to remain in the building and must be sent home. Students will be brought to an isolation area and must be picked up by their parent/guardian within 15 minutes.
  - In the event the scanner is not working, there are handheld thermometers that may be used. Any personnel performing temperature checks will be trained by the School Nurses.
  - PRIOR to coming to work all faculty/staff will be required to answer a health screening questionnaire DAILY. Technology will be in charge of setting up the app; ONLY
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questions with “YES” answers will be flagged and sent to the building nurse for follow-up.

- All parents will be required to answer a health screening questionnaire for their child/children on a WEEKLY basis. Only questions with “YES” answers will be sent to the building nurse.
- The health questionnaire questions are as follows:
  - *Have you been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19?*
  - *Have you been in close or proximate contact in the past 14 days with anyone who has or had symptoms of COVID-19?*
  - *Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?*
  - *Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F, in the past 14 days?*
  - *Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?*
  - *If your answer is yes to one or more of these questions, please do not report to work today and contact your administrator. We also recommend you contact your healthcare provider.*
- We require individuals to immediately disclose if their responses change to any of the aforementioned questions, such as if they begin to experience symptoms, including during or outside of school hours.
- A designated clerical staff member will review the incoming reports of the screening questionnaires attesting that they are complete.
- The school district will not be keeping records of an individual’s specific temperature but will keep records that confirm individuals were screened and the results of the screening (pass/fail):

### *Testing*

- The school nurses and District Medical Director in consultation with local health departments, when needed, will determine when the referral for diagnostic COVID-19 testing for students, faculty, and staff is needed. This will involve symptomatic individuals, close contacts of COVID-19 suspected or confirmed individuals, and

individuals with recent international travel or travel within a state with widespread transmission of COVID-19 as designated through the New York State Travel advisory before allowing these individuals to return in person to school.

- The State and Local health departments will determine what metrics will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. The School Nurses and District's Medical Director will monitor these metrics to determine actions that have to be taken

### *School Health Offices*

- All school health offices will include an Isolation space.
- Anytime a student states they are not feeling well, staff/faculty should call the building nurse before being sent to the building nurse for an assessment. Ill students and staff will be assessed by the school nurse. If the nurse is not available, the ill student or staff members will be sent home to follow up with a healthcare provider.
- School nurses and any school office staff will have appropriate PPE for caring for symptomatic individuals.
- Parents will be called to pick up their child within 15 minutes. The nurse or school office staff will accompany the student outside of the building to their parent/guardian
- *Protocol for caring for a student, faculty/staff member who presents themselves with Covid-19 symptoms:* Student(s) will remain in isolation and will be escorted out by the building nurse. Parents will be asked to pick up their child within 15 minutes of receiving the call. They will be directed to follow up with their healthcare provider. All Staff/Faculty will immediately exit the building and follow-up with their healthcare provider.
- The DOH will be providing updated recommendations regarding the various protocols for the return to school under each situation. The return to school guidelines needs to be fluid. The main factor that will influence these guidelines will be community spread (infection rate). If a student/staff is diagnosed with COVID-19 or is strongly suspected to have COVID-19 by their healthcare provider, then they must stay home for at least ten days from symptom onset. These individuals must also have a note from their healthcare provider clearing them to return to school. This returning to learning protocol will include at a minimum, documentation of evaluation by a healthcare provider (healthcare provider note clearing a person to return to school), negative COVID-19 testing, and symptom resolution, or if COVID -19 positive, release from isolation as required by DOH and NYSED Guidance p. 40.
- If a student/staff member's healthcare provider diagnoses a condition other than COVID-19, the individual may return to school once they are fever free for at least 24 hours

without the use of antipyretics (fever reducing medication), their symptoms have improved and they have a note clearing them to return to school

- If COVID-19 positive, the District will refer to the DOH's "Interim Guidance for Public and Private Employees Returning to Work following COVID-19 Infections or Exposures" or any updated information from the DOH, for the protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member has close or proximate contact with a person with COVID-19.
  
  - The healthcare provider will need to report a case of COVID-19 to the DOH. The DOH will then follow up with the school to determine if any isolation or quarantining will be necessary. The use of masks and social distancing should limit the need for quarantining if there is a positive case in the district. Community spread will be a major factor in modifying any of these guidelines.
  
  - *Protocol: Staff/Faculty/Parents: Recognizing Signs and Symptoms of COVID:* to be addressed on Superintendent's Conference Day before school Opening and resources will be shared with parents:
    - Fever or feeling feverish/chills
    - Cough
    - Muscle and body aches
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Sore throat
    - Runny or stuffy nose
    - Headache
    - Vomiting and diarrhea
    - Change in or loss of taste and smell
  
  - *Protocol for Asthma-related students:* Parents will be notified that there will be "No Nebulizer" treatments based on current recommendations. Delivery of asthma medications are to be switched to a metered dose inhaler or dry powder inhaler.
-

### *Exposed Individuals*

- Individuals who have been exposed to the COVID-19 virus must complete quarantine and have not developed symptoms before returning to school. Discharge from quarantine and return to school will be conducted in coordination with the local health department.

### *Hygiene, Cleaning, and Disinfection*

- Hygiene, cleaning, and disinfection guidance from DOH and CDC will be applied to cleaning and disinfection of exposed areas and appropriate notification to occupants of these areas.

### *Contact Tracing*

- Nurses will collaborate with the state and local health authorities upon informed of any positive COVID-19 diagnostic test result by an individual within school facilities or on school grounds, including student, faculty, staff, and visitors. In the case of an individual testing positive the nurses will develop and maintain plans to support local health departments in tracing all contacts of the individual in accordance with the protocols, training, and tools provided through the New York State Contact Tracing Program. Confidentiality will be maintained as required by federal and state law and regulations. The nurses will cooperate with all state and local department contact tracing, isolation, and quarantine efforts.

### *Closure Triggers*

- The School Nurses and the District's Medical Director will consult with the local health department if there is a positive COVID-19 case in school and, based on this information, a decision will be made regarding any closures, communication to community, contact tracing and any other actions that will be required.

### *Communication:*

- Each building's nurse will be the COVID-19 Resource Person. The nurses are:
    - **Nurse Alma Medeo, Todd Elementary School (914) 432-8002 Ext 1101**  
[Amedeo@Briarcliffschools.org](mailto:Amedeo@Briarcliffschools.org)
    - **Nurse Laura Jagielski, Briarcliff Middle School (914) 488-8297 Ext 2097**  
[LJagielski@briarcliffschools.org](mailto:LJagielski@briarcliffschools.org)
    - **Nurse Jennifer McCann, Briarcliff High School (914) 488-8697 Ext 3202**  
[JMcCann@briarcliffschools.org](mailto:JMcCann@briarcliffschools.org)
-

## Meals

The District will provide school lunch to students who were previously receiving school meals both on site and remote.

- The District's food service follows all applicable health and safety guidelines. Food items will be peanut free and appropriately labeled.
- Meals will be Grab and Go and delivered to classrooms K-12. Students will order their lunches at home in advance. Elementary students will order a week at a time. Middle and High School students can order the night before.
- All meals need to be paid via the School Bucks program.
- Breakfast will be available if ordered the night before.
- Students may bring in their own lunch. If a student forgets their lunch, they will be instructed to order a lunch for that day. Parents will be asked not to drop off lunches.
- The High School campus will be closed for Seniors at this time.
- Nurses will determine how to manage food allergies in classrooms and train those who will be monitoring lunch in classrooms for food allergies, symptoms of allergic reactions to food. At Todd school, if there is a student in a cohort who has a severe food allergy, that room will be kept free of that student's allergen. The staff responsible for that cohort will be given that information and the students' emergency care plans. Also, at Todd, parents of the students in that cohort will be notified regarding what is not permitted in that class. At the MS/HS buildings, in most cases, students are self-directed, appropriate staff/faculty will have the emergency care plans of those students' in their classrooms.
- Students will be instructed that they do not have to wear masks at lunchtime, but they must remain socially distanced, in their seats and food cannot be shared.
- Students will have to wash their hands before and after lunch.
- Outdoor recess can be conducted by cohort in designated spots according to a prearranged schedule.
- In as much as Briarcliff is not designated a CNS, the Briarcliff Manor school lunch program is in compliance with the Child Nutrition School requirements.

### Common Areas and Gatherings

- Each building will restrict the use of areas where students, faculty, staff might gather like entryways, lounges, where social distancing can be maintained. There will be signs where necessary.
  - No large group gatherings will be held. Field trips will be virtual.
  - Visitors should be limited. Visitors by appointment only. Online meetings should be held where possible.
  - Faculty meetings and staff development sessions will be held virtually even when teachers are in buildings. Small groups can meet if they can maintain social distancing.
  - Each school will identify places where staff can take breaks while following the social distancing protocols. Furniture will be placed and should not be moved. Room occupancy will be posted. These locations will be shared with staff on Superintendent's Conference Days.
  - Outdoor spaces will be divided using the social distancing guidelines. Playgrounds can be used if sanitized after each group. Students will be directed to wash hands or use hand sanitizer before and after outdoor play.
  - Bottle filtration water filler stations are placed throughout the schools and are available to all staff and students. No drinking from a water fountain will be allowed.
- 

### Hygiene

Healthy hygiene practices should be taught and retaught during the course of the year.

- Students will be instructed on how to wash hands and there will be frequent handwashing scheduled into the day.
  - Hand sanitizers will be located at every entrance and every classroom or space that is being used by students and staff.
  - Receptacles will be placed around the school.
  - Teachers/staff will check their supplies each day to be sure that they have extra masks, hand sanitizer, tissues, gloves, cleaning supplies, alcohol wipes and anything else they need.
-

- Posters reminding everyone of these practices will be in classrooms, hallways, and bathrooms.

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### Cleaning and Disinfection

The District will adhere to hygiene and cleaning requirements as advised by the CDC and DOH. Cleaning staff will complete a daily log with the date, time, and scope of the cleaning and disinfection. The cleaning and disinfection frequency and specifics will be developed and monitored by the Assistant Superintendent for Finance and Operations. This information will be shared with the building level administrators before the opening of school.

- Hand sanitizer will be available in all classrooms and in convenient locations (entrances/exits, etc.).
- All students, faculty and staff will be trained on proper hand and respiratory hygiene. School nurses have created videos that will be viewed by students, faculty and staff on Opening Days.
- The District will provide hand hygiene stations, including handwashing with soap, warm water and disposable paper towels as well as hand sanitizer for areas where handwashing is not feasible.
- The District will direct the regular cleaning and disinfection of the facilities as well as more frequent cleaning and disinfection for high risk areas and for frequently touched surfaces such as desks, door handles, faucets, light switches, shared telephones, shared keyboards. This cleaning schedule will be logged and posted as designated locations.
- The health offices will be cleaned and disinfected at regular intervals during the school day. This cleaning schedule will be logged and posted at the health office. There are additional cleaning protocols in the event an individual is confirmed to have COVID-19. These protocols can be found in the Health Office section of this document.
- The District will provide each classroom with a supply of tissues, paper towels, hand sanitizer, disposable wipes, gloves, and disposable masks. This supply should be refilled at least weekly or sooner, if needed. If teachers need supplies, they should call the main office for replacements as needed.
- Restrooms will be cleaned and disinfected at regular intervals during the school day. This cleaning schedule will be logged and posted outside of the restrooms.

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### *Vulnerable Populations*

The District will provide accommodations to all students and staff who are at high risk or live with a person who is at high risk.

- Persons who are medically vulnerable or part of a high-risk group would consult with their healthcare provider. The staff member or parent/guardian should then contact the District as soon as possible, to discuss appropriate accommodations that might be necessary.
- Some students with special needs or students who are medically fragile may not be able to maintain social distance, hand or respiratory hygiene, or wear a face covering. The parent/guardian needs to work with their child's healthcare provider so that an informed decision can be made on how to meet the child's needs at school while protecting their health and safety. Alternate plans will be created in consultation with school health personnel. If under these circumstances the parent/guardian choose to not send their child back to school, the school will provide instruction remotely. The expectations for remote instruction are stated under Teaching and Learning Scenario 3 in this document.

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### *Extracurricular Activities*

The schools will try to develop ways to mitigate the absence of school social activities like sports or clubs with socially distanced or virtual replacements. This work will take place later in the Fall.

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### *Visitors and Deliveries*

Every building will attempt to limit visitors during the day. Visitors will be allowed by appointment only. Meetings should take place virtually. If someone needs to enter the building as a guest or vendor, they will have their temperatures taken and they will be required to complete the health screening questionnaire before entering. There will be signs at each buildings' entrance explaining this process.

Parents are asked not to bring items into school.

### Professional Development and Educational Resources

- Signage will be posted throughout the schools sharing the same messages regarding correct hand and respiratory hygiene, staying home if ill, social distancing instructions, proper use of face covering, how to report symptoms or exposure to COVID-19.
- Resources and protocols will be shared with staff on Superintendents Conference Day and with students on the first day they return to school.
- Parents will receive resources from the nurses and school on a regular basis.
- Guidance Counselors, Social Workers and School Psychologists will share resources with staff and parents to help meet the social emotional needs of all (Appendix A). Maybe a session on Superintendents Conference Day? Or they could do classroom sessions with students or maybe outdoor meetings? Maybe parent online sessions once a week?
- Nurses will meet with people who are monitoring lunch time to discuss food allergies.
- Professional development related to enhancing online teaching and learning was provided last year and will continue to be provided to all staff.
- Support for parents related to technology expectations will be provided.
- The following will be addressed in the future by the School Nurses with guidance from the District's Medical Director:
  - 1. Video Compliance Training for Staff/Faculty prior to start of school
  - 2. Educational piece for students/families
  - 3. Food Allergy Training for staff/faculty SCD
  - 4. COVID-19 Training for staff/faculty SCD
  - 5. On-going e-blast to families

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### Communication Plans

The Briarcliff Manor Reopening plan considered input from various stakeholder groups gathered through in-person and virtual meetings along with survey data conducted by Marist College. Re-opening schools successfully will require a collaborative, comprehensive, careful approach that

builds in the flexibility to pivot should health conditions change. All school staff and community members are struggling with the fear and anxiety of reopening before a vaccine is widely available. Effective communication depends on a high degree of trust. Without the trust of staff, families, community members, the District will have difficulty with its reopening plans.

- Communication before and during phased reopening will be transparent, concise, regular and easy to access on the District’s website.
- Weekly updates will be sent out to the Staff and Parents from the Superintendent and will include updates from the school nurses. Additional information may come from the school nurses and District Medical Director as needed.
- Communication needs to be clear about the actions people can and must take to protect themselves and others from COVID-19. This information will be on the District’s website and included in mailings and reminders throughout the year.
- Forums will be held at the building level and the district level for parents, staff, and community prior to opening school.

The stakeholder groups involved will be:

- District and Building Administrators
- School Nurses and District’s Medical Director
- Representatives from the School Lunch Program and the Briarcliff Bus Company
- Representatives from the Teachers’ Union, the Clerical Union, and the CSEA
- Parents and Community
- Students
- Board of Education

Meetings that were held:

- Monday, July 27, 2020: 10:00 am – 4:00pm
- Tuesday, July 28, 2020: 10:00 am – 4:00pm
- Friday, July 31, 2020: 10:00 am – 4:00pm

The District’s Reopening plan will be posted on the School District’s website on July 31st. A form will be created on the District’s website where staff and parents can ask questions. A

Question and Answer document will be posted with weekly updates based on the questions received.

- Website
- Email blasts
- Phone calls

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### Coordination and Phased Reopening

- All buildings will be cleaned and disinfected before school opening.
- Ventilation systems will be cleaned.
- HEPA filters will be placed in Health Offices.
- Building administrators will share their building use plan to facilities and appropriate furniture will be moved to each location.
- Each building will offer virtual faculty meetings to share the District and Building plan and answer questions. Each building will form a Reopening staff team who will monitor the reopening and address ideas and concerns throughout the year.
- The District's designated COVID-19 Safety Coordinator will be the Assistant Superintendent for Finance and Operations. The COVID-19 Safety Coordinator will be responsible for continuous compliance with all aspects of the schools' reopening plan and any phased-in opening activities necessary to allow operational issues to be resolved before students and faculty and staff return to school. Each building will designate an administrator who will be considered the COVID-19 Safety Coordinator.
- Each school will have a designated COVID-19 Resource Person: the school nurse in each building. Please contact the school nurse (COVID-19 Resource Person) for any questions or information. They are the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication.
  - **Nurse Alma Medeo, Todd Elementary School (914) 432-8002**  
[Amedeo@Briarcliffschools.org](mailto:Amedeo@Briarcliffschools.org)
  - **Nurse Laura Jagielski, Briarcliff Middle School (914) 488-8297**  
[LJagielski@briarcliffschools.org](mailto:LJagielski@briarcliffschools.org)

- **Nurse Jennifer McCann, Briarcliff High School 914-488-8697**  
**[JMcCann@briarcliffschools.org](mailto:JMcCann@briarcliffschools.org)**
  
  - Reopening School Orientation or Transition period: Our reopening school focus will be on supporting the social emotional well-being of all individuals, relationship building, making connections, practicing protocols and then each school will phase in the academic content. Each school will have a phased reopening plan that will be shared with parents/guardians in August. Students will come back to school in small groups for the first few days so they can become familiar with the protocols and have a chance to reorient to in school learning.
- 

### Assurances

- The following factors were considered in the development of the Briarcliff Manor Re-Opening Plan:
  - Ability to maintain appropriate social distancing.
  - Availability of PPE and cloth masks.
  - Availability of safe transportation and the local hospital capacity that will be updated periodically by our school nurses.
  - Each school will fully implement a newly negotiated 2020-2021 District APPR plan.
  - The Briarcliff School District will follow all guidance related to health and safety.
  - No changes or addition to facilities have been included in the reopening plan.
  - The function, position and operation of any doors with closers with automatic hold opens will remain unchanged.
  - All required fire (evacuation) Drills and Lockdown Drills will be conducted without exception.
  - The District will provide clean and safe drinking water upon reopening and will follow the DOH requirement that lead-in-water testing be conducted when the building is “normally occupied”.
  - At the present time no tents are being used as alternate spaces.
-

- The District will maintain adequate, code required ventilation as designed.
- The number of toilet and sink fixtures meet the minimum standards of the New York State Building Code.
- All NYS regulations regarding teaching certifications and substitutes will be followed as per the NYS Education Department: Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools Reopening guidance, July 2020
- Plan has been filed with NYSED July 31, 2020
- Plan has been posted on website: July 31, 2020
- Department of Health Survey : Completed July 31, 2020
- This plan was compiled by Lynn M. Gorey, Educational Consultant working with all of the stakeholders and addressing the mandates in the NYS Reopening Guidance and NY DOH guidelines.

## Appendix A

### Social Emotional Learning Contingency COVID-19 Plan

[NYS Mental Health Education Resource & Training Center](#) - Offers support to schools around mental health instruction, including assistance to identify resources and develop lesson plans/curriculum, develop and implement plans for professional development, establish community partnerships and services, and engage and support families. [NYS Safe and Supportive Schools Technical Assistance Centers](#) - Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

### Supporting Young People and Families

Memo RE: [Resources for Mental Health and Talking to Young People About COVID-19](#) - NYSED

[New York State Parent Portal](#) - The Parent Portal includes tips for staying safe and healthy as well as ways to have fun during self-isolation. Other resources include parenting in a pandemic, activities to do inside and outside, such as participating in daily video chats with families, recording yourself reading a favorite book or message, and more.

[Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource](#) - National Association of School Psychologists

[A Trauma-Informed Approach to Teaching Through Coronavirus](#) - National Child Traumatic Stress Network

[Addressing Grief and Addressing Grief: Tips for Teachers and Administrators](#)- National Association of School Psychologists

[Coalition to Support Grieving Students](#) - provides resources to school communities in the ongoing support of their grieving students

[When School Starts Back: Supporting Grieving Students During a Pandemic](#) – webinar series with Dr. David Schonfeld presented by the Georgia Department of Education

[How can educators and families support students' mental health and social emotional needs?](#) - Institute of Education Sciences

### Self-Care

[CDC Guidance for Managing Stress and Anxiety](#) – Tips for supporting adults during a crisis

[SAMHSA: Coping With Stress During Infectious Disease Outbreaks](#) – Fact sheet on the signs of stress in yourself or others

[CDC Guidance for Emergency Responders](#) - Tips for taking care of yourself as an “emergency responder” during this time

### Supporting Adults

SEL Signature Practices Playbook – CASEL offers protocols for use during team meetings to “check-in” on emotions and set the stage for shared learning and work

National Child Traumatic Stress Network: Coping with Stress – For use in supporting your team to support field-based teams

Advancing Adult Compassion Resilience: A Toolkit for Schools from WISE Wisconsin and Rogers In Health - This toolkit offers information, activities, and resources for school leadership and staff to understand, recognize, and minimize the experience of compassion fatigue and to increase compassion resilience perspectives and skills.

#### Online Learning

A New Realm: IFSEL’s Tips for Distance Learning - The Institute for Social and Emotional Learning has a number of ideas and practices specifically designed to help teachers navigate online teaching, but can easily help parents encourage SEL with their students.

Taking School Online with a Student-Centered Approach - Facing History and Ourselves provides resources for navigating new technologies and ways of teaching during an immensely challenging and uncertain time in our communities, when students’ (and teachers’ own) social-emotional needs are just as critical as academic goals.

#### Supporting School Transitions

Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community - In response to COVID-19, school leaders can take action now using CASEL’s guide to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive.

#### District Resources

CASEL’s District Resource Center - The District Resource Center helps school districts make social and emotional learning (SEL) an integral part of every student's education. Find research, knowledge, and resources curated from school systems across the U.S. to support high-quality, systemic implementation of SEL.

The CASEL Guide to Schoolwide Social and Emotional Learning - Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

#### Additional Resources

Social Emotional Learning Benchmarks, Guidance, and Resources from the New York State Education Department

Teaching Tolerance - Speaking Up Against Racism Around the New Coronavirus

America’s Promise - A compilation of resources from America’s Promise Alliance

The Collaborative for Academic, Social, and Emotional Learning - CASEL has curated a helpful list of guidelines and resources for parents, caregivers, and teachers to promote SEL while schools are closed.

The National Association of School Psychiatrists - health crisis resources

Resources for Schools and Districts Responding to the COVID-19 Crisis - REL Northeast & Islands

Children's Institute - The Children's Institute offers a list of resources to help parents alleviate children's stress over school closures and another set of resources with activities for children, both on and offline.

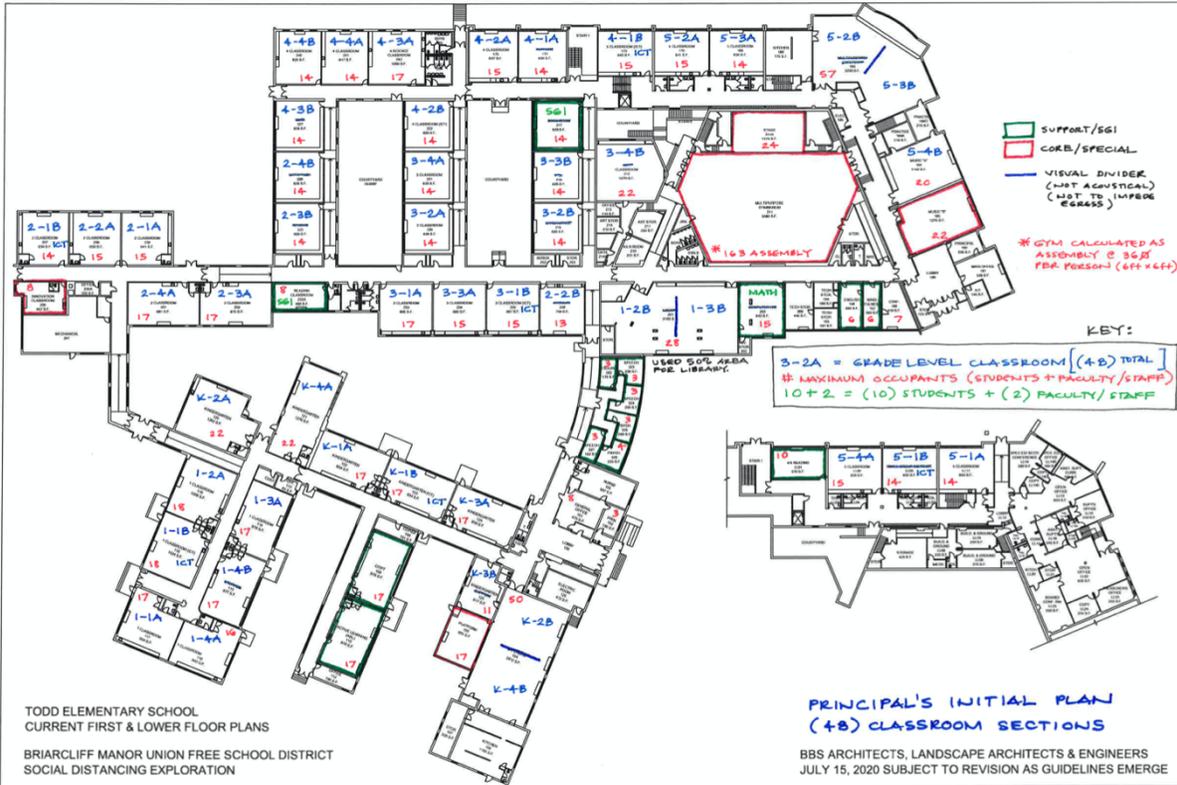
New York State Network for Youth Success - resources the Network has been curating regarding the COVID-19 pandemic

Appendix B

Briarcliff Manor Technology Plan and Contingency COVID-19 Plan

# Appendix C

## Social Distancing Study Rooms Utilization for Social Distancing Capacity



Briarcliff Manor UFSD  
Social Distancing Study

Todd Elementary  
Principal's Initial Approach For (48) Sections

July 20, 2020  
Draft

### Classrooms Bearing Student Capacity

| Proposed Use                                    | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max |
|---|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|
| K-1A  | 122         | 954     | 17.04               | 17                | 2               | 15                     | 22                    |
| K-1B ICT  | 123         | 954     | 17.04               | 17                | 3               | 14                     | 22                    |
| K-2A  | 120         | 1,262   | 22.54               | 22                | 2               | 20                     | 22                    |
| K-2B  | 104 Café    | 1,406   | 25.11               | 25                | 2               | 23                     | 22                    |
| K-3A  | 124         | 959     | 17.13               | 17                | 2               | 15                     | 22                    |
| K-3B  | 125         | 617     | 11.02               | 11                | 2               | 9                      | 22                    |
| K-4A  | 121         | 1,270   | 22.68               | 22                | 2               | 20                     | 22                    |
| K-4B  | 104 Café    | 1,406   | 25.11               | 25                | 2               | 23                     | 22                    |
| Potential Number of Students Accommodated       |             |         |                     |                   |                 |                        | 137                   |
| Projected (2020 - 2021) Kindergarten Enrollment |             |         |                     |                   |                 |                        | 68                    |

| Student Suggestion | Suggested Use | Additional Students Possible |
|--------------------|---------------|------------------------------|
| 8                  | K-Pair 1      | 7                            |
| 8                  | K-Pair 1      | 6                            |
| 9                  | K-Pair 2      | 11                           |
| 9                  | K-Pair 2      | 13                           |
| 8                  | K-Pair 3      | 7                            |
| 8                  | K-Pair 3      | 1                            |
| 9                  | K-Pair 4      | 11                           |
| 9                  | K-Pair 4      | 13                           |
| 68                 |               | 69                           |
|                    |               | 49.64%                       |

| Proposed Use                               | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max |
|--|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|
| 1-1A                                       | 117         | 954     | 17.04               | 17                | 2               | 15                     | 22                    |
| 1-1B ICT                                   | 118         | 1,024   | 18.29               | 18                | 3               | 15                     | 22                    |
| 1-2A                                       | 119         | 1,009   | 18.02               | 18                | 2               | 16                     | 22                    |
| 1-2B                                       | 201 LIB     | 791     | 14.13               | 14                | 2               | 12                     | 22                    |
| 1-3A                                       | 114         | 976     | 17.43               | 17                | 2               | 15                     | 22                    |
| 1-3B                                       | 201 LIB     | 791     | 14.13               | 14                | 2               | 12                     | 22                    |
| 1-4A                                       | 116         | 943     | 16.84               | 16                | 2               | 14                     | 22                    |
| 1-4B                                       | 115         | 977     | 17.45               | 17                | 2               | 15                     | 22                    |
| Potential Number of Students Accommodated  |             |         |                     |                   |                 |                        | 114                   |
| Projected (2020 - 2021) Grade 1 Enrollment |             |         |                     |                   |                 |                        | 81                    |

| Student Suggestion | Suggested Use | Additional Students Possible |
|--------------------|---------------|------------------------------|
| 10                 | 1-Pair 1      | 5                            |
| 10                 | 1-Pair 1      | 5                            |
| 11                 | 1-Pair 2      | 5                            |
| 10                 | 1-Pair 2      | 2                            |
| 10                 | 1-Pair 3      | 5                            |
| 10                 | 1-Pair 3      | 2                            |
| 10                 | 1-Pair 4      | 4                            |
| 10                 | 1-Pair 4      | 5                            |
| 81                 |               | 33                           |
|                    |               | 71.05%                       |

| Proposed Use                               | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max |
|--|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|
| 2-1A                                       | 239         | 841     | 15.02               | 15                | 2               | 13                     | 22                    |
| 2-1B ICT                                   | 237         | 834     | 14.89               | 14                | 3               | 11                     | 22                    |
| 2-2A                                       | 238         | 850     | 15.18               | 15                | 2               | 13                     | 22                    |
| 2-2B                                       | 236         | 758     | 13.54               | 13                | 2               | 11                     | 22                    |
| 2-3A                                       | 232         | 975     | 17.41               | 17                | 2               | 15                     | 22                    |
| 2-3B                                       | 225         | 828     | 14.79               | 14                | 2               | 12                     | 22                    |
| 2-4A                                       | 231         | 981     | 17.52               | 17                | 2               | 15                     | 22                    |
| 2-4B                                       | 226         | 828     | 14.79               | 14                | 2               | 12                     | 22                    |
| Potential Number of Students Accommodated  |             |         |                     |                   |                 |                        | 102                   |
| Projected (2020 - 2021) Grade 2 Enrollment |             |         |                     |                   |                 |                        | 86                    |

| Student Suggestion | Suggested Use | Additional Students Possible |
|--------------------|---------------|------------------------------|
| 11                 | 2-Pair 1      | 2                            |
| 11                 | 2-Pair 1      | 0                            |
| 10                 | 2-Pair 2      | 3                            |
| 10                 | 2-Pair 2      | 1                            |
| 11                 | 2-Pair 3      | 4                            |
| 11                 | 2-Pair 3      | 1                            |
| 11                 | 2-Pair 4      | 4                            |
| 11                 | 2-Pair 4      | 1                            |
| 86                 |               | 16                           |
|                    |               | 84.31%                       |

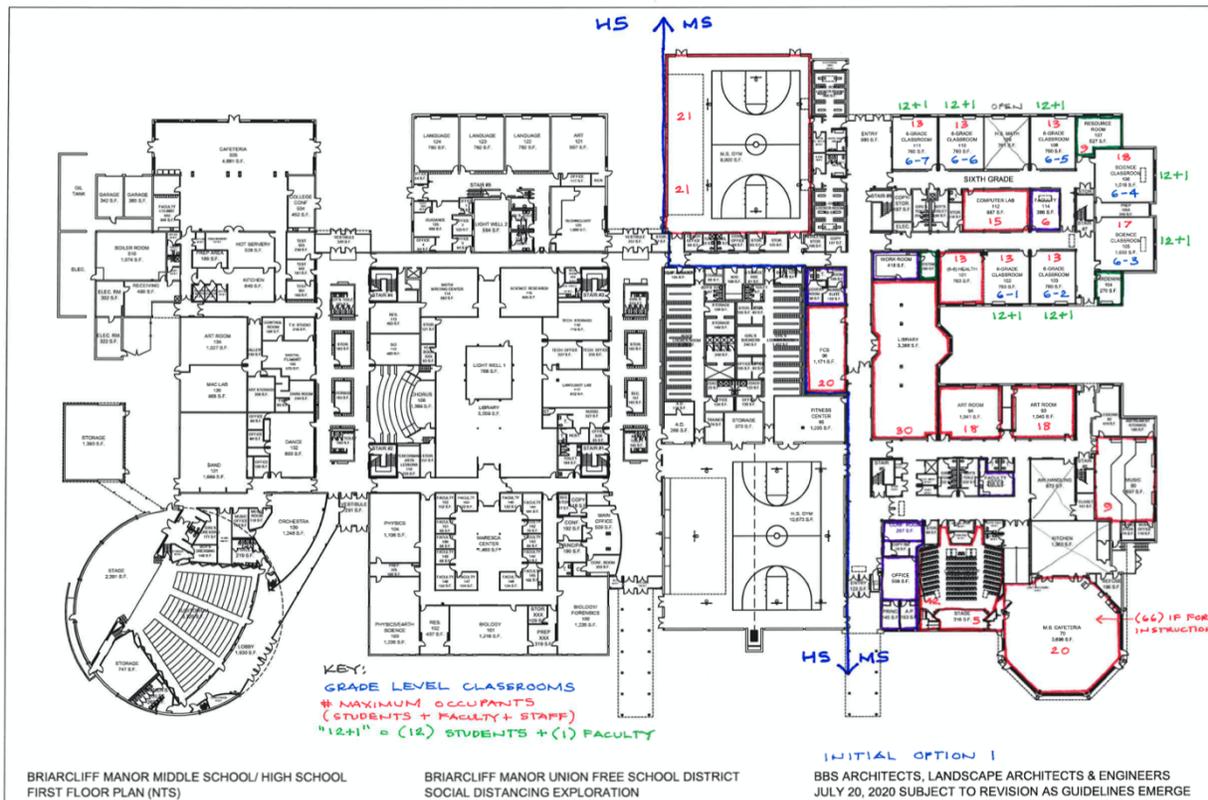
BBS

| Proposed Use                               | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max | Student Suggestion | Suggested Use | Additional Students Possible |
|--|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|--------------------|---------------|------------------------------|
| 3-1A                                       | 233         | 995     | 17.77               | = 17              | 2               | 15                     | 24                    | 9                  | 3-Pair 1      | 6                            |
| 3-1B ICT                                   | 235         | 887     | 15.84               | = 15              | 3               | 12                     | 24                    | 8                  | 3-Pair 1      | 4                            |
| 3-2A                                       | 220         | 828     | 14.79               | = 14              | 2               | 12                     | 24                    | 9                  | 3-Pair 2      | 3                            |
| 3-2B                                       | 215         | 828     | 14.79               | = 14              | 2               | 12                     | 24                    | 9                  | 3-Pair 2      | 3                            |
| 3-3A                                       | 234         | 890     | 15.89               | = 15              | 2               | 13                     | 24                    | 9                  | 3-Pair 3      | 4                            |
| 3-3B                                       | 216         | 828     | 14.79               | = 14              | 2               | 12                     | 24                    | 9                  | 3-Pair 3      | 3                            |
| 3-4A                                       | 221         | 828     | 14.79               | = 14              | 2               | 12                     | 24                    | 9                  | 3-Pair 4      | 3                            |
| 3-4B                                       | 212         | 1,270   | 22.68               | = 22              | 2               | 20                     | 24                    | 9                  | 3-Pair 4      | 11                           |
| Potential Number of Students Accommodated  |             |         |                     |                   |                 | 108                    |                       |                    |               |                              |
| Projected (2020 - 2021) Grade 3 Enrollment |             |         |                     |                   |                 | 71                     |                       | 71                 | 37            | 65.74%                       |

| Proposed Use                               | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max | Student Suggestion | Suggested Use | Additional Students Possible |
|--|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|--------------------|---------------|------------------------------|
| 4-1A                                       | 174         | 838     | 14.96               | = 14              | 2               | 12                     | 24                    | 11                 | 4-Pair 1      | 1                            |
| 4-1B ICT                                   | 173         | 843     | 15.05               | = 15              | 3               | 12                     | 24                    | 11                 | 4-Pair 1      | 1                            |
| 4-2A                                       | 175         | 847     | 15.13               | = 15              | 2               | 13                     | 24                    | 11                 | 4-Pair 2      | 2                            |
| 4-2B                                       | 222         | 828     | 14.79               | = 14              | 2               | 12                     | 24                    | 11                 | 4-Pair 2      | 1                            |
| 4-3A                                       | 242         | 1,000   | 17.86               | = 17              | 2               | 15                     | 24                    | 12                 | 4-Pair 3      | 3                            |
| 4-3B                                       | 227         | 828     | 14.79               | = 14              | 2               | 12                     | 24                    | 11                 | 4-Pair 3      | 1                            |
| 4-4A                                       | 241         | 817     | 14.59               | = 14              | 2               | 12                     | 24                    | 11                 | 4-Pair 4      | 1                            |
| 4-4B                                       | 240         | 820     | 14.64               | = 14              | 2               | 12                     | 24                    | 11                 | 4-Pair 4      | 1                            |
| Potential Number of Students Accommodated  |             |         |                     |                   |                 | 100                    |                       |                    |               |                              |
| Projected (2020 - 2021) Grade 4 Enrollment |             |         |                     |                   |                 | 89                     |                       | 89                 | 11            | 89.00%                       |

| Proposed Use                               | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max | Student Suggestion | Suggested Use | Additional Students Possible |
|--|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|--------------------|---------------|------------------------------|
| 5-1A                                       | LL01        | 850     | 15.18               | = 15              | 2               | 13                     | 24                    | 12                 | 5-Pair 1      | 1                            |
| 5-1B ICT                                   | LL05        | 835     | 14.91               | = 14              | 3               | 11                     | 24                    | 11                 | 5-Pair 1      | 0                            |
| 5-2A                                       | 170         | 841     | 15.02               | = 15              | 2               | 13                     | 24                    | 13                 | 5-Pair 2      | 0                            |
| 5-2B                                       | 165 Café    | 1,615   | 28.84               | = 28              | 2               | 26                     | 24                    | 12                 | 5-Pair 2      | 14                           |
| 5-3A                                       | 169         | 836     | 14.93               | = 14              | 2               | 12                     | 24                    | 12                 | 5-Pair 3      | 0                            |
| 5-3B                                       | 165 Café    | 1,615   | 28.84               | = 28              | 2               | 26                     | 24                    | 12                 | 5-Pair 3      | 14                           |
| 5-4A                                       | LL02        | 835     | 14.91               | = 14              | 2               | 12                     | 24                    | 12                 | 5-Pair 4      | 0                            |
| 5-4B                                       | 164         | 1,140   | 20.36               | = 20              | 2               | 18                     | 24                    | 12                 | 5-Pair 4      | 6                            |
| Potential Number of Students Accommodated  |             |         |                     |                   |                 | 127                    |                       |                    |               |                              |
| Projected (2020 - 2021) Grade 5 Enrollment |             |         |                     |                   |                 | 96                     |                       | 96                 | 35            | 75.59%                       |

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**MS Classrooms Directly Bearing Student Capacity**

| Proposed Use                                      | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max | Student Suggestion | Suggested Use | Additional Students Possible |  |
|---|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|--------------------|---------------|------------------------------|--|
| 6   | 102         | 763     | 13.63               | = 13              | 1               | 12                     | 25                    | 12                 | 6-1           | 0                            |  |
| 6   | 103         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 6-2           | 0                            |  |
| 6   | 105         | 1,000   | 17.86               | = 17              | 1               | 16                     | 25                    | 12                 | 6-3           | 4                            |  |
| 6   | 106         | 1,016   | 18.14               | = 18              | 1               | 17                     | 25                    | 12                 | 6-4           | 5                            |  |
| 6   | 108         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 6-5           | 0                            |  |
| 6   | 110         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 6-6           | 0                            |  |
| 6   | 111         | 765     | 13.66               | = 13              | 1               | 12                     | 25                    | 12                 | 6-7           | 0                            |  |
| <b>Potential Number of Students Accommodated</b>  |             |         |                     |                   |                 |                        | 91                    |                    |               |                              |  |
| <b>Projected (2020 - 2021) Grade 6 Enrollment</b> |             |         |                     |                   |                 |                        | 83                    | 84                 | 9             | 92.31%                       |  |

| Proposed Use                                      | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max | Student Suggestion | Suggested Use | Additional Students Possible |  |
|---|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|--------------------|---------------|------------------------------|--|
| 7   | 302         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 7-1           | 0                            |  |
| 7   | 303         | 763     | 13.63               | = 13              | 1               | 12                     | 25                    | 12                 | 7-2           | 0                            |  |
| 7   | 304         | 763     | 13.63               | = 13              | 1               | 12                     | 25                    | 12                 | 7-3           | 0                            |  |
| 7   | 305         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 7-4           | 0                            |  |
| 7   | 308         | 1,016   | 18.14               | = 18              | 1               | 17                     | 25                    | 12                 | 7-5           | 5                            |  |
| 7   | 310         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 7-6           | 0                            |  |
| 7   | 311         | 763     | 13.63               | = 13              | 1               | 12                     | 25                    | 12                 | 7-7           | 0                            |  |
| <b>Potential Number of Students Accommodated</b>  |             |         |                     |                   |                 |                        | 89                    |                    |               |                              |  |
| <b>Projected (2020 - 2021) Grade 7 Enrollment</b> |             |         |                     |                   |                 |                        | 81                    | 84                 | 5             | 94.38%                       |  |

| Proposed Use                                      | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max | Student Suggestion | Suggested Use | Additional Students Possible |  |
|---|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|--------------------|---------------|------------------------------|--|
| 8   | 201         | 763     | 13.63               | = 13              | 1               | 12                     | 25                    | 12                 | 8-1           | 0                            |  |
| 8   | 202         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 8-2           | 0                            |  |
| 8   | 203         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 8-3           | 0                            |  |
| 8   | 205         | 1,016   | 18.14               | = 18              | 1               | 17                     | 25                    | 12                 | 8-4           | 5                            |  |
| 8   | 206         | 1,016   | 18.14               | = 18              | 1               | 17                     | 25                    | 12                 | 8-5           | 5                            |  |
| 8   | 208         | 760     | 13.57               | = 13              | 1               | 12                     | 25                    | 12                 | 8-6           | 0                            |  |
| 8   | 209         | 763     | 13.63               | = 13              | 1               | 12                     | 25                    | 12                 | 8-7           | 0                            |  |
| 8   | 210         | 763     | 13.63               | = 13              | 1               | 12                     | 25                    | 12                 | 8-8           | 0                            |  |
| 8   | 211         | 765     | 13.66               | = 13              | 1               | 12                     | 25                    | 12                 | 8-9           | 0                            |  |
| 8   | 215         | 887     | 15.84               | = 15              | 1               | 14                     | 25                    | 12                 | 8-10          | 2                            |  |
| <b>Potential Number of Students Accommodated</b>  |             |         |                     |                   |                 |                        | 132                   |                    |               |                              |  |
| <b>Projected (2020 - 2021) Grade 8 Enrollment</b> |             |         |                     |                   |                 |                        | 114                   | 120                | 10            | 90.91%                       |  |

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**Other MS Spaces and Potential Maximum Occupancy**

| Proposed Use | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max |
|--------------|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|
| LGI          | 85          | 1,823   | 32.55 =             | 42                | 3               | 39                     | 25                    |
| Platform     | 85          | 316     | 5.64 =              | 5                 | 1               | 4                      | 25                    |
| Cafeteria    | 70          | 3,696   | 66.00 =             | 66                | 3               | 63                     | 25                    |
| Art          | 93          | 1,040   | 18.57 =             | 18                | 1               | 17                     | 25                    |
| Art          | 94          | 1,041   | 18.59 =             | 18                | 1               | 17                     | 25                    |
| FCS          | 96          | 1,171   | 20.91 =             | 20                | 1               | 19                     | 25                    |
| 1/2 Library  | Library     | 1,694   | 30.25 =             | 30                | 1               | 29                     | 25                    |
| Health       | 101         | 763     | 13.63 =             | 13                | 1               | 12                     | 25                    |
| Support      | 107         | 527     | 9.41 =              | 9                 | 1               | 8                      | 25                    |
| Computer     | 112         | 887     | 15.84 =             | 15                | 1               | 14                     | 25                    |
| Faculty      | 114         | 386     | 6.89 =              | 6                 | 1               | 5                      | 25                    |
| Support      | 204         | 600     | 10.71 =             | 10                | 1               | 9                      | 25                    |
| Support      | 207         | 526     | 9.39 =              | 9                 | 1               | 8                      | 25                    |
| Faculty      | 214         | 386     | 6.89 =              | 6                 | 1               | 5                      | 25                    |
| Guidance     | 218         | 364     | 6.50 =              | 6                 | 1               | 5                      | 25                    |
| Support      | 306         | 587     | 10.48 =             | 10                | 1               | 9                      | 25                    |
| Health       | 307         | 1,016   | 18.14 =             | 18                | 1               | 17                     | 25                    |
| Support      | 309         | 528     | 9.43 =              | 9                 | 1               | 8                      | 25                    |
| P.D.         | 312         | 760     | 13.57 =             | 13                | 1               | 12                     | 25                    |
| Faculty      | 315         | 329     | 5.88 =              | 5                 | 1               | 4                      | 25                    |
| Computer     | 316         | 734     | 13.11 =             | 13                | 1               | 12                     | 25                    |

(every third seat; every other row = 42 seats)

(use 182 SF/pp if used for P.E., music, aerobics, etc. = 20 Max)

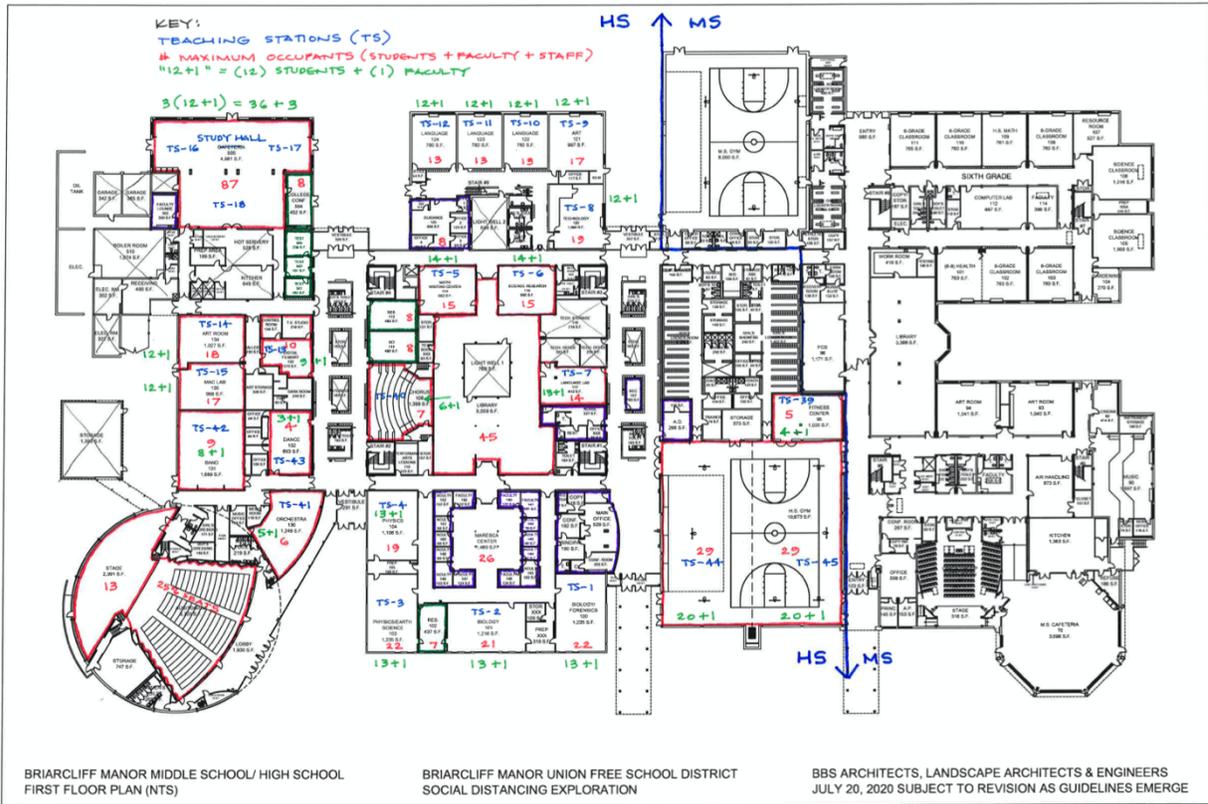
(assume half of the floor area is available)

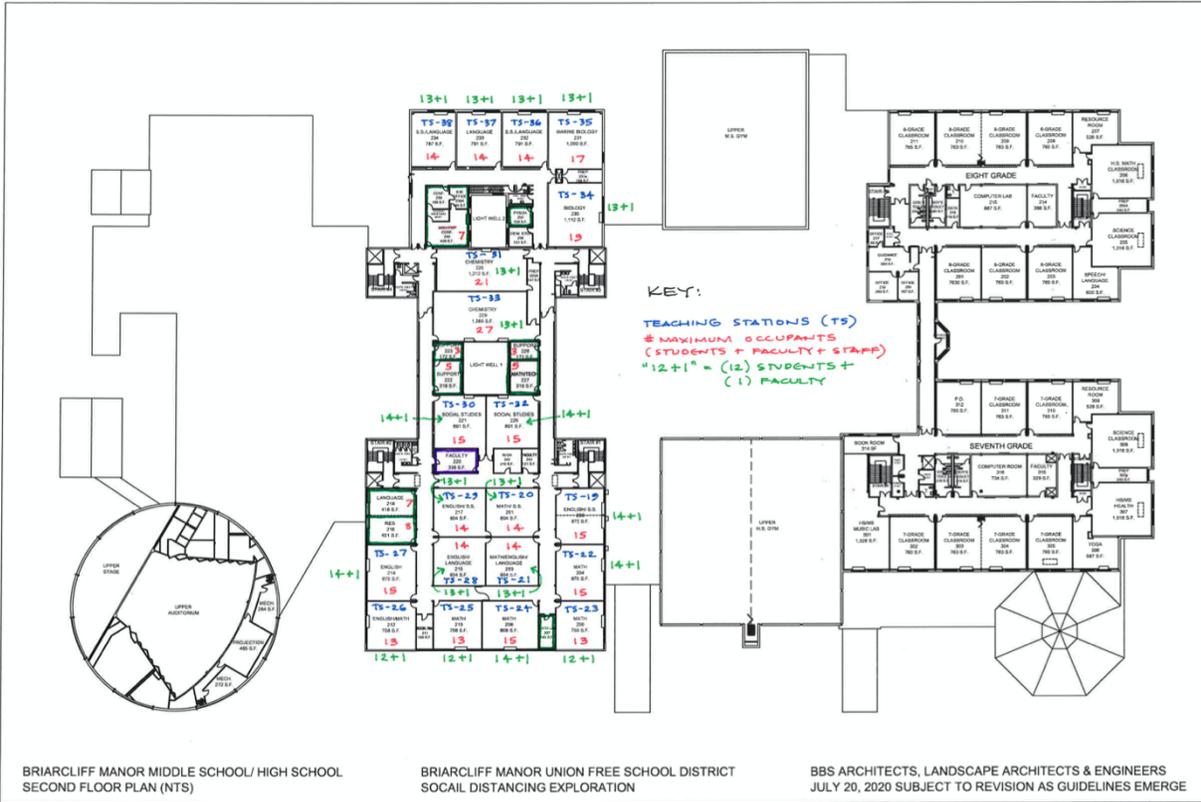
Note, per 07-16-20 'NYS Reopening Guidance', spaces with heavy aerobic/voice/mouth activity are to use 12ft distancing in lieu of 6ft, (PE, music, etc.)

| Proposed Use                              | Room Number | Room SF | Occupancy @182 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max |
|---|-------------|---------|----------------------|-------------------|-----------------|------------------------|-----------------------|
| 1/2 Gym                                   | Gym         | 4,000   | 21.98 =              | 21                | 1               | 20                     | 25                    |
| 1/2 Gym                                   | Gym         | 4,000   | 21.98 =              | 21                | 1               | 20                     | 25                    |
| Music Lab                                 | 301         | 1,326   | 7.29 =               | 7                 | 1               | 6                      | 25                    |
| Music                                     | 90          | 1,697   | 9.32 =               | 9                 | 1               | 8                      | 25                    |
| Potential Number of Students Accommodated |             |         |                      |                   |                 | 370                    |                       |

|   |     |
|---|-----|
| Potential Number of Students Accommodated in Interchangeable Classrooms | 312 |
| Potential Number of Students Accommodated in Other Spaces               | 370 |
| Projected (2020 - 2021) Grade (6-8) Enrollment                          | 278 |

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Briarcliff Manor UFSD  
Social Distancing Study

Briarcliff Manor High School  
Initial Approach 01

July 20, 2020  
Draft

**HS Classrooms Directly Bearing Student Capacity**

| Assumed Primary Use | Room Number | Room SF | Occupancy @56 SF pp | Maximum Occupants | Assumed Faculty | Maximum Students by SF | Class Size Policy Max | Student Suggestion | Suggested Use | Additional Students Possible |
|---------------------|-------------|---------|---------------------|-------------------|-----------------|------------------------|-----------------------|--------------------|---------------|------------------------------|
| Science             | 100         | 1,235   | 22.05               | 22                | 1               | 21                     | 30                    | 13                 |               | 8                            |
| Science             | 101         | 1,216   | 21.71               | 21                | 1               | 20                     | 30                    | 13                 |               | 7                            |
| Science             | 103         | 1,235   | 22.05               | 22                | 1               | 21                     | 30                    | 13                 |               | 8                            |
| Science             | 104         | 1,106   | 19.75               | 19                | 1               | 18                     | 30                    | 13                 |               | 5                            |
| Writing             | 114         | 862     | 15.39               | 15                | 1               | 14                     | 30                    | 14                 |               | 0                            |
| Research            | 115         | 865     | 15.45               | 15                | 1               | 14                     | 30                    | 14                 |               | 0                            |
| Language            | 117         | 812     | 14.50               | 14                | 1               | 13                     | 30                    | 13                 |               | 0                            |
| Technology          | 120         | 1,090   | 19.46               | 19                | 1               | 18                     | 30                    | 12                 |               | 6                            |
| Art                 | 121         | 997     | 17.80               | 17                | 1               | 16                     | 30                    | 12                 |               | 4                            |
| Language            | 122         | 782     | 13.96               | 13                | 1               | 12                     | 30                    | 12                 |               | 0                            |
| Language            | 123         | 782     | 13.96               | 13                | 1               | 12                     | 30                    | 12                 |               | 0                            |
| Language            | 124         | 780     | 13.93               | 13                | 1               | 12                     | 30                    | 12                 |               | 0                            |
| Film                | 133         | 573     | 10.23               | 10                | 1               | 9                      | 30                    | 9                  |               | 0                            |
| Art                 | 134         | 1,027   | 18.34               | 18                | 1               | 17                     | 30                    | 12                 |               | 5                            |
| Mac                 | 135         | 968     | 17.29               | 17                | 1               | 16                     | 30                    | 12                 |               | 4                            |
| Study Hall          | Cafeteria   | 4,881   | 87.16               | 87                | 3               | 84                     | 30                    | 36                 | Study Hall    | 48                           |
| Eng/SS              | 200         | 872     | 15.57               | 15                | 1               | 14                     | 30                    | 14                 |               | 0                            |
| Math/SS             | 201         | 804     | 14.36               | 14                | 1               | 13                     | 30                    | 13                 |               | 0                            |
| Math/Eng/L          | 203         | 804     | 14.36               | 14                | 1               | 13                     | 30                    | 13                 |               | 0                            |
| Math                | 204         | 875     | 15.63               | 15                | 1               | 14                     | 30                    | 14                 |               | 0                            |
| Math                | 206         | 759     | 13.55               | 13                | 1               | 12                     | 30                    | 12                 |               | 0                            |
| Math                | 208         | 868     | 15.50               | 15                | 1               | 14                     | 30                    | 14                 |               | 0                            |
| Math                | 210         | 758     | 13.54               | 13                | 1               | 12                     | 30                    | 12                 |               | 0                            |
| Eng/Math            | 212         | 758     | 13.54               | 13                | 1               | 12                     | 30                    | 12                 |               | 0                            |
| English             | 214         | 875     | 15.63               | 15                | 1               | 14                     | 30                    | 14                 |               | 0                            |
| Eng/Lang            | 215         | 804     | 14.36               | 14                | 1               | 13                     | 30                    | 13                 |               | 0                            |
| Eng/SS              | 217         | 804     | 14.36               | 14                | 1               | 13                     | 30                    | 13                 |               | 0                            |
| SS                  | 221         | 891     | 15.91               | 15                | 1               | 14                     | 30                    | 14                 |               | 0                            |
| Science             | 225         | 1,212   | 21.64               | 21                | 1               | 20                     | 30                    | 13                 |               | 7                            |
| SS                  | 226         | 891     | 15.91               | 15                | 1               | 14                     | 30                    | 14                 |               | 0                            |
| Science             | 229         | 1,560   | 27.86               | 27                | 1               | 26                     | 30                    | 13                 |               | 13                           |
| Science             | 230         | 1,112   | 19.86               | 19                | 1               | 18                     | 30                    | 13                 |               | 5                            |
| Science             | 231         | 1,000   | 17.86               | 17                | 1               | 16                     | 30                    | 13                 |               | 3                            |
| SS/Lang             | 232         | 791     | 14.13               | 14                | 1               | 13                     | 30                    | 13                 |               | 0                            |
| Language            | 233         | 791     | 14.13               | 14                | 1               | 13                     | 30                    | 13                 |               | 0                            |
| SS/Lang             | 234         | 787     | 14.05               | 14                | 1               | 13                     | 30                    | 13                 |               | 0                            |

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## Glossary

### Bilingual Education and World Languages

**Bilingual Education Program (BE):** A research-based educational program comprised of the following instructional components: 1) Language Arts, which includes Home and English Language Arts; 2) English as a New Language; and 3) Bilingual content areas.

**Emergent Multilingual Learner (EMLL):** Students who are identified by the Emergent Multilingual Learner Profile Process as prekindergarten students whose home or primary language is other than English. The English language proficiency of prekindergarten students is not assessed, and therefore EMLLs may or may not be identified as ELLs when the ELL identification process is conducted in kindergarten.

**English As a New Language (ENL) Program:** A research-based English language development program comprised of two components: 1) Integrated ENL: Students receive core content area and English language development instruction including home language supports and appropriate ELL scaffolds; and 2) Stand-alone ENL: Students receive English language development instruction taught by a New York State certified English for Speakers of Other Languages (ESOL) teacher in order to acquire the English language needed for success in core content areas.

**English Language Learner:** A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as “English Learners,” and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

**Former ELL:** Once an ELL has reached the Commanding level of English language proficiency, that student is designated as a Former ELL and is entitled to receive two years of Former ELL services in the form of a 1/2 unit of Integrated ENL or other services as approved by the Commissioner.

**Multilingual Learner:** All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

**Multilingual Literacy SIFE Screener (MLS):** A state-wide diagnostic tool that was created to determine SIFEs’ literacy levels in their home language in order to provide or to design appropriate instruction for SIFE.

**New York State English As a Second Language Achievement Test (NYSESLAT):** The New York State English As a Second Language Achievement Test is an assessment designed to

annually assess the English language proficiency of all ELLs enrolled in grades kindergarten through 12<sup>th</sup> grade.

**New York State English As a Second Language Identification Test for English Language Learners (NYSITELL):** An assessment that is administered once during the ELL identification process (or during reentry after an absence of two or more years from NYS schools). It is designed to determine if a student is an ELL at the time of the student's enrollment in the NYS public school system.

**Students with Inconsistent or Interrupted Formal Education (SIFE):** ELLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S. (NYSED is currently pursuing regulatory flexibility in order that time spent in remote learning during COVID-19 closures do not count toward the twelve months of enrollment at the time of SIFE identification).

**World Languages:** Languages other than English, which are broken down into two categories: modern languages and classical languages. Modern languages include any language that has living, native speakers, such as Romance Languages (Spanish, French, Italian, Portuguese, etc.), Germanic languages (German, etc.), Asian languages (Chinese, Japanese, Korean, etc.), Indigenous languages (Mohawk, Seneca, Oneida, etc.), American Sign Language, and many more. Modern languages are contrasted with classical languages, which no longer have living, native speakers such as Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

### Career and Technical Education

**Career and Technical Education (CTE):** A kindergarten through adult program area of study that includes rigorous academic content closely aligned with career and technical subject matter, using the State learning standards of career development and occupational studies as a framework. It includes the specific disciplines of agricultural education, business and marketing education, family and consumer sciences education, health sciences education, technology education, and trade/technical education.

**Career and Technical Student Organization:** An organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

**Career Exploration Internship Program (CEIP):** A registered work-based learning program that offers unpaid career exploration experiences in the business setting. The focus is on hands-on career exploration rather than on skill development. The experience assists students in choosing courses that will help them to reach their college and career objectives. It also assists students in

understanding the linkages among school, work, and post-secondary education. Students may earn 1/4, 1/2, or 1 unit of elective or CTE sequence credit.

**CDOS Credential:** An exit credential that meets the definition under section 100.6(b) of Commissioner's Regulations

**CDOS 4+1 Graduation Pathway:** A Regents Diploma graduation pathway which allows a student to graduate with a high school diploma if the student meets the graduation course and credit requirements; passes four required Regents Exams or Department approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the NYS CDOS Commencement Credential.

**Cooperative Career and Technical Education Work Experience (CO-OP):** A registered work-based learning program that provides an important link between the classroom and the workplace for students age 16 and older. The CO-OP is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students have the opportunity to apply, and thereby augment, the knowledge and skills obtained in the classroom.

**General Education Work Experience Program (GEWEP):** A registered work-based learning program open to any student 16-21 years of age who is enrolled in school. These work experiences can be a paid or unpaid and must be registered with the NYSED Career and Technical Education Team and be re-registered every five years.

**NYSED-Approved CTE Program:** An approved program of study that meets both the requirements under Perkins V for a program of study as well as Section 100.5(d)(6) of Commissioner's Regulations. Approved programs may be utilized to meet the 4+1 CTE graduation pathway.

**Perkins Act:** The primary Federal source of CTE funding to support CTE instruction and field support. The act was reauthorized for the fifth time in 2018 as the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)

**School-Based Enterprise:** A school-based business enterprise exists within a school to provide services for students, staff, and/or customers from the community. No additional credit is awarded for participation in this experience; the credit exists within the related course.

**Supervised Clinical Experience:** Supervised clinical experience involves students performing health care services in a work setting after having instruction and practice in a supervised skills laboratory. The services must be performed under the supervision of an instructor who holds the appropriate NYS license/certification in the health care discipline for which the students are being prepared.

**Training Plan:** A document developed by the work-based learning coordinator in conjunction with the student and other appropriate school personnel that outlines the tasks, goals, and objectives to be accomplished during a student’s work-based learning experiences.

**Work-Based Learning:** Sustained interactions with industry or community professionals in real work- place settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.

**Work Experience Career Exploration Program (WECEP):** A registered work-based learning program open to students 14-15 years of age who are considered “at risk”. These work experiences must be paid and must be registered with the NYSED Office of Career and Technical Education and be reregistered every two years.

### Early Learning (Prekindergarten)

**Diagnostic Screening:** A preliminary method of distinguishing from the general population those students who may possibly be gifted, those students who may be suspected of having a disability and/or those students who possibly are limited English proficient; as defined in 8 NYCRR 117.2(f).

**Eligible Agencies:** An eligible agency, as defined in 8 NYCRR 151-1.2(b), are providers of child care and early education, a day care provider, early childhood program or center or community-based organization including, but not limited to, approved preschool special education program, Head Start, nursery schools, libraries and museums which meet the minimum standards and requirements.

**Statewide Universal Full-Day Prekindergarten:** Programs for three- and four-year-old students that incentivize and fund state-of-the-art innovative prekindergarten programs to encourage program creativity.

**Universal Prekindergarten:** Programs that provide three- and four-year-old children with universal opportunity to access Prekindergarten programs as set forth in 8 NYCRR 151-1.

**Voluntary Registered of Nonpublic Nursery Schools and Kindergartens:** Programs for preschool children between the ages of three and five years as outlined in 8 NYCRR Part 125.

### Health and Safety

**Aerosol Generating Procedures:** Procedures performed on patients which are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing.

**Cleaning:** The removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

**Cloth Face Covering:** Masks made from fabric, preferably tightly woven cotton. Cloth masks should include multiple layers of fabric.

**Disinfection:** A process using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

**Fit Testing:** A process in which all people who are required to wear negative-pressure respirators are examined and interviewed to determine which mask best conforms to their facial features; a rigorous protocol in which the tester challenges the face-to-facepiece seal with a chemical agent.

**Hand Hygiene:** Hand washing with soap and water or alcohol-based hand sanitizer

**Metered Dose Inhaler (MDI):** A device that sprays a pre-set amount of aerosolized medicine through the mouth to the airways.

**\*N95 mask:** A type of respirator, an N95 mask offers more protection than a surgical mask does because it can filter out both large and small particles when the wearer inhales. As the name indicates, the mask is designed to block 95% of very small particles.

**Nebulizer:** An air compressor machine when used with a nebulizer cup, tubing, and mouthpiece or face mask delivers aerosolized medicine to the airways in a fine, steady mist.

**Peak Flow Meter:** An asthma management device used to measure a person's ability to push air out of the lungs.

**Personal Protective Equipment (PPE):** Wearable equipment that is designed to protect from exposure to or contact with infectious agents. PPE that is appropriate for various types of patient interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available. These include gloves, face masks, protective eye wear, face shields, and protective clothing (e.g., reusable or disposable gown, jacket, laboratory coat).

**Respiratory Hygiene:** Cough etiquette infection prevention measures designed to limit the transmission of respiratory pathogens spread by droplet or airborne routes. Apply to anyone with signs of illness including cough, congestion, runny nose, or increased production of respiratory secretions.

**Spacer:** A device that attaches to the mouthpiece of a quick-relief inhaler to create space between the mouth and the MDI. The space created helps the medicine break into smaller droplets allowing the asthma medication to move easier and deeper into the lungs of the student when he/she breathes in the quick-relief or controller medicine formulated in an MDI.

**Standard Precautions:** A group of infection prevention practices that apply to all patients and residents, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered and include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; respiratory hygiene/cough etiquette, safe injection practices, and use of masks. Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, excretions except sweat, non-intact skin, and mucous membranes may contain transmissible infectious agents.

**Surgical Mask:** Also called a medical mask, a surgical mask is a loose-fitting disposable mask that protects the wearer's nose and mouth from contact with droplets, splashes and sprays that may contain germs. A surgical mask also filters out large particles in the air.

**Transmission Precautions:** When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission-Based Precautions. This second tier of infection prevention is used when patients have diseases that can spread through contact, droplet or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions.

**Valved Holding Chamber:** A type of spacer that has a one-way valve at the mouthpiece. A VHC also traps and holds the medicine giving more time for the student to take a slow, deep breath reducing the amount that settles in the mouth and throat.

\*Some N95 masks, and even some cloth masks, have one-way valves that make them easier to breathe through. But because the valve releases unfiltered air when the wearer breathes out, this type of mask doesn't prevent the wearer from spreading the virus.

## Social Emotional Learning

**Adverse Childhood Experiences (ACEs):** Potentially traumatic events that occur in childhood (0-17 years).

**Multi-Tiered Systems of Support (MTSS):** An evidence-based approach to comprehensive program delivery that addresses academic and behavioral challenges including proactive activities for all students (universal interventions), targeted activities for students identified at-risk (secondary interventions) and intensive activities for students identified at high risk (tertiary interventions).

**Pupil Personnel Services (PPS):** Staff which includes school counselors, school social workers, school psychologists, mental health counselors and school nurses.

**Restorative Practices:** Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

Social Emotional Learning (SEL): The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as, “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”<sup>19</sup>

Restorative Practices: Processes and approaches designed to build community and meaningful relationships, develop shared values, help students better understand their behavior, how it impacts them- selves and others, and ultimately to use that self- and social awareness to repair damage caused to relationships as a result of inappropriate behavior.

Trauma-Responsive Practices: Practices that help shift negative reactions to inappropriate student behavior to thoughtful responses that consider the root causes of behavior and help to support individual student needs to address those causes.

### Special Education

Annual Review: An evaluation, conducted at least annually by the committee on preschool special education (CPSE)/committee on special education (CSE), of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education pro- grams and services for the student to the board of education.

Assistive Technology Devices: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. Such term does not include a medical device that is surgically implanted or the replacement of a surgically implanted device.

Assistive Technology Service: Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

Child Find: A process which requires all school districts to identify, locate and evaluate all students with disabilities, including students with disabilities who are homeless or wards of the State, regardless of the severity of their disability and who are in need of special education and related services.

Committee on Preschool Education (CPSE)/Committee on Special Education (CSE): A multidisciplinary team established in accordance with the provisions of Education Law that determines a student’s special education needs and services. The CPSE is responsible for children with disabilities ages 3-5. The CSE is responsible for children with disabilities ages 5- 21.

Compensatory Services: Services provided to students with disabilities to remedy the school district’s failure to provide a student with a disability with “appropriate services” during the time the student was entitled to FAPE and was denied appropriate services.

Free Appropriate Public Education (FAPE): Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent, and are provided in conformity with an individualized education program.

Individualized Education Program (IEP): A written statement for a student with a disability that is developed, reviewed and revised by a CSE, Subcommittee on Special Education or CPSE to meet the unique educational needs of a student with a disability.

Individuals with Disabilities Education Act (IDEA): The IDEA is a federal law that provides students with disabilities the right to receive a free appropriate public education in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.

Initial Evaluation: Any procedures, tests or assessments used selectively with an individual student, including a physical examination, an individual psychological evaluation, except where a school psychologist has determined that a psychological evaluation is unnecessary to evaluate a student of school age, a social history and other appropriate assessments or evaluations as may be necessary to determine whether a student has a disability and the extent of his/her special education needs, but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

Least Restrictive Environment (LRE): Placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Reevaluation: The evaluation procedures that are conducted at least once every three years, except where the school district and the parent agree in writing that such reevaluation is unnecessary to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

Special class: A class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

Supplementary Aids and Services and/or Program Modifications: Aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment.

Telepractice: Although not specifically defined in Part 200 of the Regulations of the Commissioner of Education, the NYSED Office of the Professions defines telepractice as the provision of professional service over geographical distances by means of modern

telecommunications technology. This methodology engages audio and/or video technology to connect providers with students, parents or other caregivers in ways that support the student's learning and development.

### Teaching and Learning:

**Academic Intervention Services:** Additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards; services may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance.

**Device:** A computing device, such as a laptop, desktop, Chromebook, iPad, or full-size tablet. Phones and mini tablets are not sufficient devices for learning purposes.

**Equivalent:** At least 180 minutes of instructional time for instruction delivered in a traditional face to face model, or a comparable amount of time for instructional experiences, taken as a whole when the student is engaged in standards-based learning under the guidance and direction of an appropriately certified teacher, for instruction delivered in an online or blended model.

**Hybrid (blended) model:** A combination of in person and remote learning.

**In-person instruction:** Instruction that takes place with students in attendance at the school building.

**Remote learning:** Instruction that takes place outside of the school building while the students are not in attendance at the school.

**Unit of Credit:** The mastery of the learning outcomes set forth in a New York State-developed or locally developed syllabus for a given high school subject, after a student has had the opportunity to complete a unit of study in the given subject matter area.

**Unit of Study:** Means at least 180 minutes of instruction per week throughout the school year, or the equivalent. Equivalent shall mean at least 180 minutes of instructional time for instruction delivered

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

All the Time access is a reference to the [National Educational Technology Plan](#), which states the expectation that technology-enabled learning should be available for all students, everywhere, all the time (NETP 2017).

Sufficient access to the internet means that the student or teacher does not regularly experience issues (slowdowns, buffering, disconnections, unreliable connection, etc.) while participating in required or assigned instruction and learning activities.