Recovery Planning: Public Schools of the Tarrytowns

The TUFSD Plan for Reopening Schools

July 2020

Public Schools of the Tarrytowns

Rigor, Responsibility and Respect - Personalized Learning by Design

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I. Superintendent Letter

Dear TUFSD Families and Staff,

In March 2020, all schools within New York were ordered closed by Governor Cuomo due to the COVID-19 pandemic. As a school community we were forced to quickly shift our instruction and most elements of district functioning to a virtual environment. This was challenging for all, but I reflect with pride on our community's collaborative and supportive efforts. Even as we were completing the last school year and preparing for our graduation, moving up and awards ceremonies, our District Recovery Team and eight Recovery Subcommittees were hard at work planning for the 2020-2021 school year. Their work was critical as we look ahead to how we can safely reopen our schools - be it physically, virtually or a combination of the two - in the way that best protects our students, their families and the dedicated staff who work for the Public Schools of the Tarrytowns.

While it has been difficult to plan in the absence of guidance from the state, each Recovery Subcommittee presented draft recommendations to the Recovery Team and Leadership Team in early July. A summary of their work was also presented to the Board of Education on July 9. Fortunately, the Governor, Department of Health (DOH), and State Education Department (NYSED) recently began to provide much anticipated and desperately needed guidance and information to support our planning efforts. On July 13, Governor Cuomo provided the state's criteria for the reopening of schools which was followed on July 16 by the release of a 145-page guidance document from the NY State Education Department regarding the reopening of schools. The criteria for reopening schools as outlined by Governor Cuomo are as follows:

- Region (Mid-Hudson) must be in Phase 4 of the state's economic reopening.
- The Governor will announce his initial decision on each region during the first week of August.
- Region needs to have a daily infection rate that remains 5% or lower over a 14-day average.
- If COVID-19 numbers worsen and the regional infection rate is greater than 9% on a seven day average schools in that region will be required to close.

Our teams have combed through the NYSED and DOH guidance while also reviewing insights gleaned through the surveys and focus groups we've been conducting with students, parents, and staff. Although guidance was only made available on July 16, we are required to submit our initial reopening plans contained in these pages to the NYSED by July 31st. These plans include: social distancing; the use of face coverings; daily wellness screenings of students, staff, and visitors; a daily cleaning and sanitizing routine and density reduction approaches for lunch, hallway usage etc. These plans must also adhere to the NYS Department of Health guidelines. In our planning process the District was required to account for the following three potential instructional models:

- In-Person Instruction: Students return to school and learn in our classrooms.
- Remote Instruction: Students are Learning from Home with the understanding that plans must include substantial daily interaction between students and teachers.
- Blended Instruction: Students participate in both in-person instruction and remote instruction according to an established schedule.

This is a great deal of information to process and many more decisions need to be made as we continue to refine our plans. It is important I stress that as a result of the changing guidance and evolving COVID-19 situation we consider this plan to be a "work in progress" which will continue to evolve over the coming weeks.

To ensure that the community has easy access to all available information regarding our Recovery Planning, we have created a reference section on our website called Recovery Planning-2020-2021 School Year which can be found at the top of the homepage. You can also access it by clicking here. District communications, plans, and links to various guidance documents and resources, along with a feedback section, can be found there. Just like our plans, this section is intended to be a "living" document which will grow and change as new information becomes available. We will continue to communicate with the school community and will endeavor to provide as much notice as possible for changes that will have an impact upon you and your family.

There remains a great deal of work, consideration, and uncertainty as we plan for the reopening of our schools. We must be prepared to flexibly pivot from one instructional

model to another if circumstances dictate the necessity. I believe the students, parents, staff, and community based organizations which comprise our school community will continue to work together in the best interest of our students and will adjust as required to ensure their safety and success.

Please check the website regularly and also stay alert for additional updates from us over the next few weeks. I hope you and your families remain safe and healthy.

Sincerely,

Christopher Borsari

Superintendent

Public Schools of the Tarrytowns

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II. Board of Education and School Leadership

Tarrytown Union Free School District
Board of Education

John Paine, President

Michele DeFilippis, Vice President

Mimi Godwin, Trustee

Jennifer Liddy Green, Trustee

B. Joseph Lillis, , Trustee

Kevin Miller, Trustee

Deborah Taylor, Trustee

District Administration

Christopher Borsari, Superintendent

Scott Dorn, Asst. Supt. for Pupil Services

Dr. Gail Duffy, Asst. Supt. for Administration & Instruction

Joy Myke, Asst. Supt for Business

Anthony DeMan, Director of School Facilities

Cyril Hughes, Supervisor of Transportation

Michael Arias, Director of Health, Physical Education and Athletics

Robin Teppor, Supervisor of Special Education

School Administration

Dr. Tracy Smith, SHHS Principal

Anthony Baxter, SHHS Assistant Principal

Joshua Whitham, SHMS Principal

Richard Crawford, SHMS Assistant Principal

Thomas Holland, WI Principal

Sharon O'Grady, WI Assistant Principal

Tory Walley, Morse Principal

Maureen Barnett, JP Principal

III.   Recovery Planning Process/Membership

This plan includes procedures that will be followed in the following schools:

Sleepy Hollow High School

Sleepy Hollow Middle School

Washington Irving School

Morse School

John Paulding School

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students and employees feel comfortable and safe returning to our schools. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention (CDC)](#), [New York State Department of Health](#)(DOH) and [New York State Department of Education](#) (SED).

Recovery Planning Process

In late April 2020, the district began planning for reopening our schools during the 2020-2021 school year with the creation of our District Recovery Team. The District Recovery Team, composed of eight district administrators, was charged with reviewing best practices and developing the planning structure and approach we would apply to this critical work. We were supported in this work by our security consulting firm. Altaris. The Recovery Team formed eight Recovery Subcommittees, each chaired by a member of the Recovery Team, in the areas of: *Scheduling and Logistics*; *Curriculum; Technology; Transportation; Safety and Facilities; Food Service; Health; and Mental Health and Wellness*. Over 100 staff members, representing all areas of district

functioning, participated in these subcommittees. Their knowledge, experience, and various roles within the District were invaluable to this work. Each subcommittee met numerous times and developed recommendations which have been shared with the Recovery Team, Board of Education, and community. These recommendations also form the backbone of the reopening plan contained in these pages In addition, we created a Community Advisory Committee consisting of parents, representatives of community partner organizations and district staff to provide critical feedback regarding the evolving district plans and changes in the COVID-19 environment. The membership of the Recovery Team, Recovery Subcommittees, and the Community Advisory Committee can be found in the chart below.

Engaging the School Community in the Planning Process

Committee	Membership
District Recovery Committee	Chris Borsari, Scott Dorn, Joy Myke, Dr. Gail Duffy, Joshua Whitham, Tony Baxter, Tory Walley, Tony DeMan
Scheduling/Logistics Subcommittee	Chris Borsari, Joy Myke, Tracy Smith, Joshua Whitham, Tom Holland, Tony DeMan, Judy Kelly, Eric Andrus, Heather Adams, Benita Alfonso, David Ziegler, Katelynn DeGregorio, Rui Rocha, Ysmelda Rondon, Lisa Gianalone
Health Subcommittee	Scott Dorn, Anthony DeMan, Anthony Giuliano, Christine More, Jenna Goldberg, Lisa Giannalone, Robin Tepper, Tommy Dilorenzo, Jonathan Vllanueva, Kelly Kutch, Dr. Lawrence Goldstein, Michelle Dexter, Pamela Fisk, Ryan O'Rourke

Mental Health/Wellness Subcommittee	Torrance Walley, Anna Ginther, Dr. Gail Duffy, Ivette Lebenberg, Robin Tepper, Sharon OGrady, Scott Dorn,Diana Longobucco, Evelyn Rivera, Jennifer Kuhn, Amarilda Camaj, Richard Crawford, Tawn Turnesa Norton
Curriculum Subcommittee	Dr. Gail Duffy, Maureen Barnett, Torrance Walley, Joshua Whitham, Sharon O'Grady, Richard Crawford, Denise Wagner, Jennifer Walsh, Jennica Vieira, Kristie Martinez, Micah Sprague, Eileen Horan, Xiomara Kluge, Janese Fecha, Cathleen Caroleo
Technology Subcommittee	Joshua Whitham, Dr. Gail Duffy, Austin Day, Maureen Barnett, Megan Delo, Megan Lasky, Meghan Hak, Madeline Seguinot, Thomas Holland, Daniel Larkin, Erika Malinowski, Jean O'Brien, Joseph Mellea, Joseph Daley, Kristie Martinez, Rebecca Roffi
Transportation Subcommittee	Anthony Baxter, Joy Myke, Pam Fisk, Dan Larkin, Elisabeth Hickey, Kelly Whelan, Cy Hughes, Dana Rodriguez, Diana Cox, Ryan O'Rourke
Safety/Facilities Sub-Committee	Anthony DeMan, Billy Almeida, Eric Andrus, Anthony Baxter, Scott Dorn, Mike Gulino, Michael Arias, Manny Guzman, Cy Hughes, Joy Myke, Rui Rocha, Dana Rodriguez, Greg Valentin, Christina Clarke
Food Services Subcommittee	Joy Myke, Maria Filippeli, Elyse Blueglass, Samantha Horn, Anthony Patierno, Rafael Bencosme, Manuel Guzman-Tejada, Bill Whitcomb, Heather Bigley

Community Advisory Committee	Glen Taylor - Phelps Hospital/Parent Dr. Mike Weitzen - Phelps Hospital/Parent Dr. Robbins Gottlock - Phelps/Parent Dr. Larry Goldstein - TUFSD Medical Director Deborah Taylor - TUFSD BOE/Parent Katie Scully - Peabody Preserve/Parent Giselle Rodruguez - Foundation/Parent Christina Grillo - PTA/Parent Brenda Rodriguez - PTA/Parent Cecelia Gordon - Parent Matt Arone - Sleepy Hollow Rec Susan Gardella - RSHM Life Center Nicole Bernadone - YMCA Maribel Palacios - AFHT Tony Baxter - SHHS Assistant Principal Ana Ocasio-Rios - ENL Teacher Jennica Viera - SHMS Teacher Chris Borsari - Superintendent Joy Myke - Assistant Superintendent Scott Dorn - Assistant Superintendent Dr. Gail Duffy - Assistant Superintendent

IV. Recovery Subcommittee Recommendations

Scheduling/Logistics
Secondary Recommendations: Scheduling/Logistics
Elementary Recommendations: Scheduling/Logistics
Curriculum
Recommendations: Curriculum
Technology
Recommendations: Technology PD
Recommendations: Technology Needs for Different Learning Environments

Recommendations: Technology Meeting the Needs of all Learners

Recommendations: Technology Platforms/Software

Health

Committee Members

Recommendation: Health Student Screening Procedure

Recommendation: Staff Screening Procedure

Recommendation: Health Environmental Adaptation

Recommendation: Health COVID Positive Procedure

CDC Compliance

Mental Health/Wellness

Recommendations: Mental Health/Wellness

Transportation

Recommendations: Transportation

Food Service

Secondary Recommendations: Food Service

Elementary Recommendations: Food Service

Safety/Facilities

Recommendations: Safety and Facilities

V. Stakeholder Feedback/BOE Presentations

Beginning in the spring of 2020 the TUFSD solicited feedback from our students, parents, staff, and Board of Education regarding improving our Learning from Home experience as well as gathering data to assist in the development of our plans for reopening our schools during the 2020-2021 school year. This feedback/data was gathered through multiple surveys, focus groups, personal interviews, and Board of Education presentations. The data was shared with the Recovery Team and Subcommittees to assist in their planning efforts. To help make sense of the feedback/data the District Leadership Team, consisting of all district administrators, met in July to conduct a "data dive" of all feedback/data received from various stakeholders in order to identify themes which would be addressed in future planning.

Presentations to the BOE

May 2020
[COVID-19 Recovery Planning](#)

July 2020
[COVID-19 Recovery Planning Update](#)

As the district plans for the reopening of schools, the following mandatory assurances will serve as the framework for all areas of the reopening plan.

VI.   Budget and Fiscal

Tarrytown UFSD will continue to meet all existing state aid reporting requirements inclusive of attendance data and budget transparency and will remain consistent with past practice, except where modified by law, regulation or executive order. The District is prioritizing the usage of CARES Act funding as well as FEMA reimbursement funding where applicable to mitigate the budgetary impact to our school community. Throughout the COVID-19 crisis, Tarrytown UFSD continues to balance the pursuit of competitive pricing with the urgency of preparing our buildings, students and staff with the necessary materials, technology, sanitizing protocols, and Personal Protective Equipment (PPE) in time for the Fall re-opening. Budget documents will be added in August, 2020.

VII.   Communication/Family and Community Engagement

The Tarrytown UFSD is committed to frequent, on-going communication between the District, schools, students' families and the broader community. Community engagement, now more than ever, is essential to support student learning and community health needs. During the spring of 2020, the District and schools sent frequent communications providing the school community with updates on all aspects of school operations, instructional experiences, social and emotional supports, community services and health and safety updates.   The District also maintained a District-level information webpage and school-level

web pages that provided details related to distance learning and offered COVID-19 resources. Additionally, the District utilized email, text messages and pre-recorded audio messages to convey important information. The District also conducted seven parent focus groups, five staff focus groups and two student focus groups and developed multiple surveys to gather feedback from all stakeholders . This level of communication will continue throughout the 2020-21 school year. The District has designated Scott Dorn, Assistant Superintendent for Pupil Services as the COVID-19 Safety Coordinator. Mr. Dorn's responsibilities include ensuring continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. Any questions or concerns should be addressed to Mr. Dorn. He can be reached at 914-332-6253 or by emailing him at sdorn@tufsd.org

To open school for in-person learning, the District will also:

- Continue to engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) to inform key decisions.
- Provide guidance on responsibilities of parents/guardians, students, staff and visitors regarding health and safety measures that must be adhered to on school campuses and those that are recommended outside of the school day and off school grounds.
- Ensure that all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.
- Encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.
- Provide regular updates about health and safety, scheduling, and all other information families should be aware of.
- Provide opportunities for families to provide feedback on school experience.

- Identify a coordinator, or other point(s) of contact to be the main contact, upon the identification of positive COVID-19 cases and to be responsible for subsequent communication. Coordinators will be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

Important Communication Resources:

Email Communication: Parents and guardians are required to keep current email addresses on file with their child(ren)'s schools and the District Office. You can update this information by going to the **Parent Portal - More - Family information. Information is available on the Recovery Page- Technology Page.**

Phone Communication: Parents and guardians are required to keep current phone numbers on file with their child(ren)'s schools and the District Office. You can update this information by contacting the respective school offices or by going to the **Parent Portal - More - Family information. Information is available on the Recovery Page- Technology Page.**

Emergency Contact Information: In the event of an emergency, it is critical that schools have <u>current</u> emergency contact information for themselves and other responsible parties who can be reached in the event the parent/guardian is unavailable. This too must be updated annually and as necessary. Changes in emergency contacts can be conveyed to each school or you can update this information by going to the **Parent Portal - More - Demographics. Information is available on the Recovery Page- Technology Page.**

Instant Alert Service: The District utilizes an instant alert service, Remind, to communicate critical information via voice, email and text messages. The District will preload the alert service with primary parental contact information. However,

parents/guardians are encouraged to visit the Parent Portal to update their personal communication preferences.

Website Resources: The District will maintain a centralized webpage for all District-level plans, resources and archived communications. Additionally, each school will provide a parallel structure for school-level communications and plans. These website are linked and listed below:

TUFSD District Resource Page
Sleepy Hollow High School Resource Page
Sleepy Hollow Middle School Resource Page
Washington Irving School Resource Page
Morse School Resource Page
John Paulding School Resource Page

Social Media Resources: The District also uses Facebook, Twitter, and Ins to communicate with the school community. However, the above referenced web pages should be considered the primary resources for official District and school communications. Should any member of the school community experience difficulties in receiving District or school communications, please send an email to: jobrien@tufsd.org

Facebook: facebook@tufsd.org

Instagram: ufsdtarrytowns

Twitter: @ufsdtarrytowns

VIII.   Health and Safety

Focused on preventive actions, schools and districts will be required to perform health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; plans to maximize social distancing; plans to manage and isolate ill persons until they can be sent home; instruction for students and staff in proper hand and respiratory hygiene; wearing of appropriate face coverings; and cleaning and disinfection procedures in accordance with CDC and DOH guidance.

The District will:

- Maintain a communication plan for students, parents/guardians, staff and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.
- Have a written protocol, developed with the District's Medical Director, to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.
- Have a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.
- Have a plan requiring ill students and staff to be assessed by the school nurse or medical director and if the school nurse or medical director the student or staff member will be sent home to be evaluated by their own healthcare provider.
- Have a written protocol requiring any student or staff member with temperature, signs of illness, and /or positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.
- Have a written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.
- Have a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
- Have a written protocol and appropriate signage to instruct staff and students in correct respiratory and hand hygiene.
- Have a written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.

- Have a written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
- Have a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.
- Have a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.
- Have a written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.
- Have a written protocol that complies with CDC and DOH guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. The return to school will be coordinated with the local health department.
- Have a written protocol to clean and disinfect schools following CDC guidance.
- Have a written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.
- Have a written plan for the District/school to run before and aftercare programs.

IX.   Health and Safety Protocols

Protocol for COVID Symptom Identification for Parents

Visitor Screening Process Student Fever Check Protocol

Staff Fever Check Protocol

Face Cover Protocol

Staff and Student Hand Washing and Respiratory Protocol

COVID Positive Protocol

X. Facilities

Promote social distancing while maintaining existing safety requirements designed to protect students. Provided for adequate ventilation in school facilities. Continue to conduct mandatory fire and lockdown drills according to the existing statutory requirements, but with necessary social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies.

The District will:

- Ensure all facilities have completed all summer capital work projects and have been cleaned and restored to a safe environment for staff and students.
- Ensure inventory levels of PPE are adequate to begin the year for staff and students with inventory consistently being purchased as it becomes available. This includes masks, gloves, gowns, sneeze guards and face shields.
- Originate a cleaning plan for all campuses that includes the sanitization needed to best protect inhabitants of the buildings against virus spread. This is awaiting final scheduling so that it can be optimized for daily and weekly activities to promote a safe and clean environment using the latest CDC and DOH approved standards.
- Spaces designated as temporary isolation areas will have negative pressure systems added to maintain the recommended additional safety measures.
- Assist with creation of traffic flow patterns and recommended distancing within all facilities to maximize separation.
- Revisit fire and safety plans currently in place for campuses to determine if modifications are needed for maximum separation of persons in these designated areas.
- Ensure all handwash and bathroom facilities are 100 % operational and available.
- Ensure extra hand sanitizer equipment and products are available to all classroom, cafeteria and public spaces of all facilities.
- Ensure designated entrances to all facilities are equipped with temperature kiosks and portable equipment for the use in basic evaluation of anyone entering the building.

- Ensure all ventilation equipment and systems have been serviced and are operating effectively.
- Assist in the creation and installation of signage needed to be on display noting proper building entrance and exit points.

XI.   Child Nutrition

Provide all enrolled students with access to school meals each school day whether school is in-person or remote; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means.

The District will:
- Provide all enrolled students with access to school meals each day
- Establish and maintain measures to protect students with meal allergies
- Establish protocols and procedures for students to perform hand hygiene before and after eating
- Require that students must social distance while consuming meals

XII.   Transportation

The school bus is an extension of the classroom and services should be provided to all students with consistency and equity. TUFSD will: perform regular school bus disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students, drivers and monitors? will wear masks and social distance on the bus. TUFSD will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities – in accordance with District policy, IEP provision and applicable statutes and regulations.

- Buses will be cleaned/disinfected once per day; high contact areas will be wiped down after each run

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- Buses will not be equipped with hand sanitizer due to its combustible composition
- Drivers, and monitors will not carry personal bottles of hand sanitizers on buses
- Roof hatches and windows will be slightly opened when temperatures are above 45 degrees to allow for increased air flow
- Drivers and monitors will perform a self-health assessment for symptoms of COVID-19 before reporting to work; if symptoms exist, employees will notify district, and seek medical attention
- Parents/guardians will ensure students are not experiencing symptoms of COVID-19 and do not have a fever of 100.0 degrees or higher before permitting them to board their method of transportation to school
- All students will have their temperature screened prior to boarding a bus, students having a fever of 100.0 degrees or higher will not be permitted to board
- Students who do not have masks can not be denied transportation, students without a mask will be provided one by the district
- When students embark and disembark the bus, they should follow physical distancing protocols; this will resulting in longer loading and unloading times

XIII.   Social Emotional Well-Being

As school and district personnel adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, schools and districts must also prioritize social emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

The District will:

- Continue to use the CASEL Framework as a guide for SEL.
- Schedule District SEL committee meetings to develop professional development opportunities for all staff and lessons for teachers to share with their students.
- Utilize Building Level SEL Committees to review and adjust current social emotional plans and supports for students, staff, and faculty throughout the year.

- Review the Comprehensive Counseling Plan (CCP), developed under the direction of certified school counselors.
- Utilize District/Building SEL committee recommendations to adjust and revise the school building's Comprehensive Counseling Plan. Included in each building's Comprehensive Counseling Plan are structures and strategies to address how the district will provide resources and referrals to address mental health, behavioral and emotional support services and programs.
- Provide all staff with professional development to learn the appropriate skills to support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty and staff.

XIV. School Schedules

TUFSD developed a comprehensive plan for flexible schedules that can accomodate in-person instruction, remote instruction (distance learning) and a blended (hybrid) of both in-person and remote instruction.   To adhere to state and local health and safety guidelines and ensure social distancing practices, the District may modify reopening plans and schedules as needed. However, in such cases the District shall endeavor to collaborate with district stakeholders when considering alternate schedules. Plans will be clearly communicated, as practicable, to students, families and staff.

Learning Models

- All In-Person Model: This plan is our "normal" school schedule and serves as the basis for our Learning from Home and Blended instructional models. This instructional model will only be possible if the current social distancing guidelines are modified as our school buildings will not allow for all students to be on-site and maintain appropriate health and safety standards. If it is possible to resume 100% in-person learning, each building will follow their traditional time structures and schedules. Attendance is required for all scheduled days and or classes. Examples of which can be found below.

John Paulding Schedule Template

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1/ 9:00-9:30	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**	**Morning Meeting**
Period 2/ 9:30-10:00	**Morning Meeting/Snack**	**Morning Meeting/Snack**	**Morning Meeting/Snack**	**Morning Meeting/Snack**	**Morning Meeting/Snack**
Period 3/ 10:00-10:30	**ART**	**MUSIC**	**PE**	**PE**	**PE**
10:30-10:45					
Period 4/ 10:30-11:00		**STEM w/Tech TA**	**FLES**	**STEM w/Tech TA**	**FLES**
Period 5/ 11:00-11:30	**Math**	**Library**	**Math**	**Library**	**Math**
Period 6/ 11:30-12:00	**Math**	**Math**	**Math**	**FLES**	**Math**
Period 7/ 12:00-1:00	**L**	**U**	**N**	**C**	**H**
12-12:30 Recess					*12:00-12:15 Walkthrough*
Lunch 12:30-1:00	**Team Meeting @ 12:40-1:00**	Kids Eat	Kids Eat	Kids Eat	Kids Eat
Period 8/ 1:00-1:30	**(1:00-1:40) ENL Pull**	**(1:00-1:40) ENL Pull**	**(1:00-1:40) ENL Pull**	**(1:00-1:40) ENL Pull**	**(1:00-1:40) ENL Pull**
Period 9/ 1:30-2:00	**(1:00-1:40) ENL Pull**	**(1:00-1:40) ENL Pull**	**(1:00-1:40) ENL Pull**	**(1:00-1:40) ENL Pull**	**(1:00-1:40) ENL Pull**
Period 10/ 2:00-2:30	**(1:45-2:25) ENL Push ELA/SS**	**(1:45-2:25) ENL Push ELA/SS**	**Read Aloud/Poetry**	**(1:45-2:25) ENL Push ELA/Sc**	**(1:45-2:25) ENL Push ELA/Sc**
Period 11/ 2:30-3:00	**Instructional Recess**	**Instructional Recess**	**Instructional Recess**	**Instructional Recess**	**Instructional Recess**

Morse Schedule Template

Grades 1 & 2 Schedule			Monday	Tuesday	Wednesday	Thursday	Friday
MM	8:15	8:30	Arrival/Unpack				
1	8:30	8:45	Fundations	Fundations	Fundations	Fundations	Fundations
1	8:45	9:00					
2	9:00	9:15	Math				
2	9:15	9:30		FLES	Math	FLES	Math
2	9:30	9:45		Math	Math	Math	Math
3	9:45	10:00	FLES				
3	10:00	10:15		ART	PE	PE	MUSIC
3	10:15	10:30	Math				
4	10:30	10:45					
4	10:45	11:00					
4	11:00	11:15	PE	Math	Math Sci/SS	Math	Math Sci/SS
5	11:15	11:30					
5	11:30	11:45	Writing	Writing	Writing	Writing	Writing
5	11:45	12:00	Recess/Lunch				
6	12:00	12:15					
6	12:15	12:30					
6	12:30	12:45					
7	12:45	1:00	ELA	ELA			
7	1:00	1:15			ELA	ELA	ELA
7	1:15	1:30					
7	1:30	1:45	ELA	ELA	ELA	ELA	ELA
8	1:45	2:00				WIN	WIN
8	2:00	2:15					
8	2:15	2:30	WIN	WIN	WIN	WIN	WIN
D	2:30	2:45	Pack Up/Dismissal				

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Washington Irving Schedule Template

		Grade 3		Grade 4		Grade 5		Special Area Teachers
		Block 1	**Block 2**	**Block 1**	**Block 2**	**Block 1**	**Block 2**	
1	7:45 - 8:30	WIN	Content	**Prep**			Content	Grade 4
2	8:30 - 9:15		ELA	ELA	**Prep**		ELA	Grade 4
3	9:15 - 10:00		ELA	ELA	WIN	**Prep**	ELA	Grade 5
3A	10:00 - 10:15	**LUNCH M, W, R, F 10-10:45 Tue 10 - 11**		**Contractual break for special area teachers**				
4	10:15 - 11:00			WIN			**Prep**	Grade 5
5	11:00 - 11:45		Math	**LUNCH (Wed 10:45 - 11:45)**			WIN	Lunch
6	11:45 - 12:30		Math	Content		**LUNCH (Th 11:30 - 12:30)**		Prep
7	12:30 - 1:15	**Prep**	WIN	Math			Math	Grade 3
8	1:15 - 2:00		**Prep**	Math		WIN	Math	Grade 3
		Block 1	Block 2- SPED	Block 1- SPED	Block 2	Block 1	Block 2- SPED	

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Sleepy Hollow Middle School Schedule Template

		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Time		A Day	B Day	A Day	B Day	A Day	B Day
7:45 - 8:27		1 Odd	1 Even	1 Odd	1 Even	1 Odd	1 Even
8:30 - 9:18		2 Odd	2 Even	2 Odd	2 Even	2 Odd	2 Even
9:22 - 10:13		3 Odd	3 Even	3 Odd	3 Even	3 Odd	3 Even
10:17 - 11:03		4 Odd	4 Even	4 Odd	4 Even	4 Odd	4 Even
6th Grade							
	11:07 - 11:40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
	11:44 - 12:30	5L Odd	5L Even	5L Odd	5L Even	5L Odd	5L Even
	12:34 - 1:20	6L Odd	6L Even	6L Odd	6L Even	6L Odd	6L Even
7th Grade							
	11:07 - 11:53	5E odd	5E Even	5E odd	5E Even	5E odd	5E Even
	11:57- 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
	12:34 - 1:20	6L Odd	6L Even	6L Odd	6L Even	6L Odd	6L Even
8th Grade							
	11:07 - 11:53	5E Odd	5E Even	5E Odd	5E Even	5E Odd	5E Even
	11:57 - 12:43	6E Odd	6E Even	6E Odd	6E Even	6E Odd	6E Even
	12:47 - 1:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:24 -2:10		7 Odd	7 Even	7 Odd	7 Even	7 Odd	7 Even
2:14 - 3:00		8 Odd	8 Even	8 Odd	8 Even	8 Odd	8 Even

Sleepy Hollow High School Schedule Template

Time		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
7:45-8:27		Per 1 odd	Per 1 even	Per 1 odd	Per 1 even	Per 1 odd	Per 1 even
8:30-10:13		2/3 odd	2/3 even	2/3 odd	2/3 even	2/3 odd	2/3 even
10:17-11:03		4 odd	4 even	4 odd	4 even	4 odd	4 even
10:17-11:40		4/5 odd	4/5 even	4/5 odd	4/5 even	4/5 odd	4/5 even
	11:07-11:40	LUNCH A	LUNCH A	LUNCH A	LUNCH A	LUNCH A	LUNCH A
	11:44-1:20	5/6L odd	5/6L even	5/6L odd	5/6L even	5/6L odd	5/6L even
	11:07-11:53	5E odd	5E even	5E odd	5E even	5E odd	5E even
	11:57-12:30	LUNCH B	LUNCH B	LUNCH B	LUNCH B	LUNCH B	LUNCH B
	12:34-1:20	6L odd	6L even	6L odd	6L even	6L odd	6L even
	11:07-12:43	5/6E odd	5/6E even	5/6E odd	5/6E even	5/6E odd	5/6E even
	12:47-1:20	LUNCH C	LUNCH C	LUNCH C	LUNCH C	LUNCH C	LUNCH C
1:24-3:00		7/8 odd	7/8 even	7/8 odd	7/8 even	7/8 odd	7/8 even

- Learning from Home Model: This instructional model will be implemented in the event that the Governor mandates the closure of all school buildings or if there are COVID-19 cases within our school community which require the local closure of our schools. As a result of the district's commitment to providing 1:1 Chromebooks for all students and assisting with connectivity as needed, the students and staff will remain on a consistent daily schedule that is flexibly aligned with their in-person school schedule. Substantial interaction between students and teachers will be strengthened through synchronous teaching. Attendance is required for all scheduled days and or classes.

- Blended Model: In this instructional model, students will be divided into two cohorts (A&B). Each cohort will engage in in-person instruction two days per week and remote instruction for the remaining three days. When the A cohort is in-person, the B cohort will be Learning from Home and when the B cohort is in-person, the A cohort will be Learning from Home. Cohorts across the district's schools will generally be divided alphabetically to help ensure students from the same family attend school on the same day. Specific students including, but not limited to students with disabilities, English Language Learners and those receiving other support services may be provided with additional days of in-person instruction. Elementary and secondary schools will use an AA/BB schedule. Wednesday would be a Learning from Home Day or a FLEX Day for students. A FLEX Day would allow an opportunity to bring one cohort of students (A or B) into school for an additional day of in person instruction per week if conditions allow. Attendance is required for all scheduled days and or classes whether in-person or Learning from Home.

As schedules are implemented and we receive feedback from parents, students and teachers, adjustments may be made to improve the instructional model to enhance student engagement and achievement..

XV.   Attendance and Chronic Absenteeism

Each school shall develop and implement a mechanism to collect and report daily teacher student engagement or attendance. While this requirement is straightforward in an in-person setting, a procedure shall be developed to make daily contact with students in remote or hybrid settings. Policies and procedures appropriately focus on the academic consequences of lost instructional time and address absences before students fall behind in school. TUFSD will use a variety of creative methods to reach out to students and their families who have not engaged in distance learning. **Attendance in all instructional models is mandatory.**

Attendance and participation methods shall include, but are not limited to:
- Daily in-person attendance in the elementary schools.
- Daily in-person attendance and period-by-period attendance in the secondary schools.

- Daily distance learning attendance and period-by-period attendance at all school levels.

- Daily distance learning participation, period-by-period participation and project/assignment participation at all school levels.

- Student attendance will be tracked using Infinite Campus, the district's student management system.

- Teacher/Staff/ Administration will continue to follow-up on attendance issues/concerns with families.

XVI.   Technology and Connectivity

Adequate access to a computing device and high-speed broadband is essential for educational equity. The Tarrytown UFSD will ensure that all students and staff have access to a computing device and adequate internet connectivity to provide for necessary engagement in learning in a distance learning or hybrid model of instruction. Further, the Tarrytown UFSD will provide instruction on using technology and provide IT support for students, teachers and families. In addition, professional development will be provided for teachers and leaders on designing effective online/remote learning experiences.

Internet Safety and Data Security:
The Tarrytown UFSD will continue to go to great lengths to provide for reasonable measures of online safety and security during distance and hybrid learning. This includes, but is not limited to the following:

- All access to learning platforms, use of District-owned devices and access to authorized applications will be channeled through the District computer network. Such measures will ensure that all internet traffic is protected by security filters and that inappropriate sites cannot be accessed.

- Additionally, to ensure privacy, students will be required to login to District-owned devices and learning platforms/applications with school-issued credentials.

- All applications utilized shall be District-approved and compliant with Education Law 2d which governs data privacy. For more information on data privacy, please refer to https://www.tufsd.org/domain/2

District-approved Learning Platforms

John Paulding	Morse	WI	SHMS	SHHS
Raz-Kids	GoogleClassroom	GoogleClassroom	GoogleClassroom	GoogleClassroom
BookCreator	Google Apps for Education	Google Apps for Education	Google Apps for Education	Google Apps for Education
Pearson Realize	Brainpop Jr.	IXL	IXL	Castle Learning
Google Meet	Book Creator	Brainpop	MyOn	Brainpop
	Kodable	Book Creator	StoryBoard That	Kahoot
	Pearson Realize	Typing Club	Brainpop	Nearpod
	Raz-Kids	Pearson SuccessNet	Book Creator	Webassign
	WeVideo	WeVideo	Google Meet	Google Meet
	Google Meet	Google Meet		

Digital Citizenship and Distance Learning Etiquette :
During distance and hybrid learning, students must adhere to the Board of Education approved Code of Conduct and acceptable use policy. The use of District-owned devices and school applications, such as Google applications, shall only be used for school-related communications. No personal socializing should occur using these resources.

The following guidelines are provided to help students and parents to make distance and hybrid learning a productive and enjoyable experience:

Distance Learning Guidelines for Students:
- Log into your Google meeting at the scheduled time.
- Remain in a Google meeting only if the teacher is present.
- Be sure you have all the supplies you need before logging in.

- Mute your microphone when not speaking.

- Cameras must be turned on during all class or group meetings.

- Be respectful to the teacher and the other students by staying fully engaged during the entire class.

- If appropriate, use the chat function to ask a question or provide a response to another person's question.

- The District's Code of Conduct will continue to be in full effect.

- Daily attendance, consistent completion of school work and participation in all class activities are required.

Distance Learning Guidelines for Parents/Guardians:

- Encourage your child to be as independent as possible including logging in, participating in lessons and completing assigned work.

- Provide a quiet space, free from distractions for your child to meet with their class and when completing assignments.

- Allow the teachers to work with all students present. If your child needs support beyond what is offered in class, have them sign up for time during the teacher's scheduled extra help.

- Encourage your child to work through challenges and frustration. Remember that they do this on their own every day that school is in session!

- Respect the privacy of all students, including your child, and refrain from participating in the lesson or discussing anything you may overhear during a live class.

- If you need to speak with the teacher, reach out to them using email. Please be understanding if it takes some time for them to respond. They are all busy teaching and preparing distance learning lessons for the students.

Student and Family Technology Support:

The Tarrytown UFSD is dedicated to providing on-going support for students in their use of technology that is related to distance or hybrid learning. To this end, the District has developed a dedicated webpage with resources related to the use of Chromebooks, Google

applications and Google Classroom. A help desk will be created to support students' technology needs.

In addition, the District will offer learning opportunities for parents/guardians to assist their child with accessing learning via technology. The District will offer virtual workshops on the use of school-related applications and school issued devices. Such learning opportunities will be communicated to parents utilizing the methods outlined in the Communication Plan.

Professional Learning for Teachers:

The District will provide on-going professional learning for teachers and administrators in the use of instructional technology. Utilizing feedback from surveys to faculty and staff, regular workshops will be created for teachers and staff. Additionally, the District will produce and identify on-demand webinars to support the use of instructional technology and educational applications.

The District will:

- Provide each student with a portable device for their exclusive use
- Provide families with a 1:1 guide
  - TARRYTOWN UNION FREE SCHOOL DISTRICT Google Chromebook Agreement, Procedures, and Information 2020-2021 The Tarrytown Union Free
  - DISTRITO ESCOLAR DE UNIÓN GRATUITO DE TARRYTOWN Acuerdo, procedimientos e información de 2020-2021 Descripción general del E
  - Chromebook Directions
- Ensure those that require internet access from home will have access loaded on the device (utilizing parent survey data)
- Ensure each staff member that requires a device will receive one
- Provide ongoing professional development for teachers and administrators on maximizing online/remote learning
- Train all students, staff, and parents on the technology platforms utilized by the school district
- Provide additional IT support for teachers and students
- Ensure mastery of learning can be demonstrated through multiple pathways
- Assist teachers in creating and storing tutorials, mini lessons, and other digital resources which allow students to refer back to as needed

XVII.   Teaching and Learning

Mandatory teaching and learning requirements include providing clear opportunities for equitable experiences for all students regardless of the instructional model used. The District will demonstrate flexibility in its approach to achieving curricular goals to ensure that all students receive a thorough and developmentally appropriate education.

The District will:
- Have a continuity of learning plan for the 2020-21 school year that includes in-person, remote, and hybrid models of instruction.
- Provide instruction must this is aligned with the outcomes in the New York State Learning Standards. This alignment has already been established through the development of curriculum maps.
- Communicate with students, families, staff regarding teaching and learning requirements using a Learning from Home guide. This guide will be updated in August, 2020.
    - [May update Learning from Home Guide for Families 2020-TUFSD](#)
- Provide flexibility in schedules and deadlines for completion of assignments.
- Make equity must be an instructional focus. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities are aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines.
- Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.

- Offer summer curriculum days for teachers to develop curriculum that is responsive to the needs of their students and can be delivered across all instructional models
- Provide on-going professional development to teachers and students/families
- Create a Best Practices for Teaching Remotely Guide for Staff to be completed in August, 2020
- Focus on the needs of all learners including English Language Learners and Students with Disabilities
- Ensure Regular substantive/substantial interaction between teacher and students across all instructional models / increase the number of "live interactions".
- Continue to make SEL will be a priority for all of our students. Examples of interactions include: Daily morning meeting, end of the day recap and whole group check-ins.

Please see the chart below for examples of substantial interactions during a remote learning environment.

Level	Types of interactions	District Expectations/Norms
Elementary	**Synchronous** Google Meets (instructional & SEL) **Asynchronous** Flip Grid Screencasts:-mini-lessons **Feedback for students** Written on documents Video feedback via flipgrid Live conferences as needed Access to teacher	**SEL/Whole Group Check ins:** Daily morning meeting End of the day recap **ELA:** Small group meetings with each student 3x/week minimum for each student Recorded lessons for ELA/Writing 3x/week **Math:** Recorded lessons 3x/week minimum Small group meetings 3x/week per student Live help sessions weekly
Secondary	Students should follow their schedules every day. Interactions with teachers will be on-going.	Regardless of where you are learning, you must be engaged in your class. Attendance is mandatory.

XVIII.   Special Education

The District will provide: 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 parental engagement regarding the provision of services to their child; collaboration between the Committee on Preschool Special Education/Committee on Special Education (CPSE/CSE) 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; and documentation of programs, services and communications with parents.

The District will consider in-person services a priority for high-needs students and preschool students with disabilities whenever possible and consider contingency plans developed by the CPSE/CSE to address remote learning needs in the event of intermittent or extended school closures.

The District will continue to provide initial and re-evaluation testing for eligibility for services under the Committee on Special Education. Testing will be conducted in compliance with all health and safety protocols recommended by CDC/DOH guidelines. Testing will be occurring in person; however, if a parent wishes for the evaluation to occur virtually, the District will make those arrangements.

The District will:
- Document the programs and services offered and provided to students with disabilities.
- Meaningfully engage with parents in their preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of IDEA.
- Ensure a collaboration between the CPSE and CSE with program providers to ensure the provision of services consistent with recommendations on the student's IEP.

- Ensure the access to the appropriate accommodations, modifications, supplementary aids and service and technology (including Assistive Technology) to mee the unique disability needs of students.

XIX.   Bilingual Education and World Languages

Reopening plans must address the learning loss experienced by many English language learners (ELLs), in both their English language development and their mastery of content area knowledge.

The District will take steps to:

- Provide parents/guardians with on-going communication regarding 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 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
- Provide professional learning opportunities related to the instruction and support of ELLs to all educators, as required by Part 154 of the Commis- sioner's regulations.
- Continue to align its practices 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
- Support completion of the NYS Seal of Biliteracy
- Meet with the ENL vertical team on a regular basis to review procedures and plans that are in place

XX.   Staffing and Human Resources

TUFSD ensures that all teachers and principals will be evaluated pursuant to our approved APPR plan and we are working with the New York State Education Department, the Lower Hudson Regional Information Center, the Administrative (TAA) and the Teachers' Union (TAT) to this end. TUFSD State Approved APPR plan

The District will:

- Continue to ensure that all teachers, school and district leaders and pupil personnel service professionals hold a valid and appropriate certificate for their assignment
- Continue to utilize incidental teaching when determining how to staff their classrooms
- Employ substitute teachers to address staffing needs for the allowable amount of days given their qualifications and teaching assignment
- Where practicable will work with educator preparation programs to identify opportunities in which student teachers can support classroom instruction
- Consider whether the currently approved APPR plans may need to be revised in order to be consistent with their plans for re-opening under an in-person, remote or hybrid instructional model
- Meet with Union representatives to review approved APPR plans and make revisions if needed