

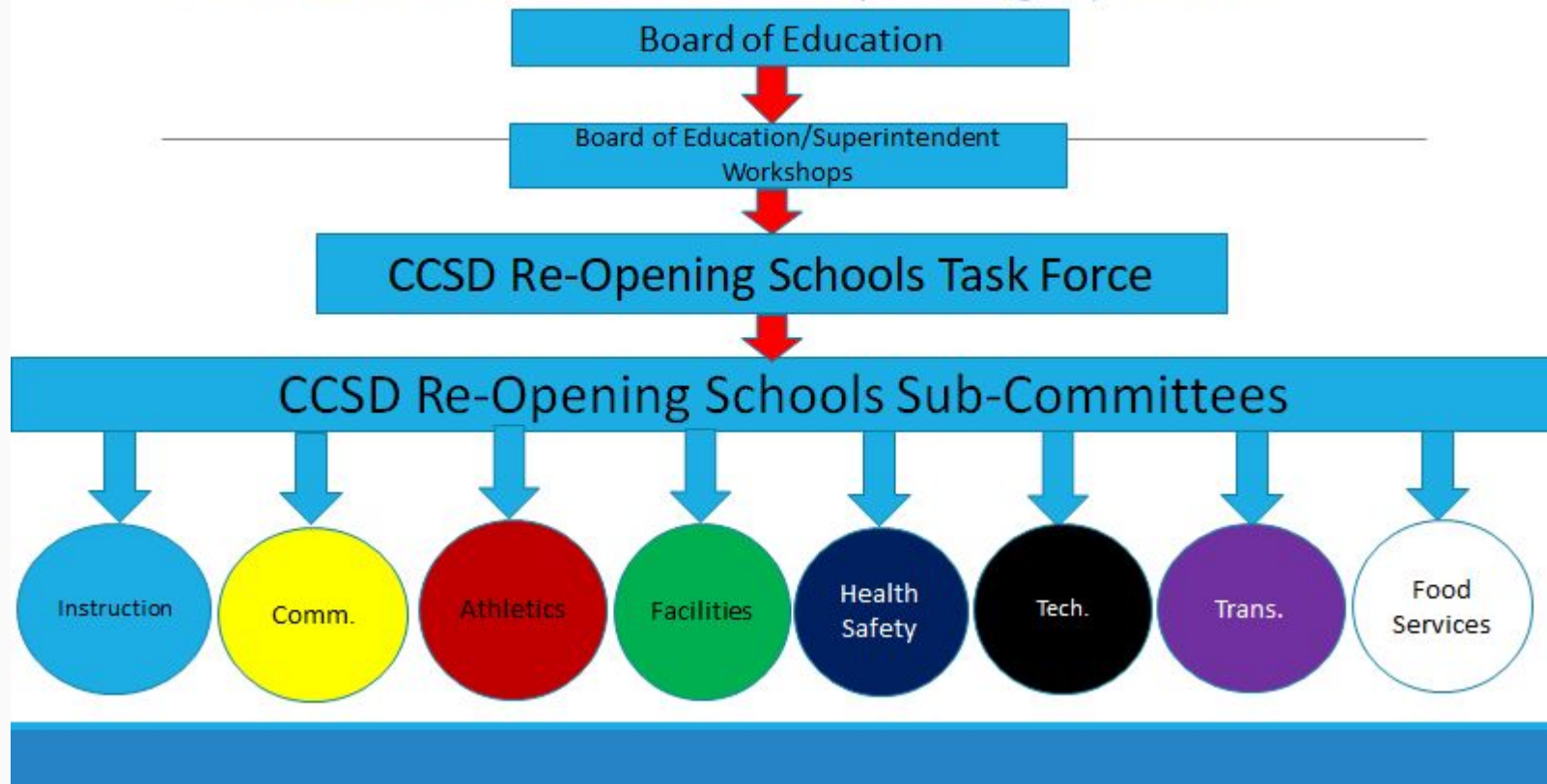
Clarkstown Central School District Reopening Schools Board of Education Workshop

July 15, 2020



An Inclusive Process Involving the Clarkstown School Community

Flow Chart for CCSD Re-Opening Systems



Subcommittee and District Task Force Members

Subcommittee	Total of Participants
Athletics	16
Communication	17
Facilities	20
Food Services	16
Health & Safety	23
Human Relations	12
Instruction (Elementary)	32
Special Education	8
Instruction (Secondary)	32
Special Education	8
Social Emotional Learning & Mental Health	18
Technology	19
Transportation	18
District Task Force Members	42
Grand Total	281

**Reopening
Schools in
2020-2021**

Essential Question

How will the Clarkstown
Central School District
ensure student learning
as well as health and
safety for students and
staff?

Formula Determines Virus Control



Schools open if region is in Phase IV & daily infection rate remains below 5% or lower using a 14-day avg. since unPAUSE was lifted.



Schools close if regional infection rate is greater than 9% using 7-day avg. after August 1st.

WEAR A MASK.

GET TESTED.

SAVE LIVES.

In-Person Instruction

- While the goal is to return all students to in-person instruction, due to the dynamic nature and risk of community transmission of COVID-19, Responsible Parties should prepare for a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year. In such approaches and models, Responsible Parties may use video or teleconferencing in lieu of in-person gatherings (e.g., classes, office hours), per CDC guidance “Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19)”

School Schedules

Schools must create a comprehensive plan for a schedule that includes:



In-person Instruction



Remote Instruction



Hybrid Instruction
(in-person and remote)



Plans should be clearly communicated with as much advanced notice as practicable to students, families/caregivers, and staff.

Teaching and Learning: Mandatory Requirements



Clear opportunities for equitable instruction for all students



Maintain continuity of learning when using any of the three instructional models (in person, remote, hybrid)



Standards-based instruction



Substantive daily interaction
(teacher to students and students to teacher)



Clear communication plans between parents and schools

Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

Special Education: Mandatory Requirements



Provision of a Free Appropriate Public Education consistent with the need to protect the health and safety of students with disabilities and those providing special education and services

Meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to their child

Collaboration between the CSE/CPSE and program providers representing the variety of settings where students are served

Access to the necessary instructional and technological supports to meet the unique needs of students

Documentation of programs and services and communications with parents

Special Education: Recommended Elements

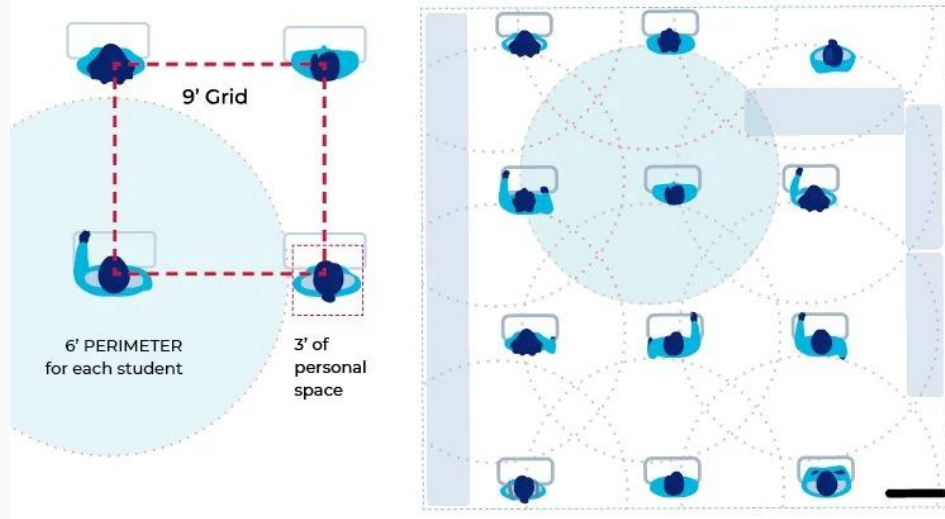


Consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible; and



Consider contingency plans developed by the CSE/CPSE to address remote learning needs in the event of intermittent or extended school closures.

Arranging Instructional Spaces



70 square feet per student will allow for 6 feet social distancing. Classrooms on average will be able to have 12-13 students plus the teacher(s).

Elementary Hybrid Approaches

Traditional → Hybrid → Distance Distance → Hybrid → Traditional

- Planning is currently looking at ways to teach in person and virtually.
- To turn from in person learning to virtual learning, all elements of the hybrid plan will have components of the distance learning approaches embedded into daily learning experiences.
- For example – Students will learn in person how to use Google Classroom and receive assignments through the learning management system. Parents will have virtual learning academies to learn the systems used for students.

Districts and Schools **must**:

Have knowledge of the level of access all students and teachers have in their places of residence.



To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.



Provide multiple ways for students to participate in learning and demonstrate mastery of learning standards in remote/blended models.



A/B Approach

Example 1

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	In School	Group A	Group B	Group A	Group B	Group A
Week 2	In School	Group A	Group B	Group A	Group B	Group B

Example 2

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	In School	Group A	Group A	Group B	Group B	Group A
Week 2	In School	Group A	Group A	Group B	Group B	Group B

A/B Approach

This approach:

- Allows students to attend in person 2-3x per week.
- Supports social distancing in all classrooms.
- Cohorts students for transportation.

These are a few of the challenges and concerns:

- The frequency of in person meetings where some students would only come to school twice in a week.
- Special populations and coordination of services.
- Logistics of transportation to group siblings by A/B Day with class placement.
- Students will largely remain in the same classroom all day.
- Child care complications for families and staff.
- Instructional delivery and blended learning approaches for students learning from home.

Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

Half Day K-5 Approach

		Monday-Friday
In School	Half Day AM	Group A, All K-5
In School	Half Day PM	Group B, All K-5

2.5 hours in school every day

1.5 hour for transition - Teacher preparation and lunch; sanitizing classrooms

Half Day K-5 Approach

This approach:

- Allows students come to school five days a week for 2.5 hours.
- Supports social distancing in all classrooms.
- Cohorts students for transportation

These are a few of the challenges and concerns:

- Logistics of transportation to group siblings by Half Day A/B schedule with class placement.
- Sanitizing between sessions.
- Foreign Language, Art, Music, P.E., Library may need to be via distance learning.
- Opportunities for peer interactions is lessened with lunch on the go for students and picked up when entering the school for PM students.
- Length of the day is shortened and presents child care complications for families and staff.

K-2 Everyday, 3-5 A/B Approach

Examples

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	In School	K-2 3-5 Group A	K-2 3-5 Group A	K-2 3-5 Group B	K-2 3-5 Group B	K-2 3-5 Group A
Week 2	In School	K-2 3-5 Group A	K-2 3-5 Group A	K-2 3-5 Group B	K-2 3-5 Group B	K-2 3-5 Group B

Examples

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	In School	K-2 3-5 Group A	K-2 3-5 Group B	K-2 3-5 Group A	K-2 3-5 Group B	K-2 3-5 Group A
Week 2	In School	K-2 3-5 Group A	K-2 3-5 Group B	K-2 3-5 Group A	K-2 3-5 Group B	K-2 3-5 Group B

K-2 Everyday, 3-5 A/B Approach

This approach:

- Meets NYS DOH and NYSED encouragements for early grades (K-2) to have more frequent in person sessions by coming to school every day.
- Grades 3-5 would come in 2-3x/week.
- Supports social distancing in all classrooms.

These are a few of the challenges and concerns:

- K-2 Students would have to be on the first tier of the bus routes. Grades 3-5 would be 30 minutes later which presents challenges for families with siblings.
- Teaching Assistants and all other staff would be supporting homerooms in K-2.
- All spaces would be utilized.
- Special populations and coordination of services.
- Child care complications are presented for siblings and students in grades 3-5.

Elementary Special Class Programs Attend Each Day:

15:1 classes at Bardonia (K), Woodglen (1-5), Strawtown (3-5)

12:1:1 classes at West Nyack (K-5)

8:1:3 classes at New City (K-5)

8:1:2 classes at Laurel Plains (K-5)

Birchwood

Special Education:

Elementary Consultant Teacher/Resource Room - Minimum of three hours/week

Align service delivery with General Education Classes on the days students are in attendance or provide live support when remote based on individual schedules and needs.

Integrated Co-Teaching - Simultaneous to General Education when students are present or remote.

Special Education:

Related Services

Speech, OT, PT, Vision, Hearing, Counseling Behavioral Consultation - Scheduled either on day present or remote based on student's needs.

Special Education:

SEPTA Parent Survey Implications:

Reading Services

Meeting IEP Mandates - despite best efforts of teachers and providers

Consistency of Services

Social Emotional

Ability to Work Independently

Secondary Hybrid Approaches

A/B/C Approach

Examples:

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	In School	Group A	Group B	Group C	Group A	Group B
Week 2	In School	Group C	Group A	Group B	Group C	Group A
Week 3	In School	Group B	Group C	Group A	Group B	Group C

Examples:

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	In School	Group A	Group B	Group A	Group B	Group C
Week 2	In School	Group C	Group A	Group A	Group B	Group C
Week 3	In School	Group B	Group C	Group A	Group B	Group C

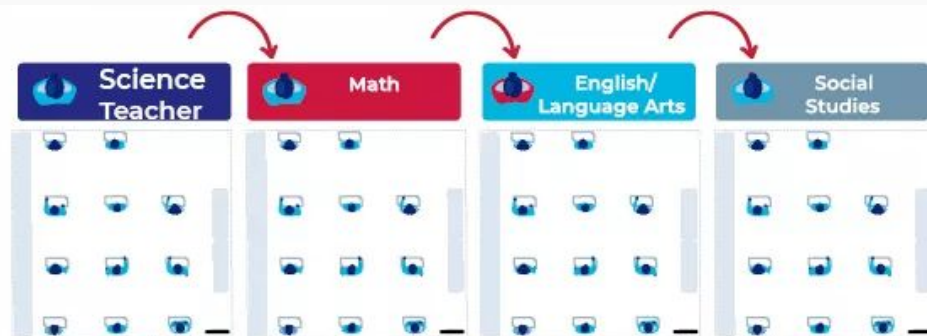
Lesson Planning

ACTIVITIES FOR THE CLASSROOM

- Interactive discussions and hands-on lessons
- Lab or science work that needs supervision
- One-on-one instruction time for vulnerable students
- Well-being check-ins

ACTIVITIES FOR REMOTE LEARNING

- Viewing lecture materials in presentation or video format where students can learn at their own pace
- Independent work like worksheets, reading, and writing
- Elective, remediation, or advanced work



According to NYS DOH guidelines, students may need to limit movement and cohorting students will need to be considered.

Social emotional well-being must be schools' and districts' top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.



A/B/C Approach

This approach:

- Allows students to attend in person twice every six days.
- Supports social distancing in all classrooms.
- Cohorts students for transportation.

These are a few of the challenges and concerns:

- The frequency of in person meetings where some students would only come to school twice every six days.
- The inability to cohort some students to remain in the same classroom all day.
- Lunch and peer interactions.
- Movement of students from classroom to classroom.
- Special populations and coordination of services.
- Instructional delivery and blended learning approaches for students learning from home.
- Complications for child care if elder sibling(s) is watching younger sibling(s).

A/B Approach

Example 1

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	In School	Group A	Group B	Group A	Group B	Group A
Week 2	In School	Group A	Group B	Group A	Group B	Group B

Example 2

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	In School	Group A	Group A	Group B	Group B	Group A
Week 2	In School	Group A	Group A	Group B	Group B	Group B

A/B Approach

This approach:

- Allows students to attend in person 2-3x per week.
- Supports social distancing in all classrooms.
- Cohorts students for transportation.

These are a few of the challenges and concerns:

- In order to meet socially distanced requirements, certain elective class sections will need to be collapsed to provide additional sections for core subjects.
- The frequency of in person meetings where some students would only come to school twice every week.
- The inability to cohort some students to remain in the same classroom all day.
- Lunch and peer interactions.
- Movement of students from classroom to classroom.
- Special populations and coordination of services.
- Instructional delivery and blended learning approaches for students learning from home.

Felix Festa MS/SHS/NHS

Special Class (15:1, 12:1:1, 8:1:3), Integrated Co-Teaching, Resource Room - Alternating Schedule In Person or Remote (intention of providing daily based on IEP mandates).

Related Services - Speech, OT, PT, Vision, Hearing, Counseling Behavioral Consultation
- Scheduled either on day present or remote based on student's needs.

Guidance and Portal Timeline

Wednesday, July 15th Dissemination

- Guidance will be ready for dissemination on Wednesday, July 15, 2020.

Friday, July 17th Portal Opening

- The School Reopening Plan Portal will open on Friday, July 17, 2020.

Friday, July 31st Submission Deadline

- School Reopening Plans must be submitted to the Portal by Friday, July 31, 2020.



Next Steps

- July 15 - Rockland County District Task Force Meeting at 12 p.m.
- July 16 - Clarkstown K-12 Administrator's Meeting at 10 a.m.
- July 16 - Clarkstown Central School District Task Force Meeting at 2:30 p.m.
- July 20-22 - Meetings continue for subcommittees and District Task Force chairs
- July 23 - Board of Education Workshop II at 4:30 p.m.