

Dear Holland students, parents, staff, and community,

The following plan represents the work of countless contributors and satisfies the requirements of the State Education Department and New York State Department of Health, following all guidelines as directed. In addition to satisfying these requirements, we feel this also represents the best plan possible. We did our best to balance the top priority of the safety of our students and staff with best serving our students academically within the restrictions placed on us by the current pandemic, given our resources.

As the document itself and the supporting documents stretch into hundreds of pages, we felt the need to provide concise versions for stakeholders to be able to quickly digest, highlighting the key components of the plan that they need to know. Those overviews are linked below. The detailed plan for the entire District follows.

Thank you for your understanding and support thus far and in the days ahead!

[Holland CSD Health and Safety Quick Guide](#)

[Holland CSD Transportation Quick Guide](#)

[Elementary Academic Plan Quick Guide](#)

[Elementary Building-Specific Full Academic Plan](#)

[Middle School Academic Plan Quick Guide](#)

[Middle School Building-Specific Full Academic Plan](#)

[High School Academic Plan Quick Guide](#)

[High School Building-Specific Full Academic Plan](#)

# Holland Central School District Reopening Plan

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## Introduction

The health and safety of our students, staff, and community are the Holland Central School District's top priority. We also recognize the importance of providing every student with equitable access to high quality educational programs. The opportunity to attend school in person and interact with teachers, staff, and peers is a critical component of that, especially for our early learners and students with special needs. Therefore, our reopening task force worked tirelessly to design a plan to make that happen on a full-time basis for our elementary and self-contained special education students and on a part-time basis for our middle and high school students. However, the situation surrounding the COVID-19 pandemic continues to evolve, and we, as a school community, need to be flexible and ready to shift to remote learning, should the need arise. As a district, we will be following the recommendations and guidance from the New York State Education Department (NYSED), the New York State Department of Health (NYSDOH), Centers for Disease Control and Prevention (CDC), and Federal Occupational Safety and Health Administration (OSHA). We will also be dedicating time and funding to ensuring that all of our faculty and staff are trained to provide a safe, healthy, and supportive environment, along with a challenging educational program that meets the needs of all students. Our protocols, procedures, and practices are explained in detail in this reopening plan. In addition, please refer to our 2020-2021 Reopening Resource Page on our district website for more information and updates. The district will continue to monitor and assess the effectiveness of this plan and make adjustments as necessary.

We would like to thank the following stakeholders who contributed to the design of our reopening plan:

- Holland Central School Board of Education
- Holland Central School Administrators and Supervisors
- Holland Central School Teacher Representatives (including Holland Teacher's Association Representatives)
- Holland Teamsters Association Representatives
- Parents (through survey participation and representatives participating in task force meetings)
- Students (through survey participation)
- Springville Pediatrics

<b>Important Contact Information</b>	
<b>For Questions about..</b>	<b>Contact Information</b>
A course, assignment or resource	The assigned classroom teacher
A technology related problem or question	<p><b>Technical Support at Home</b>            If any families or staff require technical support during the extended closure, please email <a href="mailto:technologydepartment@hollandcsd.org">technologydepartment@hollandcsd.org</a> and a member of our technology department will assist you as soon as possible.</p> <p><b>If You Do Not Have Internet Access in Your Home</b>            As of Monday, March 16th, 2020 any student lacking internet access at home may call 1 (844) 488-8398 during the school closure for free internet provided by Spectrum. When you call, select the option for new services. Inform the service representative that you are calling about the Remote Student Educational offer. While the District does not endorse or promote this vendor, we share this information as a resource for families.</p> <p>Families should also contact their child’s principal regarding assistance with internet access that the district can provide, such as MiFi devices, which we do have available.</p>
Social emotional, personal or academic concern	School counselor, school social worker or school psychologist. Their contact information is available below.
Free breakfast and lunch	Elizabeth Flitton, 537-8216 ( <a href="mailto:eflitton@hollandcsd.org">eflitton@hollandcsd.org</a> )
Transportation	Suzanne Ehlers, 537-8261 ( <a href="mailto:sehlers@hollandcsd.org">sehlers@hollandcsd.org</a> )

## Contact Information for Holland Central School District

### District Office

Role	Contact Information
Superintendent	Cathy Fabiatos 537-8202
Superintendent's Secretary	Lynette Cracchiola 537-8212
Business Official	Christine Ljungberg 537-8228
Accounts Payable/BOE Secretary	Susan Radecki 537-8209
District Treasurer/ Payroll Clerk	Heather Zywiczynski 537-8268
Director of Curriculum/Chief Information Officer	Laurie Gregory 537-8280
Technology Coordinator/Data Protection Officer	Michelle Krieger 537-8265

### Holland Senior High School

Role	Contact Information
Principal	Carl Guidotti 537-8221
Guidance Counselor	Lisa Hanlon 537-8219
School Nurse	Tammy Regnier 537-8208
Main Office	Melinda Metzger 537-8221 Patty Gunner 537-8223

### Holland Middle School

Role	Contact Information
Principal	Bryan Ford 537-8275
Guidance Counselor	Kate Bell 537-8217
School Nurse	Gabby Clark 537-8279
Main Office Clerks	Lynn McNeerney 537-8275 Beth Ruszczyk 537-8276

### H.O. Brumsted Elementary School

Role	Contact Information
Principal	Kelly Wetzler 537-8250
School Nurse	Julie Barber 537-8264
Main Office Clerks	Jill Krafft 537-8250 Kristin Neuner 537-8251

### Pupil Personnel Services

Role	Contact Information
Director Of PPS	Erik Smith 537-8254
PPS Clerk	Michelle Nichols 537-8254
School Psychologist	Lori Orecki 537-8258
School Social Worker	Mary Balling 537-8238

## **Communication /Staff, Family and Community Engagement**

### **District Level**

The Superintendent of Schools will regularly communicate with staff and families in response to recent changes and developments. The district will notify staff and families regarding important safety or academic updates (i.e. logistics of a closure and its impact on instructional delivery, grading, graduation requirements, etc.), opportunities to receive free breakfast and lunch, available technological assistance, and mental health support being provided. School Messenger robocalls, text messages, and emails, in addition to the school website and social media, will be utilized.

### **Building Level**

Building principals will also utilize School Messenger calls, texts, and emails, in addition to letters, personal phone calls, social media, the district website, and video messages and announcements to communicate with staff, students, and families. Principals, the Dean of Students, counselors, nurses, and teachers will ensure that all students receive regular wellness checks during extended periods of remote learning and a continuous effort to connect with families of students who are not participating or keeping up with assignments will be made.

### **Teacher Level**

Teachers will utilize phone calls, emails, and Microsoft Teams (our learning management system) to communicate with students and families. Some teachers may also utilize tools such as the Remind app or SeeSaw to share information. Grades will continue to be available in the eSchool Parent Portal. Elementary teachers will do wellness checks and connect with families of all students in their classes. At the middle school and high school level, an advisory group model will be utilized. Under this model, each teacher will be assigned a small group of students and serve as a liaison between the district and those students and their families.

### **Other Methods of Communication/Family Engagement**

Due to social distancing constraints, open houses, orientations, parent/teacher conferences, and parent information workshops will be conducted via video conferencing.

## Health and Safety

### Personal Protective Equipment (PPE):

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment. All individuals in school facilities and on school grounds must be prepared to put on a face covering if another person unexpectedly cannot socially distance.

### All students, staff members and visitors must wear cloth face coverings:

- **Whenever they are within 6 feet of someone;**
- **In hallways;**
- **In restrooms; and**
- **In other congregate settings, including buses.**

Staff members and students will be expected to bring and wear a mask. The district will provide one mask to every staff member and student and have an adequate supply in case of a need for replacement per Executive Order 202.16.

Face coverings will not be required for:

- Children younger than 2 years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

*\*Refer to the section on vulnerable/high risk groups for more information on this.*

Students and staff members may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for certain students (e.g. hearing impaired) who benefit from being able to see more of the face of the staff member.

The District will provide training to students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

For additional information about Cloth Face Coverings, click [here](#).

**Social Distancing:**

Social Distancing, also called “physical distancing,” means keeping space between yourself and other people outside of your home. To practice social or physical distancing stay at least 6 feet (about 2 arms' length) from other people.

Staff/students will be given resources to educate themselves about social distancing. Social distancing (6 ft or 12 ft during aerobic activity and singing) will occur during instruction and whenever practicable. Markers that denote 6 feet of spacing will be visible in the hallways and other high-traffic areas.

**Hand Hygiene:**

Students and staff must practice good hand hygiene to help reduce the spread of COVID-19.

Hand Hygiene includes:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
- Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty.

Staff/students are required (but are not limited to) to perform hand hygiene as follows:

- Upon entering the building and each classroom;
- After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping or blowing nose, or coughing into hands;
- Upon coming in from outdoors; and
- Anytime hands are visibly soiled.

**Respiratory Hygiene:**

The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes.

Staff /students are required to:

- Cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue into a garbage can.
- If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands.
- Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

For helpful tips about how to prepare for school, click [here](#).

**Health Screening (at home):**

Students: Parents/guardians will be encouraged to assess their child daily for the following COVID-19 symptoms & ensure they are answering “No” to the COVID-19 Questionnaire:

- Fever/chills
- Shortness of breath or difficulty breathing
- Muscle or body aches
- Congestion or runny nose
- Diarrhea
- Cough
- Fatigue
- Sore throat
- Nausea or vomiting
- New loss of taste or smell
- Headache

COVID-19 Questionnaire:

1. Have you experienced COVID-19 symptoms in the past 14 days? Symptoms include: temperature of 100.0 F or greater, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and/or diarrhea?
2. Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
3. Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days?
4. 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 the student has an elevated temperature (100.0F or greater) or has answered “Yes” to any of the noted questions, the student must remain at home.

**Students/parents/guardians will be required to submit the questionnaire electronically every Monday.**

**Parents/guardians and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. Please review the “Points of Contact” section below.**

Weekly reminders will be sent out via automated telephone message.

Staff/Visitors:

**All staff members are required to obtain their temperature and submit a [daily questionnaire](#). Staff members are required to submit the questionnaire at least 1 hour prior to entering the school building.**

If “Yes” has been answered to any of the noted questions, the staff member must immediately notify their supervisor/the nurse. The staff member will be referred to a healthcare provider for further evaluation.

Staff members will receive a daily reminder via email to submit the mandatory questionnaire/take their temperature. All questionnaires will be reviewed for completion by the attendance secretary.

Written instructions may be reviewed in each vestibule, at the designated temperature station.

**Protocol for building entry (health screening):**

Staff: Must have the mandatory health screening completed prior to entering the building.

Visitors: In-person visits or meetings on District premises will be strictly limited to only those deemed necessary by the Superintendent of Schools. All visitors must complete the mandatory health screening to be granted access into the building(s).

Students: Temperature Check prior to entering the building.

Trained personnel will conduct a daily temperature check every morning. While wearing appropriate PPE, a trained staff member will use a non-contact thermometer to obtain each student’s temperature as they exit the bus. If a student appears ill or has a temperature of 100.0 F or greater, the building nurse will escort the student into the Wellness Room (formally referred to as an Isolation Room).

If a student is not riding the bus, a trained staff member/nurse will obtain the student’s temperature upon their arrival at school. A trained staff member/nurse will obtain the student’s temperature by following the NYSED-recommended procedure:

1. Prior to the student entering the building, a staff member/nurse will check the student’s temperature using a non-contact thermometer. The staff member/nurse will wear appropriate PPE. The student is required to wear a mask.
2. The staff member/nurse will clean the non-contact thermometer with an alcohol wipe (or isopropyl alcohol on a cotton swab) in between each use. The same wipe may be used if it remains wet.
3. After the screening procedure for all students is complete, the staff member/nurse will remove PPE and discard of it properly.
4. The staff member/nurse will perform hand hygiene.

**Protocol for Students/Staff that Exhibit COVID-19 Symptoms:**

Staff members will be trained to observe for signs of illness in students/other staff members. If the following symptoms are observed, the symptomatic person(s) will be sent directly to the school nurse for further assessment:

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

If a student displays symptom of COVID-19 during the school day, the teacher will immediately notify the nurse. If the nurse is not available, the Medical Director will be notified. If the Medical Director is not available, the student will be sent home to follow up with a healthcare provider. The district will follow this protocol for all students and staff that exhibit COVID-19 symptoms.

Review our COVID-19 Flowchart [here](#).

#### **Isolation of Individuals Exhibiting Symptoms of COVID-19:**

All communicable or infectious diseases reportable under the public health law will be conveyed to the ECDOH.

Each building will utilize the Health Office for healthy students who have injuries or need their medications or nursing treatments, and a Wellness Room for assessing and caring for ill students and staff. Both rooms will be supervised.

Nurses will utilize Personal Protective Equipment (PPE). PPE includes, but is not limited to:

- face masks (disposable surgical masks)
- respirators (N95) masks that are fit tested
- eye protection or face shield
- gloves
- disposable gowns
- face shields

Students suspected of having COVID-19 will be asked to wear a mask (if able) and remain in the Wellness Room until their parent/guardian arrives. Parents/guardians should pick up their children within an hour of being notified. If that is not possible, they should work out arrangements with the building principal to get their child home as soon as possible.

The parent/ guardian will be instructed to call their healthcare provider, or if they do not have a healthcare provider, to follow up with the ECDOH or urgent care center.

Symptomatic students or staff members must follow CDC's "[Stay Home When You Are Sick](#)" guidance ' otherwise directed by a healthcare provider or the ECDOH. If the student or staff member has [emergency warning signs](#), 911 will be called.

For additional information about COVID-19 testing, click [here](#).

**Note to Parents When a Child is Sent Home with COVID-19 Symptoms:**

If a child is displaying symptoms of COVID-19 and has been referred to a healthcare provider for further evaluation, the nurse will give the parent/guardian a form that indicates the protocol that must be followed to [return to school](#).

**COVID-19 Points of Contact:**

District Point of Contact: Dr. Lynda Stidham, District Medical Director  
HOB Elementary School: Julie Barber, RN  
Middle School: Gabby Clark, RN  
High School: Tammy Regnier, LPN

**Contact Tracing:**

Contact Tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed case of COVID-19. This allows public health officials to put in place isolation or other measures to limit the spread of the virus.

We will assist the ECDOH by:

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited

**Conducting School Safety Drills Amid COVID-19:**

All required NYS school safety drills will be conducted with the consideration of the face covering and social distancing requirements. It is understood that evacuation drills will likely take longer than they would without these protocols.

As part of the drill, students will be instructed that social distancing is part of the drill, however, in a real situation (i.e. fire), social distancing is secondary to the immediate need to evacuate. In that event, students and staff will wear face coverings if possible.

**Medically Vulnerable/High Risk Groups:**

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing/cloth face covering use. Persons in these groups should consult with their healthcare provider and the district regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
  - chronic lung disease or moderate to severe asthma

- serious heart conditions
- immunocompromised
- severe obesity (body mass index [BMI] of 30 or higher)
- diabetes
- chronic kidney disease undergoing dialysis
- liver disease
- sickle cell anemia

Individual plans will be developed in conjunction with the employee and their medical providers for those who qualify as a vulnerable adult. All applicable laws and contractual rights will be addressed during this process. Medical documentation is required.

Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. Medical documentation is required for this so that the district will be able to determine whether accommodations are needed and the nature of the accommodation to be provided.

**Monitoring of Attendance:**

The attendance secretary will create a weekly absence report for the building principal to review. The building principal and the building nurse will discuss health trends and address as needed.

Daily student attendance will be monitored and entered through eSchool. Staff member attendance will be monitored through our designated sub-line.

**Educational References:**

- A. [What you Should Know About COVID-19](#)
- B. [Common Symptoms of COVID-19](#)  
[Additional Information](#)
- C. [How to Safely Put on Personal Protective Equipment](#)  
[Additional Information](#)
- D. [How to Social Distance](#)  
[Additional Information](#)
- E. [What you Need to Know About Hand Washing:](#)  
[Additional Information](#)
- F. [How to Stop the Spread of Germs](#)  
[Additional Information](#)
- G. [How to use Hand Sanitizer](#)

**H. [Stay Home When you are Sick Additional Information](#)**

Age appropriate posters will be displayed in each building entrance, restroom, cafeteria, classroom, administrative office, auditorium and janitorial staff areas. Refer to the facilities section for links to the posters.

## Facilities

### Summer Work/Preparations

The District will be:

- Adhering to DOH regulations for testing inspections (such as lead and water testing).
- Removing excess furniture to create additional space for recommended social distancing of 6 feet.
- Removing all non-adhered, throw type rugs in classrooms
- Removing any communal furniture in classrooms (beanbag chairs, nap mats, etc. )
- Marking high visibility areas with signage to inform occupants of proper hygiene practices. Following NYSED guidance, areas are to include, but are not limited to entrances, restrooms, cafeterias, classrooms, administrative offices, auditoriums, and janitorial staff areas.
  - [https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf)
  - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit.pdf>
  - [https://www.cdc.gov/coronavirus/2019-ncov/downloads/superhero\\_poster.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/superhero_poster.pdf)
  - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-social-distancing-cloth-face-coverings-poster.pdf>
  - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf>
  - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf>
  - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>
- Placing markings to indicate a 6-foot social distance and directions for one-way travel where applicable.
- Installing polycarbonate barriers in offices and other areas requiring additional protection.
- Installing and providing hand sanitizer stations (60% alcohol or greater) throughout common areas (e.g. entrances, cafeterias) and near all high touch areas.
- Installing hand sanitizer stations for outdoor learning areas and playground(s) where applicable.
- Disabling traditional water fountains to avoid shared contact. Enough bottle filling stations to meet regulations will remain open. Disabling hand dryers and increasing paper towel dispensers as necessary.
- Limiting restroom capacity.

### Large Gathering Spaces and Capacities

The District has defined the large communal/shared spaces in each of the buildings, (i.e. band room, choral room, library, computer labs, etc.) that will be redesigned as classroom instructional spaces. This will allow for social distancing protocols set by NYSED and DOH. Capacities are determined based on room square footage, social distancing guidelines and NYSED regulations. Maximum capacities based on 6' social distancing have been determined in:

- Libraries

- Auditoriums
- Gymnasiums
- Cafeterias
- Classrooms

### **Cleaning/Disinfecting Procedures**

**All Holland CSD employees will support cleaning efforts and safety protocols as outlined by NYSED, the DOH, and directives from the superintendent:**

#### School Day

- All high touch areas such as door handles, stair railings, lavatories, etc. will be continually cleaned and disinfected according to the DOH guidelines.
- Prior to use of a shared piece of equipment, a staff member will disinfect the surfaces that will be touched. After use of a shared piece of equipment, the staff member will disinfect the surfaces that were touched.

#### Meal Areas

- All tables/desks in the cafeteria will be cleaned and disinfected by staff at the conclusion of each group. Floors will be swept after each lunch by our staff.
- Classroom desks will be cleaned and disinfected by staff.
- All garbage will be emptied after each meal. Classroom garbage will be tied up and placed in large garbage containers in the hallway for custodial staff to remove.

#### Evening Cleaning

- Routine cleaning and disinfecting practices will take place daily in all occupied areas of the buildings. These practices include but are not limited to: dusting, vacuuming carpeting, emptying trash containers, dry mopping/wet mopping floors, and cleaning all high touch areas, including desktops, chairs, countertops, faucets, handles, light switches, etc.
- Disinfection protocols will follow after cleaning is completed.

#### Recording

- Logs of all cleaning and disinfection activities will be recorded and maintained.

**Students will not be in the area(s) when disinfection is taking place.**

### **Use of Facilities**

#### Community

- Community use of our school facilities will not be permitted during our initial reopening. Our district's focus is on the safety and well-being of our students and staff; providing the best possible academic and instructional programs, and providing a clean, safe learning environment following NYSED, NYDOH and CDC guidelines. The District will communicate through our website when community use will be permitted.

- As part of the rental agreement for the space utilized in the middle school, Erie 2 BOCES will agree to adhere to all district policies regarding health, safety, and the use of facilities.

## Child Nutrition

### Access to Meals

Meals will be available each school day to all students in both virtual and in-person learning. During the public emergency stage of COVID-19 school meals were free to all participants. As school returns, this may not be the case. Holland CSD strongly encourages all families who feel they may qualify for free or reduced meal benefits to submit a Free and Reduced Meal Application now and anytime during the school year.

Holland CSD will continue to use the direct certification process to automatically enroll families receiving other benefits and accept and process all meal applications. Parents are notified within 10 days via a letter mailed home to families to notify them of their child's eligibility.

### Types of meals and distribution

Grab & Go style meals may be distributed via lunch lines, delivered to classrooms, and available for bagged pick-up. All meals will follow the Child Nutrition program requirements.

### Mealtimes

#### Staggered mealtimes

- Student mealtimes will be designed to ensure adequate time to eat while ensuring social distancing and proper cleaning and disinfection between mealtimes.

#### Food Allergies

- Designated eating areas will be available for students with life threatening food allergies (e.g. classrooms, specified tables in cafeteria).

#### Food Safety

- The sharing of food and beverages during mealtimes and snacks will be prohibited unless individuals are members of the same household. All cafeteria staff will be trained in COVID-19 specific hygiene, cleaning, and disinfection protocols.

#### Hand Hygiene & Mask Usage

- Hand sanitizer stations will be placed at the entrance/exit to all cafeterias and near the serving lines. Posters instructing people on how to properly sanitize hands will be placed at each station.
- Students will wear masks when not seated in the cafeteria (i.e. when disposing of garbage).

#### Social Distancing for Students and Staff

- Students will be seated 6 feet apart during mealtimes in the cafeteria using individual desks and tables. Staff will follow all social distancing protocols.

### Child Nutrition References:

- A. [2020-2021 Free and Reduced Meal Application](#)
- B. [Nutrition Standards for National School Lunch and Breakfast Programs](#)

C. [How to use Hand Sanitizer](#)

## Transportation

### Transportation Planning

- The District will fulfill existing mandates regarding the safe and effective transportation of students who are homeless, in foster care, have disabilities and attend non-public schools.
- To reduce density, parents will be encouraged to drop off/pick up students, and students who live near school will be encouraged to walk to/from school and HS students will be allowed to drive to/from school. We will canvas families to determine who will opt out of transportation prior to the final bus routing mid-August.
- Static bus runs will be created and changes will be limited to adding new students who enter the district.

### Daily Health & Safety Policies/Practices

- All bus drivers and attendants will perform a daily self-health assessment before arriving to work. If personnel are experiencing any symptoms of COVID-19, they should stay home, notify their employer and seek medical attention.
- School bus drivers and attendants must wear a face covering along with an optional face shield.
- School bus drivers and attendants who must have direct physical contact with a child must wear gloves.
- The District will provide Personal Protective Equipment for drivers and attendants as well as hand sanitizer stations at the bus garage for all transportation staff.
- Buses will be cleaned and disinfected after every run (seats will be sanitized, and high contact spots will be wiped down).
- All parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding the bus.
- Students will be required to wear face coverings at all times.
- Disposable face coverings will be provided to students in the event that they forget a mask prior to boarding the bus.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- No more than one student will be assigned to a seat, unless students reside in the same household.
- Students will have assigned seats. Students will be loaded rear to front to prevent students from walking past each other.
- When students embark and disembark the bus, they should follow social distancing protocols.

### Training

- Transportation staff will be trained and provided periodic refreshers on the proper use of Personal Protective Equipment, the signs and symptoms of COVID-19 and how to properly disinfect the bus.
- Drivers and attendants will be encouraged to wash their hands with soap and water before and after every run to prevent the spread of germs.
- Students will be reminded of social distancing protocols and also be encouraged to follow these at bus stops.

- Students will be reminded of the bus rules, including no eating or drinking on the school bus, which would require them to remove their masks.

## Social-Emotional Well Being

### Mental health of students, staff, families

#### Staff

As part of the district's professional development plan, faculty and staff will be working with experts from Erie 2 BOCES to first learn how to be aware of their own social emotional skills and ability to respond and cope with difficult situations and monitor their well-being prior to learning about how to teach students to develop social emotional skills and integrate them into the curriculum. In addition, administrators will continue to keep the lines of communication open and provide opportunities for community building (i.e. virtual faculty lounge, coffee and community, etc.) to keep the school climate positive and ensure staff morale. Staff have access to the district health/safety coordinator and an Employee Assistance Program, should they need to seek more support.

#### Students/Families

The Pupil Personnel Services (PPS) team met to identify at-risk students. This team includes the school psychologist, guidance counselors, social worker, and school nurses. The team also met with the School Resource officer and building administration. A member of the team will check in with these students on a weekly basis (at minimum).

When a teacher identifies a new student at risk, based on behavior or new information, the teacher will be the first intervention with the family. If concerns remain, the teacher makes a referral to one of the members of the Pupil Personnel services team. If concerns remain, the team may involve building principal or additional supports. The school resource officer may also work with the student in order to find solutions and supports to meet the needs of the student.

### Mental Health First Aid

Holland CSD is continuing to provide Mental Health First Aid Training to staff in the district. It is the district's goal to have over 50% of all staff trained as Mental Health First Aid Responders by the end of the 2020-2021 school year.

Mental Health First Aid teaches participants the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, AD/HD, disruptive behavior disorders, and substance use disorder. Participants do not learn to diagnose, nor how to provide any therapy or counseling – rather, participants learn to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan:

- Assess for risk of suicide or harm
- Listen nonjudgmentally
- Give reassurance and information
- Encourage appropriate professional help
- Encourage self-help and other support strategies

### Instructional and/or Social Emotional Supports

Students will have daily, face to face contact with staff (whether virtual or in person). Students will receive mandated counseling services when recommended by the CSE.

Students identified by the building principal will be provided supports to assist students and families to remove barriers to education. This can include technology support, motivation/encouragement, and academic support. The PPS staff, building administration, classroom teachers and school resource officer will work to support the needs of the student.

**Trusted Adults**

Prior to the beginning of the school year, students will be surveyed in order to provide the names of 5-7 staff that they have built connections with. During the year, these trusted adults will reach out to the students regularly (every other week to start the year, then transitioning to monthly) in order to maintain positive social-emotional connections.

**Emergency Hotline**

Holland CSD will develop a link on every student's computer desktop (that will also be posted on the district website) to allow for students to confidentially report any social-emotional concern that they may have. This link will provide students with emergency phone numbers that they can call (if they are in immediate danger to themselves or others) along with a form that they can fill out. This information will be sent to the Director of PPS and the building principal, who can refer the information to the appropriate source as well.

**Parent Information**

The PPS team will regularly present online resources to families in order to support the families during this time period. Resources shared will include webinars, community based resources, literature and other tools that will help families. Topics can include mental health (including anxiety and stress management), physical health and wellness.

**Wellness Surveys**

There will be periodic surveys of students and staff to follow up on the well-being of students sent out by the district's PPS team. We will use that data to determine whether additional supports need to be provided to either individual students or to larger groups.

**Social Emotional Curriculum**

PPS Staff will create and push out lessons utilizing CASEL's 5 competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), regardless of the instructional model being utilized.

## School Schedules

### District-Wide

The District is planning for three instructional models (in-person, remote learning, or hybrid learning) for the 2020-2021 school year. Stakeholder input has been gathered and considered for each model, especially those models that require students to participate in remote instruction (i.e., at home in a virtual setting). In any of the three instructional models, students at each of the Holland Central Schools will be taught in accordance with the applicable New York State Learning Standards.

Based on the information available at the time of this plan's release on July 31, **Holland Central School District plans to open campus via the hybrid model outlined below**. If at any point we are directed to close campus by state, regional, or local authorities, we would then immediately move to the fully virtual model outlined below. Conversely, if conditions improve, and State/Regional/Local authorities allow a relaxing of social distancing rules and update health and safety guidelines that would then allow us to have all students return to on-campus learning daily, we would then use the fully in-person model laid out below.

As directed by NYSED/DOH, when practical, students will spend their day within cohort groups to limit exposure. This means that students will physically attend school within the same group throughout the school days. In grades UPK-4, students will attend school daily in static groups that are smaller than typical (in order to maintain social distancing and occupancy requirements). We will similarly be able to meet these requirements in grades 5-12 by having about 50% of the students attend school on a rotating basis.

The hybrid model listed below is contingent upon the district's ability to safely transport enough students in the middle school and high school. We are hoping for families to be able to support our efforts by transporting their children when possible. This will reduce the volume of middle school and high school students using district transportation. Other hybrid options will be explored if we are unable to transport all of the students or receive updated guidance provided by NYS DOH, NYSED and the CDC.

In addition, the district is continuing their longstanding partnership with the Holland Boys & Girls Club to provide supervised activities and homework help outside of the school day for students in grades 2-8.

### High School Specific Information

The plans for three scenarios are summarized below. For a detailed version of all three scenario's plans, including deeper details like grading, etc., [please click here](#).

#### Scenario 1: Hybrid Schedule

Scenario description in brief: Students are split into two cohorts, attending classes on campus on rotation opposite the other group, allowing for the building's enrollment to be split in half for social distancing. This most likely will take the shape of a Monday/Wednesday group (Purple Cohort) and a Tuesday/Thursday group (Gold Cohort), with those groups rotating Fridays back and forth. (Self-contained special education students will attend in-person every day). Students are assigned independent work for the days they are learning from home, with staff virtual office hours available for help.

**NYSED and DOH requirements for social distancing and face coverings will be followed at all times.**

### High School Schedule for In-Person Hybrid Days

**-Purple Cohort (1/2 of the building):** Attends in person Monday and Wednesday and has independent work for Tuesday and Thursday; independent work would be up to 30 minutes of assigned work per class for the independent day

**-Gold Cohort (1/2 of the building):** Attends in person Tuesday and Thursday and has independent work for Monday and Wednesday; independent work would be up to 30 minutes of assigned work per class for the independent day

**-Cohorts attend In-person on alternating Fridays.**

**-Teacher workday on-site: 7:00-2:15 daily**

Time	Period/Activity	Notes
7:05	Auditorium doors unlock and parents can begin dropping students (continues to 7:30)	<ul style="list-style-type: none"> <li>• All walkers or parent drop-offs will go through temperature checks before entering the building.</li> <li>• Students arriving between 7:05-7:15 will go directly to the cafeteria only if picking up a grab and go breakfast. Other students will proceed to their assigned first period class.</li> </ul>
7:15 - 7:35	Buses begin rolling drop off. Canada St. entrance doors open	<ul style="list-style-type: none"> <li>• Students will have their temperatures checked prior to exiting the buses.</li> <li>• Students may purchase grab and go breakfast.</li> <li>• Students go directly to their first period class if not purchasing a grab and go breakfast.</li> <li>• Teachers take attendance in first period.</li> <li>• Daily PA announcements.</li> <li>• Social emotional check-ins.</li> </ul>
7:35-8:03	<b>Period 1</b>	
8:03-8:11	Passing/cleaning time	
8:11-8:39	<b>Period 2</b>	

8:39-8:47	Passing/cleaning time	
8:47-9:15	<b>Period 3</b>	
9:15-9:23	Passing/cleaning time	
9:23-9:51	<b>Period 4</b>	<b>Lunch 1</b>
9:51-9:59	Passing/cleaning time	
<b>9:59-10:27</b>	<b>Period 5</b>	<b>Lunch 2</b>
10:27-10:35	Passing/cleaning time	
10:35-11:03	<b>Period 6</b>	<b>Lunch 3</b>
11:03-11:11	Passing/cleaning time	
11:11-11:39	<b>Period 7</b>	
11:39-11:47	Passing/cleaning time	
11:47-12:15	<b>Period 8</b>	
12:15-12:23	Passing/cleaning time	
12:23-12:51	<b>Period 9</b>	
12:51	Student Dismissal	<ul style="list-style-type: none"> <li>• Students go directly to buses (lockers not in use).</li> <li>• Buses depart by 1:00 p.m.</li> </ul>
12:51-1:30	-Cleaning Time, Staff Lunch, Planning, Meetings or Collaboration	
1:30-2:15	Virtual office hours for all staff	<ul style="list-style-type: none"> <li>• All staff virtual office hours are to connect with any students at home, plus provide extra help time for those who are attending school in person.</li> </ul>

**Notes:**

- A waiver is being sought from NYSED to be able to serve lunch prior to 10am. Lunches cannot be moved later in the day due to a cascade of conflicts due to teachers being split between grade levels and buildings, as well as the BOCES schedule.
- A/B days will rotate back and forth for the days students are in attendance to allow the every other day classes to function within the schedule.
- Students who attend ½ day BOCES CTE programs will still go to those programs in some capacity. We are awaiting final details on BOCES plans for those programs before we can work out what that will look like.

**Example Schedule for At- Home Learning Days**

*Note: This is to provide parents and students with an example of how to structure a day at home. Teachers are only available via virtual office hours on these days from 1:30-2:40 p.m.*

*Students will be completing independent work during the other times. This schedule assumes about 30 minutes of independent work per scheduled class.*

Time	Activity
8:30-9:00	Completing Work for Class 1
9:00-9:30	Completing Work for Class 2
9:30-9:40	Break
9:40-10:10	Completing Work for Class 3
10:10-10:40	Completing Work for Class 4
10:40-10:50	Break
10:50-11:20	Completing Work for Class 5
11:20-11:50	Completing Work for Class 6
11:50-12:20	Completing Work for Class 7
12:20-12:50	Lunch
12:50-1:20	Completing Work for Class 8
1:30-2:40	All staff available for virtual office hours

### **What a Sample Hybrid First Month Might Look Like**

Monday	Tuesday	Wednesday	Thursday	Friday
			9/3 Gold opening day A	9/4 Purple opening day A
9/7 Labor Day	9/8 Gold opening day B	9/9 Purple opening day B	9/10 Gold A day	9/11 Purple A day (Purple back to back Fridays to start on purpose)
9/14 Purple B day	9/15 Gold B day	9/16 Purple A day	9/17 Gold A day	9/18 Gold B day
9/21 Purple B day	9/22 Gold A day	9/23 Purple A day	9/24 Gold B day	9/25 Purple B day
9/28 Purple A day	9/29 Gold A day	9/30 Purple B day	10/1 Gold B day	10/2 Gold A day

\*Note: Students would not find out which color cohort they are in until after all homes are contacted to see who will not need school transportation (as you recall, a number of students would need to decline school transportation for our hybrid model to be possible)

### **Scenario 2: Fully Virtual Schedule**

*Scenario description in brief:* Campus remains closed to students and all learning occurs via online delivery for an indefinite period of time.

**Weekly schedule for staff/students:**

Students will have a base 9-period schedule for in-person learning that would convert to the below time blocks.

Teacher workday (at-home or potentially on-site): 8:00-3:15 daily

	<b>Mon</b>	<b>Tues</b>	<b>Weds</b>	<b>Thurs</b>	<b>Fri</b>
<b>8-9</b>	All staff planning time	All staff planning time	All staff planning time	All staff planning time	All staff planning time
<b>9-10</b>	Period 1A	Period 5A	Period 9A	Period 4B	Period 8B
<b>10:15-11:15</b>	Period 2A	Period 6A	Period 1B	Period 5B	Period 9B
<b>11:15-11:45</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>11:45-12:15</b>	All staff have office hours (except Science dept.)	All staff have office hours (except Social Studies dept.)	All staff have office hours (except English and LOTE depts.)	All staff have office hours (except Math dept.)	All staff have office hours (except PE, CTE, Art, Music, and SPED/AIS teams)
<b>12:15-1:15</b>	Period 3A	Period 7A	Period 2B	Period 6B	All staff have office hours
<b>1:30-2:30</b>	Period 4A	Period 8A	Period 3B	Period 7B	OPEN-club meetings, social activities, teacher meetings, etc.
<b>2:30-3:15</b>	All staff have office hours	All staff have office hours	All staff have office hours	All staff have office hours	All staff have office hours

**How does this schedule work:**

- The above scheme allows for class periods to meet twice per week.
- For periods where students have lunch or study hall, they do not need to be online, while Resource, AIS, and Special Classes all MUST be attended.
- Teachers would live teach (and record it) via videoconference for no more than 40 minutes of the hour, and then assign independent work. For the remaining time of the hour, the teacher would remain on videoconference to help students as needed. Students will have the choice to remain on videoconference or not for the rest of that hour but will be completing independent work assigned by that teacher during that remaining time.

- Teachers can choose to structure the lesson as they fit (i.e. live teach then work with small groups, share out at the end, etc.).
- Students must arrive on time and be present for all required activities until they are dismissed by the teacher.
- Students and parents should expect independent work to be assigned and stretch beyond the remainder of the hour.
- All teachers will follow the same schedule (no flexing).

### Scenario 3: Fully In-Person Schedule

Scenario description in brief: All students return to on-campus learning daily, adhering to any guidance on safety we are directed to follow.

Weekly schedule: Will return to our normal daily bell schedule and A/B day rotation, including normal bus drop-off and pick-up times.

## Middle School Specific Information

The plans for three scenarios are summarized below. For a detailed version of all three scenario’s plans, including details like grading, etc., [please click here.](#)

### Scenario 1: Hybrid Schedule

Scenario description in brief: Students are split into two cohorts, attending classes on campus on rotation opposite the other group, allowing for the building’s enrollment to be split in half for social distancing. This most likely will take the shape of a Monday/Wednesday group (Purple Cohort) and a Tuesday/Thursday group (Gold Cohort), with those groups rotating Fridays back and forth. (Self-contained special education students will attend in-person every day). Students are assigned independent work for the days they are learning from home, with staff virtual office hours available for help.

**NYSED and DOH requirements for social distancing and face coverings will be followed at all times.**

Weekly schedule for staff/students:

#### Middle School Schedule for In-Person Hybrid Days

**-Purple Cohort (1/2 of the building):** Attends in person Monday and Wednesday and has independent work for Tuesday and Thursday; independent work would be up to 30 minutes of assigned work per class for the independent day

**-Gold Cohort (1/2 of the building):** Attends in person Tuesday and Thursday and has independent work for Monday and Wednesday; independent work would be up to 30 minutes of assigned work per class for the independent day

**-Cohorts attend In-person on alternating Fridays.**

**-Teacher workday on-site:** 6:55-2:10 daily

<u>Time</u>	<u>Period/Activity</u>	<u>Notes</u>
6:50	Partridge Rd. doors unlock and parents can begin dropping students (continues to 7:15)	<ul style="list-style-type: none"> <li>All walkers or parent drop-offs will go through temperature checks before entering the building.</li> <li>Students arriving 6:50-7 go directly to the cafeteria and stay standing at social distance around the outside walls. From 7am on they follow directions below.</li> </ul>
7:00	Busses begin rolling drop off; Rt 16 entrance doors open	<ul style="list-style-type: none"> <li>Students will have their temperatures checked prior to exiting the buses.</li> <li>Students may purchase grab and go breakfast and take it to their first period/homeroom</li> <li>Students go directly to their first period/homeroom if not purchasing a grab and go breakfast.</li> <li>Teachers take attendance in first period.</li> <li>Daily PA announcements.</li> <li>Social emotional check-ins.</li> </ul>
7:20-7:48	Period 1	
7:48-7:56	Passing/cleaning time	
7:56-8:24	Period 2	
8:24-8:32	Passing/cleaning time	
8:32-9:00	Period 3	
9:00-9:08	Passing/cleaning time	
9:08-9:36	Period 4	
9:36-9:44	Passing/cleaning time	
9:44-10:12	Period 5	<ul style="list-style-type: none"> <li>7<sup>th</sup> grade lunch</li> </ul>
10:12-10:20	Passing/cleaning time	
10:20-10:48	Period 6	<ul style="list-style-type: none"> <li>8<sup>th</sup> grade lunch</li> </ul>
10:48-10:56	Passing/cleaning time	
10:56-11:24	Period 7	<ul style="list-style-type: none"> <li>6<sup>th</sup> grade lunch</li> </ul>
11:24-11:32	Passing/cleaning time	
11:32-12:00	Period 8	<ul style="list-style-type: none"> <li>5<sup>th</sup> grade lunch (they will flip their regularly scheduled period 7 lunch with period 8 to move here; 5<sup>th</sup> grade core teachers will flip those periods similarly)</li> </ul>
12:00-12:08	Passing/cleaning time	
12:08-12:36	Period 9	
12:36	Dismissal	<ul style="list-style-type: none"> <li>Students go directly to buses (lockers not in use).</li> </ul>

		<ul style="list-style-type: none"> <li>Buses depart by 1:00 p.m.</li> </ul>
12:36-1:15	Cleaning Time, Staff Lunch, Planning, Meetings or Collaboration	
1:15-2:10	Virtual office hours for all staff	<ul style="list-style-type: none"> <li>All staff virtual office hours are to connect with any students at home, plus provide extra help time for those who are attending school in person.</li> </ul>
<b>Notes:</b> <ul style="list-style-type: none"> <li>A waiver is being sought from NYSED to be able to serve lunch prior to 10am. The 7<sup>th</sup> and 8<sup>th</sup> grade lunches cannot move to later in the day as doing so would create a cascade of conflicts due to teachers being split between grade levels and buildings.</li> <li>A/B day will rotate back and forth for the days students are in attendance to allow the every other day classes to function within the schedule</li> </ul>		

### **Example Schedule for At- Home Learning Days**

*Note: This is to provide parents and students with an example of how to structure a day at home. Teachers are only available via virtual office hours on these days from 1:15-2:10 p.m. Students will be completing independent work during the other times. This schedule assumes about 30 minutes of independent work per scheduled class.*

Time	Activity
8:30-9:00	Completing Work for Class 1
9:00-9:30	Completing Work for Class 2
9:30-9:40	Break
9:40-10:10	Completing Work for Class 3
10:10-10:40	Completing Work for Class 4
10:40-10:50	Break
10:50-11:20	Completing Work for Class 5
11:20-11:50	Completing Work for Class 6
11:50-12:20	Completing Work for Class 7
12:20-12:50	Lunch
12:50-1:20	Completing Work for Class 8 (if you have one)
1:15-2:10	All staff available for virtual office hours

### **What a Sample Hybrid First Month Might Look Like**

Monday	Tuesday	Wednesday	Thursday	Friday
			9/3 Gold opening day A	9/4 Purple opening day A
9/7	9/8	9/9	9/10	9/11

Labor Day	Gold opening day B	Purple opening day B	Gold A day	Purple A day (Purple back to back Fridays to start on purpose)
9/14 Purple B day	9/15 Gold B day	9/16 Purple A day	9/17 Gold A day	9/18 Gold B day
9/21 Purple B day	9/22 Gold A day	9/23 Purple A day	9/24 Gold B day	9/25 Purple B day
9/28 Purple A day	9/29 Gold A day	9/30 Purple B day	10/1 Gold B day	10/2 Gold A day

\*Note: Students would not find out which color cohort they are in until after all homes are contacted to see who will not need school transportation (as you recall, a number of students would need to decline school transportation for our hybrid model to be possible).

## Scenario 2: Fully Virtual Schedule

Scenario description in brief: Campus closed to students and all learning occurs via online delivery for an indefinite period of time.

Weekly schedule for staff/students:

Students will have a base 9-period schedule for in-person learning that would convert to the below time blocks.

Teacher workday (at-home or potentially on-site): 8:00-3:15 daily

	Mon	Tues	Weds	Thurs	Fri
<b>8-9</b>	All staff planning time	All staff planning time	All staff planning time	All staff planning time	All staff planning time
<b>9-10</b>	Period 1A	Period 5A	Period 9A	Period 4B	Period 8B
<b>10:15-11:15</b>	Period 2A	Period 6A	Period 1B	Period 5B	Period 9B
<b>11:15-11:45</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>11:45-12:15</b>	All staff have office hours  (except CTE/PE/Art/Music team-meet with Principal/Counselor)	All staff have office hours  (except 5 <sup>th</sup> grade team-meet with Principal/Counselor)	All staff have office hours  (except 6 <sup>th</sup> grade team-meet with Principal/Counselor)	All staff have office hours  (except 7/8 <sup>th</sup> grade team-meet with Principal/Counselor)	All staff have office hours  (except SPED/AIS team-meet with Principal/Counselor)

<b>12:15-1:15</b>	Period 3A	Period 7A	Period 2B	Period 6B	All staff have office hours
<b>1:30-2:30</b>	Period 4A	Period 8A	Period 3B	Period 7B	OPEN-club meetings, social activities, teacher meetings, etc.
<b>2:30-3:15</b>	All staff have office hours	All staff have office hours	All staff have office hours	All staff have office hours	All staff have office hours

**How does this schedule work:**

- The above scheme allows for class periods to meet twice per week.
- For periods where students have lunch or study hall, they do not need to be online, while Resource, AIS, and Special Classes all MUST be attended.
- Teachers would live teach (and record it) via videoconference for no more than 40 minutes of the hour, and then assign independent work. For the remaining time of the hour, the teacher would remain on videoconference to help students as needed. Students have the choice to remain on videoconference or not for the rest of that hour, but they will be completing independent work assigned by that teacher during that remaining time.
- Teachers can choose to structure the lesson as they fit (i.e. live teach then work with small groups, share out at the end, etc.).
- Students must arrive on time and be present for all required activities until they are dismissed by the teacher.
- Students and parents should expect independent work to be assigned and stretch beyond the remainder of the hour.

**Scenario 3: Fully In-person Schedule**

Scenario description in brief: All students return to on-campus learning daily, adhering to any guidance on safety we are directed to follow.

Weekly schedule: Will return to our normal daily bell schedule and A/B day rotation, including normal bussing drop-off and pick-up times.

**Harold O. Brumsted Elementary Specific Information**

The plans for three scenarios are summarized below. For a detailed version of all three plans, including deeper details like grading, etc., please [click here](#).

### Scenario 1: Hybrid Schedule

Scenario description in brief: All UPK – 4 students will attend classes on campus every day and be able to maintain social distance because we will split class rosters in half. A teacher aide will work with the classroom teacher to supervise and support student learning while the class is divided between two physical learning locations. With the support of a teacher aide, special area and support services teachers will travel to classrooms and use technology to live stream the start of lessons before physically moving from room to room to give feedback and monitor independent practice when applicable. P.E. teachers will transition classes outside when possible. Classroom teachers taking students outside for recess and instruction is also encouraged. Socially distanced outdoor learning spaces have been identified.

Weekly Schedule: Will return with a staggered daily schedule based on grade band.

<b>Grades UPK – 1</b>	
<b>Student Day : Monday–Friday 8:45 – 2:30 (5hr 45min.)</b>	
7:45 – 8:45	Teacher Learning Time/Common Planning
8:45- 9:00	Student Arrival /Homeroom
9:00 – 9:40	40min. block
9:40 – 10:20	Period 1
10:28 – 11:08	Period 2
11:16 – 11:56	Period 3
12:04– 12:44	Period 4
12:52 – 1:32	Period 5
1:40 – 2:20	Period 6
2:20 – 2:30	10min. block
2:30	Student Dismissal
2:30 – 3:00	Teacher Learning Time/Common Planning

<b>Grades 2- 4</b>	
<b>Student Day: Monday-Friday 10:00 – 4:00 (6hrs.)</b>	
9:00 – 10:00	Teacher Learning Time/Common Planning
10:00 – 10:15	Student Arrival /Homeroom
10:28 – 11:08	Period 2
11:16 – 11:56	Period 3
12:04 – 12:44	Period 4
12:52 – 1:32	Period 5
1:40 – 2:20	Period 6
2:28 – 3:08	Period 7

3:16 – 3:56	Period 8
3:56 – 4:00	4min. Transition
4:00	Student Dismissal
4:00 – 4:15	Teacher Learning Time/Common Planning

## Scenario 2: Fully Virtual Schedule

Scenario description in brief: H.O.B. students will participate in daily instruction from a remote location. Faculty and staff will use learning management systems to provide instruction, share academic content, and communicate with students and families. In addition to daily synchronous online learning time, students will participate in a minimum of two small group synchronous learning sessions each week, and complete asynchronous work daily resulting in a weekly submission for one assignment in each of the core instructional areas.

### Weekly Schedule:

Grades UPK- 4 (SAMPLE)		Special Area Classes				
Whole Group Virtual Learning Monday – Friday		Week 1	Week 2	Week 3	Week 4	Week 5
9:15am – 9:45am	UPK	PE	Library	PE	Art	Music
10:00am – 11:00am	Kindergarten	PE	Library	PE	Art	Music
1:00pm – 2:00pm	First Grade	Music	PE	Library	PE	Art
10:30 – 11:30am	Second Grade	Art	Music	PE	Library	PE
9:00am – 10:00am	Third Grade	PE	Art	Music	PE	Library
11:00am – 12:00pm	Fourth Grade	Library	PE	Art	Music	PE
2:00pm – 3:00pm	Self-Contained	Music	PE	Library	PE	Art

### Virtual Learning:

- Teachers' whole group lessons will be recorded so the lesson can be viewed at later times if needed.
- Small groups will be scheduled by the classroom teacher. Every student will be engaged in two small group sessions per week.
- Speech, AIS, OT/PT will schedule services around the whole group times to meet student needs.

### Specials:

- UPK/K will have a 30-minute lesson/activity
- 1<sup>st</sup>-4<sup>th</sup> will have a 40-minute lesson/activity
- Each grade level will have one special area lesson a week on a 5-week rotation.
- Special area teachers will be assigned a group of approximately 50 families for which to provide a weekly wellness check/phone call.

### **Scenario 3: Fully In-person Schedule**

Scenario description in brief: All UPK – 4 students attend classes on campus every day with the entire class roster located in the same instructional space, adhering to any guidance on safety we are directed to follow. Students would return to traveling to special area and student support services classrooms as normal.

Weekly schedule: H.O.B. will return to our normal daily bell schedule and A/B day rotation, including normal bus drop-off and pick-up times.

## **Budget and Fiscal Matters**

### **School District Fiscal Preparedness**

As of the publication of this plan, Holland CSD has developed a balanced budget, based on all known financial information at this time.

Our 2020-2021 revenue budget was based on state aid projections from the April 1 adopted New York State Budget. It included the projected CARES Act restoration funding of \$118,933 that replaces the state aid reduction in the state budget.

### **180 Day Calendar and Attendance Reporting for State Aid Purposes**

Holland CSD will be providing a minimum of 180 days of student attendance as outlined in other sections of this plan and as currently required by law. Under regulatory changes adopted as an emergency rule by the Board of Regents, the district may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-2020 and the 2020-2021 school years. If this is needed, we will apply for the waiver once that need is discovered.

### **Flexibility for Budgetary Transfers**

There will be many costs in 2020-2021 that the district did not budget for in the correct account codes, not knowing what many of our needs were going to be when we adopted our budget in May. In particular, the need for additional equipment. Flexibility for budget transfers in the 2020-2021 school year for additional equipment needed associated with the re-opening and the cleaning and disinfecting of building would help the school district greatly. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is generally considered a non-contingent expense and transfers into non-contingent line items are prohibited. If this restriction can be lifted, this would be of benefit to the district and our taxpayers. The district will continue to maximize our state-aided hardware in order to ensure that all necessary equipment is being purchased.

### **Tax Collection**

Holland Central School District will work with the county and towns who collect school taxes on the district's behalf to ensure that our community has the ability to make timely payments in the period without penalty.

The district will be reviewing our tax collection process so that we can try and anticipate any issues or problems that they may face based on the ability of residents to pay taxes in person and without penalty.

**Charter Schools**

If applicable, the Holland Central School District will continue to process charter school per pupil invoices as required by law and regulations.

**Other Considerations**

We will meet all existing state aid requirements and deadlines; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation or executive order. Additional costs for PPE, transportation, food service and other mitigation needs will likely be necessary. The district is not assuming additional state or federal support will be available beyond what has been budgeted for the 2020-2021 school year and will plan for those needs accordingly.

## Attendance and Chronic Absenteeism

### Attendance

Daily attendance will be recorded for any required synchronous (in person or online) learning sessions in eSchool by teachers as we would during face to face instruction. Parents will be able to see their child's attendance in the Parent Portal. Attendance for any independent online learning days will be credited based on the completion of assigned work.

Participation grades (which can include participation in synchronous learning, participation in online discussion groups, engagement in office hours, etc.) may be a component of grading.

### Chronic Absenteeism

During the 2020 Covid-19 school closure, families that chose to disengage and not participate received frequent and regular communication from Holland CSD personnel. This may have come in the form of phone calls from teachers, support staff, PPS staff and the principal. This practice will continue this year. For students who frequently miss virtual learning opportunities, mandatory parent meetings will be scheduled with building principals in order to find solutions to improve attendance. Students who are absent for medical or health reasons may be eligible for remote learning.

## Technology and Connectivity

### Student Access

Students in grades UPK-2 are provided an iPad and grades 3-12 are provided Dell laptops, which allows students to engage with our Learning Management system (Microsoft Office 365), email teachers via their District provided email, and access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills. At the start of the 2020-21 school year, all student devices will have the capability to be used at home and school.

### Teacher Access

All teachers are provided devices (Surface Pros) or laptop computers. In addition, document webcams are available for teachers to provide instruction and stream instruction.

### Streamlining Computer-based Resources

In May 2020, our Board of Education adopted a new Data Privacy and Security Policy which addresses the requirements Education Law 2d and part 121 regulations. As a district, we are committed to vetting online resources, websites and software prior to using it with students. If a resource, website or software will collect personally identifiable information (PII) of students, the company is required to sign a contract ensuring the protection and security of student data and PII. Teachers are required to utilize online instructional resources that are on the list of Approved District Resources. If a teacher wishes to use a website or software that is not approved, there is a privacy review process prior to using the resource.

For the 2020-21 school year, the district identified Microsoft Teams as the common platform for all remote/blended learning to occur. This will ensure that families have just one location to gain access to student learning.

### Online Learning Resources

In response to the closure of school in March 2020, the teachers and staff compiled online resources to support and assist families as they transitioned to remote instruction. The 19-20 COVID page on the district's website will be archived on July 28, 2020, however the resources developed will still be available on the page dedicated to information for 2020-21 (Re-opening Resource Page).

### Technology Support for Families

- Orienting families to our LMS (Microsoft Office 365) through a knowledge based page with directions and videos
- On-going tech support and troubleshooting for families through access to our district Technology Help Desk

### Technology Support for Teachers/Staff

- We are committed to supporting teachers to effectively teach in the hybrid/remote learning environment. Since March 2020, we have held professional development learning opportunities including synchronous and asynchronous opportunities. In addition, we will:

- Orient new teachers through online training;
- Support teachers in shifting to Microsoft Teams with:
  - Erie 1 BOCES - Live Streaming Professional Development;
  - Training through the Microsoft Store;
  - Technology Coaching support;
  - Webinars and other learning opportunities hosted by the District, BOCES, and state/national organizations.

### **Connectivity**

In June of 2020 a survey was provided to all district families and teachers to gain knowledge of the level of access to highspeed broadband in their places of residence. For those that require assistance with connectivity, the district will continue to work with the families/teachers to provide solutions including, but not limited to:

- Providing resources to access internet services when applicable
- Providing MiFi units when necessary
- Providing multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models
- Providing spaces within district to access the internet after school hours

## Teaching and Learning

### District-Wide

#### Instructional Priorities

A guaranteed and viable curriculum aligned to the Next Generation and New York State Standards will continue to be provided, as the district employs a flexible instructional model that may include both in person and remote learning. A modified scope and sequence for each course will be followed, with the most time being dedicated to “power” or “priority” standards. The district will participate in a regional effort to determine the standards to prioritize based on endurance, readiness, leverage, and what is frequently assessed.

#### Professional Development

The district’s professional development plan includes the following elements to support teachers and staff in making the transition to a more flexible instructional model and meeting students’ social emotional needs:

- Mandated training in safety procedures, including those related to preventing the spread of COVID-19
- Mandated training on the Dignity for All Students Act, Ed Law 2-D, Child Abuse Prevention, and Discrimination and Harassment policies
- Training in best practices for remote/blended Learning
- Continued coaching and support with technology tools
- Training in building community and integrating social emotional learning and culturally responsive instruction
- Mental Health First Aid certification for all staff

#### Response to Intervention, Addressing Learning Gaps, & ENL Programs

- Gathering baseline data on student achievement levels will be critical, given the varying degrees of academic engagement during the spring 2020 closure and the cancellation of 3-8 assessments, Regents exams, and local final exams. Teachers will utilize a variety of assessment tools, such as:
  - STAR Early Literacy (K-1), STAR Reading (K-12) and STAR Math (K-8) assessments
  - Writing Benchmarks
  - Oral Reading Fluency measures (DIBELS) (K-4)
  - Running Records (K-4)
  - Reflex Math (K-4)
  - Into Reading diagnostic assessments (K-4)
  - Math in Focus diagnostic assessments (K-6)
  - Teacher created diagnostic assessments (5-12)
  - Listening/speaking assessments (K-12)
- The district plans for RTI, AIS, and ENL support will be followed, but it is recognized that a high level of differentiation and intervention will need to be provided by all teachers for all students to close gaps in learning that exist due to the spring 2020 closure.

### **Online/Remote Learning**

The Holland Central School District will utilize Microsoft Teams as its Learning Management System (UPK-12) for video conferencing, classroom community building, and the posting of assignments and instructional resources. Elementary teachers will utilize Teams for videoconferencing and SeeSaw for all other purposes. While some teachers may choose to also utilize other Ed Law 2-D compliant instructional software, such as IXL, Microsoft Teams and SeeSaw will be the main hubs of information and students will be directed to all other websites and programs from there.

The Holland Central School District will provide synchronous and asynchronous instruction, opportunities for individualized and small group support, as well as projects and assignments that provide a break from screen time.

Additionally, student behavior expectations for participation in synchronous online learning sessions (videoconferencing or chats) are outlined in the Student Handbook and Code of Conduct.

### **Access to Instructional Resources for Online/Remote Learning**

Students in grades UPK-2 will be assigned an iPad and students in grades 3-12 will be assigned a Dell laptop computer. 5-12 students will be required to carry their devices back and forth from school to home and students in grades UPK-4 will do so as needed. When extended periods of remote learning occur, the district will ensure that students get their devices and any other necessary supplies (art supplies, science materials, etc.) delivered to utilize at home. Books and materials will be assigned to individual students at the beginning of the year and stored in their desks or at home, in order to make the transition between in person and remote learning easier, should another extended closure occur.

### **Room Configuration Considerations for In Person Learning**

As outlined in the facilities section, the district reconfigured and prepared classrooms with a focus on increasing distance between students and faculty as much as possible during the summer of 2020.

These steps included:

- Removal of classroom area rugs
- Removal of gathering spaces (couches, etc.)
- Removal of unnecessary furniture to increase available space for social distancing
- Reallocation of classroom spaces/staff as needed

### **Instructional Equipment and Supplies for In Person Learning**

- Procedures to limit sharing of equipment (PE equipment, musical instruments, OT/PT equipment, computers, etc.) and supplies (pens, pencils, calculators, art supplies, science lab materials, etc.) have been established by each building and department.
- Procedures for cleaning of equipment that must be shared have been developed by each building and department.

### **Vulnerable Student Populations**

Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than

other children. Further, students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.

If a family and student would like to transition their child to face to face/hybrid instruction, planning and coordination regarding specific health and educational needs will be developed on a student by student basis.

## Special Education

### Provision of FAPE

Holland Central Schools will comply with all requirements for addressing the needs of students with disabilities. Regardless of whether the District utilizes in-person, remote, or a hybrid model of providing instruction to all students, it will continue to provide a free appropriate public education (FAPE) to all qualified students with disabilities. A FAPE will be provided in a manner consistent with protecting the health and safety of students with disabilities and District staff members and others who provide special education and related services to such students. The provision of a FAPE for each student will be identified through collaboration with members of the Committee on Special Education or Committee on Preschool Special Education (CPSE) and the student's parents. Some students are placed by the District's CSE or CPSE in out-of-District programs. Determining how to provide a FAPE for such students who are placed out-of-District will be made in collaboration with the District's CSE/CPSE, the student's parents, and the program in which the student is placed.

An individual determination will be made regarding the delivery of special education programs and services should health and safety requirements not allow for in-person special education services or the provision of services in the same mode and/or manner they are typically provided. This determination will be made based on each student's needs as articulated by their IEPs. The District will, to the greatest extent possible, provide each student with a disability with the special education and related services identified in the student's IEP. The District will continue to assess guidance from the Office of Special Education (OSE) to assist with this process.

The CSE and CPSE will work with program providers to ensure that all relevant individuals understand the provision of services consistent with the recommendations of each student's IEP. This includes devising and disseminating plans for monitoring and communicating student progress and the sharing of resources. Progress monitoring will be conducted to measure student progress toward IEP goals. The District will identify the necessary instructional and technological supports each student requires to meet the students' needs related to their disabilities. The District will thoroughly document any programs and/or services provided to students and communications with parents regarding the provision of special education programs and services.

When determining whether and how to provide in-person instruction, the District will emphasize such instruction for students with significant needs and preschool students with disabilities whenever possible. However, contingency plans will be developed to address remote learning needs in the event of intermittent or extended school closures.

The special education program and services will be provided in the least restrictive environment (LRE) as identified by students' IEPs. The LRE determination will be made by the CSE/CPSE in coordination with parents. The CSE/CPSE will determine, on an individual student basis, whether any recovery or compensatory services are warranted, and if so, identify and provide the appropriate provision of such services. All compensatory services will be documented by the District.

Students will receive the accommodations, modifications, and supplementary aids and services as provided by their IEPs regardless of the method of instruction. This includes the provision of assistive

technology as required by IEPs and support to assist students and their parents with accessing the assistive technology.

The District will provide to parents the procedural safeguards and prior written notice as required by the regulations.

### **Prioritization of In Person Services**

As a district, Holland Central School district strives to meet the needs of our learners with the most severe needs. With that in mind, special education students in grades K-4 will be scheduled for daily, in person face to face instruction. Holland CSD provided Special Class (15:1, 12:1:1 and 8:1:1) students in grades 5-12 will attend school daily, receiving their respective special class programming face to face on a daily basis. Holland CSD will look to prioritize the provision of related services on days that the students are physically present. Students will be required to follow social distancing and PPE practices as previously indicated in this reopening plan.

### **Communication and Parental Involvement**

The District will promptly and thoroughly communicate to parents to inform them of the plan to implement their child's IEP regardless of the methodology of instruction or services. Such communication will be in the parents' preferred language or mode of communication.

The CSE/CPSE will continue to meet to review a student's evaluations, to conduct annual reviews, and/or to convene at parent or District request and, as appropriate, revise the student's IEP. Parents and the District may agree to conduct CSE/CPSE meetings using alternative means, such as by video conference and/or teleconference.

### **Progress Monitoring**

The CSE/CPSE will continue to monitor student needs and modify student IEPs as appropriate, including to address any changing student needs due to the period of remote instruction and extended time away from school.

### **Child Find**

The District will continue to implement its child find procedures to identify, locate, and evaluate all students with disabilities who may be in need of special education and related services. Prior to referring a student to the CSE/CPSE, the District will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. Parents may continue to refer students to the CSE/CPSE in accordance with the special education regulations.

Initial CSE and CPSE evaluations and reevaluations will continue to be conducted, either remotely or in-person, in accordance with the required regulatory timelines. The District will continue to follow

previous OSE guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet special education timelines. As appropriate, and as determined on an individual student basis, evaluations may be conducted remotely using technology and/or by employing a review of records.

## **Bilingual Education and World Languages**

### **Communication with families**

Communication and translations to parents/guardians will be in their preferred language and mode of communication.

### **Instructional Support to English Language Learners**

Instructional Units of Study must be provided to all English Language Learners (ELLs) based on their most recently measured English Language Proficiency, including former ELLs.

## Staffing

### General Considerations

Holland Central School District will ensure that all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for the assignment. The district will employ substitute teachers to address staffing needs for the allowable amount of days, given their qualifications and teaching assignment. All staffing regulations as outlined by NYSED will be followed.

### Vulnerable Employees

Employees with health concerns, those considered to have vulnerabilities, and/or staff who are at increased risk for severe COVID-19 illness are encouraged to contact the Superintendent of Schools for additional guidance and information in response to their unique situation so appropriate accommodations may be considered. Please see additional information outlined earlier in this document.

## Teacher and Principal Evaluation System

On June 7, 2020, Governor Andrew Cuomo issued Executive Order 202.39, which waived all APPR requirements for school districts for the 2019-2020 school year. **The Governor's Executive Order only applied to the 2019-2020 school year, and districts are expected to implement their NYSED approved APPR plans in the 2020-2021 school year.**

The Holland Central School District will follow the following guidance from NYSED when completing teacher and principal evaluations:

- Utilize measures that provide useful information to district administrators and the educators who are being evaluated in order to ensure equitable access to effective educators for all students.
- Provide training, feedback and support to educators as they adjust their practice to include remote or blended learning opportunities for students.
- Review assessments chosen as evidence of student growth in the APPR plan to ensure that these assessments are aligned with instructional plans for the 2020-2021 school year and do not result in any testing of students that is not necessary to support teaching and learning.
- Review the process for setting growth targets and measuring student growth to ensure strong alignment to instructional priorities, understanding that in lieu of the COVID-10 crisis, what is locally determined to be a year's worth of growth may look different from previous years.
- Review teacher and principal practice rubrics to determine the priority areas depending on the given instructional model. Designate components of the rubric that are observable under this model.

