

# Orchard Park Central School District

## District Reopening Plan 2020-21



Originally drafted July 2020, adopted August 2021;

Revised January 2021;

September 2020 - Current: All Pre-Kindergarten - 3rd Grade Students, English Language Learners and 1:12:1 Students Attend In-Person Instruction Every Day. Grade 4-12 Students Attend In-Person Every Other Day.

*Revised April 2021 to offer additional full-time, in-person learning opportunities as permitted by updated guidance issued by the New York State Department of Health ("NYSDOH") on April 9, 2021, and to address potential return of all students to full-time, in-person learning.*

*Revised 6/9/21- Based on Judge Calaiocovo's 5/7/21 temporary order to have Orchard Park 6-12 students return to daily FT instruction on 5/17/21, with the condition that the Erie County COVID transmission rates fall below or near the 100/100,000 cases. Prior to the 5/17/21 return, the rates did fall below the 100/100,000 cases, with 6-12 students*

***returning to daily FT in person instruction, which aligned with the district's plan for this return based on the transmission rates allowing for this return, with 3 feet social distancing.***

***Additionally on 6/6/21, The New York State Education Department revised guidance which now allowed districts the choice to have students unmasked when outside of the school buildings. Per the new guidance that was announced on 6/7/21, masks still need to be worn by students and staff inside school buildings and school buses, except during designated mask breaks and meal times. The updated SED guidance is Appendix V.***

# OPCSD Reopening Planning & Preparation



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## INTRODUCTION

April 2021 Revision

Since the drafting of this reopening plan in July 2020, the medical and scientific professional communities have continued to study the COVID-19 virus, its transmission, and effective measures to minimize risk while balancing the social-emotional need to return to normalcy. Traditional school with daily in-person learning offers interpersonal connections, structure, and academic and physical supports that are challenging, if not impossible, to replicate in a remote setting. While OPCSD has been able to provide daily in-person learning for all students in grades PreK - 3, all English Language Learners in grades PreK-12, and our students in special education self-contained classrooms in grades K-12, our non-remote students in grades 4-12 have experienced a hybrid learning model (in-person every other day with asynchronous learning on non-attendance days). Recognizing that some students in the grades 4-12 hybrid model needed greater support and structure to their academic program, throughout the fall and winter additional supports and opportunities to be on-site have been provided including remote learning support on non-attendance asynchronous learning days and in-person structured study halls with academic support. This has resulted in more students onsite daily.

Throughout the past 13 months, there has been ongoing revisions to the guidance provided for schools. On March 19, 2021, the Centers for Disease Control and Prevention (CDC) decreased its social distancing recommendations, while wearing face coverings, from 6 feet to 3 feet in specified circumstances, and on April 9, 2021, the New York State Department of Health (NYSDOH) issued updated guidance for PreK-12 public schools that largely adopts the CDC's recommendations. Accordingly, and per the Order of Justice Emilio Colaiacovo in a legal action that seeks to compel OPCSD to offer in-person learning on a full-time basis to all students, OPCSD has revised its reopening plan to accommodate as many students as possible who wish to return to in-person learning on a full-time basis as permitted by the updated guidance.

In full disclosure and transparency to our stakeholders it is important to note the contingencies and assumptions of this plan, which include:

- Those families who are medically vulnerable or otherwise chose to attend school in a fully remote learning environment remain in that learning model for the remainder of the school year;
- Those families who committed to transporting their children to/from school daily continue to do so for the remainder of the school year; and
- 3 feet of social distance in classrooms is measured from the student's midline (center of student chair) to the neighboring student chairs, per NYSED guidance. If NYSDOH or

ECDOH has a different interpretation of how distancing between students must be measured is likely to impact this plan, including the number of students we are able to have onsite daily while ensuring compliance with health and safety guidelines.

- Continued use of barriers in classrooms whenever students are situated less than the recommended social distance, consistent with the District's setup throughout the 2020-2021 school year, along with increased air ventilation (i.e. open windows) when appropriate.
- Erie County presently (April 13, 2021) is within a high transmission rate zone, which effectively prevents OPCSD from offering full-time, in-person learning to all of those at this time.

Revisions to this plan include the following based on a reduction in social distancing requirements in accordance with the March 19, 2021 CDC guidance and updated guidance from the NYSDOH on April 9, 2021:

- Increased density within classrooms at grades 4 and 5. Students have experienced class sizes of 12-15 on hybrid attendance days. When all hybrid students return to onsite instruction daily, class sizes will increase to up to 25 students per class;
- Increased density on elementary school buses with grade 4 and 5 students returning to onsite daily instruction;
- Increased density in common areas of the school (i.e. hallways, eggresses, libraries, etc.);
- Decrease from 12 ft. of social distancing while exercising in Physical Education or in music classes where air is projected to 6 ft. of distancing;

#### 6/9/21 Revision

Based on Judge Calaiocovo's 5/7/21 temporary order to have Orchard Park 6-12 students return to daily FT instruction on 5/17/21, with the condition that the Erie County COVID transmission rates fall below or near the 100/100,000 cases. Prior to the 5/17/21 return, the rates did fall below the 100/100,000 cases, with 6-12 students returning to daily FT in person instruction, which aligned with the district's plan for this return based on the transmission rates allowing for this return, with 3 feet social distancing.

To summarize, this revised reopening plan seeks to maintain the same level of in-person instruction that is currently being provided to our students (K-5), and seeks to return 6-12 grade students to full-time, in-person instruction per the updated guidance. The judge's order and the drop in transmission rates below 100/100,000 has allowed for this 6-12 return to FT, in person instruction. In certain classrooms, this will require the continued use of polycarbonate barriers where recommended social distancing cannot be maintained, along with increased air ventilation (e.g. opening windows whenever permitted by the weather). This return for 6-12 occurred beginning 5/17/21.

Additionally on 6/6/21, The New York State Education Department revised guidance which now allowed districts the choice to have students unmasked when outside of the school buildings. Per the new guidance that was announced on 6/7/21, masks still need to be worn by students and staff inside school buildings and school buses, except during designated mask breaks and meal times. The updated SED guidance is Appendix V.

## **Background**

The safety of our students, staff and community are of the utmost importance. The Orchard Park Central School District's COVID-19 Reopening Plan establishes and explains the procedures, practices and safeguards needed to meet the recommendations and guidance outlined by the following governmental agencies:

- Centers for Disease Control and Prevention (CDC) [CDC Guidance for K-12 Schools](#);
- Federal Occupational Safety and Health Administration (OSHA) [www.osha.gov](http://www.osha.gov);
- New York State Department of Health (NYSDOH) <https://coronavirus.health.ny.gov/home>;
- New York State Education Department (NYSED) <http://www.nysed.gov/coronavirus>;
- New York State's "New York Forward" guidelines <https://forward.ny.gov/>.

Based on the aforementioned guidance, we have developed procedures related to the Operations and Instruction for three scenarios: Face-to-Face, Hybrid and Remote Learning. Understanding the ever-changing nature of this pandemic, we have developed a plan to allow us to switch learning modalities if necessary.

## **Four Phases of Reopening & Maintaining Safety**

1. Planning for September 2020;
2. Launching the 2020-21 School Year;
3. On-going monitoring & assessment during the 2020-21 School Year;
4. Planning and implementation for a return to full time face-to-face instruction for all students as permitted by applicable guidance.

Additionally, each topic of the plan contains guidance, procedures, protocols and/or other measures which explain practices that need to be considered in order to maximize the health and safety of students and staff.

## **Plan Development**

This plan was developed in collaboration with key stakeholders from all constituent groups, including:

- Administrators
- Orchard Park Teacher Representatives

- Orchard Park School Related Professional Association
- Dr. Lauria, District Physician
- Parent involvement via parent survey
- Board of Education

| IMPORTANT CONTACT INFORMATION                  |  |
|--|--|
| For questions about...                         | Contact information  |
| A course, assignment or resource               | The assigned teacher   |
| A technology-related problem or question       | <p><b>If You Do Not Have Internet Access In Your Home</b></p> <p>The Spectrum Internet Assist program provides reliable, high-speed internet access at an affordable price for those who qualify. Eligible low-income households can receive discounted 30 Mbps high-speed internet, along with Security Suite and an internet modem, at no additional charge.</p> <p>Spectrum Internet Assist requires no contracts, and as always, there are no data caps or hidden fees.</p> <p>To qualify for this program, one or more members of your household must currently receive assistance under one of the following programs:</p> <ul style="list-style-type: none"> <li>• National School Lunch Program (NSLP)</li> <li>• Community Eligibility Provision (CEP) of the NSLP</li> <li>• Supplemental Security Income (For Applicants 65+ Years of Age)</li> </ul> <p><a href="https://www.spectrum.com/browse/content/spectrum-internet-assist.html">https://www.spectrum.com/browse/content/spectrum-internet-assist.html</a></p> <p><b>Technical Support at Home</b></p> <p>If any families or staff require technical support during the extended closure, please email <b>technology@opschools.org</b> and a member of our technology department will assist you as soon as possible.</p> |
| Social-emotional, personal or academic concern | School counselor, social worker or school psychologist, whose contact information can be found within the school contact information listed below.   |
| Free breakfast & lunch                         | Jeff Petrus, Assistant Superintendent for Business at <a href="mailto:jpetrus@opschools.org">jpetrus@opschools.org</a>   |



## IMPORTANT CONTACT INFORMATION FOR EACH SCHOOL

### Orchard Park High School

| Role                     | Contact Information   |
|--------------------------|---|
| Principal                | Jonathan Wolf 209-6242  |
| House 1                  | Interim Principal: David Hack 209-6213<br>Counselor: Jennifer Stahl 209-6257<br>Counselor: Mike Behm 209-6256<br>Social Worker Amy Klube 209-6202     |
| House 2                  | Principal: William Lynch 209-6223<br>Counselor: Aaron Bove 209-6265<br>Counselor: Ann Marie Cervoni 209-6266<br>Social Worker: Amanda Mohler 209-6218 |
| House 3                  | Principal: Matthew Fisher 209-6313<br>Counselor: Amy See 209-6272<br>Counselor: Ann Linder 209-6271<br>Social Worker: Chuck Kron 209-6240             |
| OPHS School Psychologist | Joe Adamec 209-6383   |
| OPHS School Nurse        | Michelle Lucidi 209-6296  |

### Orchard Park Middle School

| Role                 | Contact Information   |
|----------------------|---|
| Principal            | Aaron Grupka 209-6448   |
| Assistant Principals | Molly Dehlinger 209-6229<br>Brandon Pafk 209-6262   |
| School Counselors    | Sarina Scaccia 209-6269 (6th grade), Elizabeth Nobel 209-6231 (7th grade), Bernadette Clark 209-6232 (8th grade)  |
| Social Workers       | Maryanne Mulawka-Baumgartner 209-6303 (6th grade), Julie Maxwell (7th grade), MaryJo Kajfasz 209-6343 (8th grade) |
| School Psychologist  | Jennifer Krajnik 209-6341   |
| School Nurse         | Bailey Bond 209-6261  |

### Eggert Elementary School

| <b>Role</b>         | <b>Contact Information</b> |
|---------------------|----------------------------|
| Principal           | Missy Szczesniak 209-6445  |
| School Counselor    | Angela Krempa 209-6426     |
| Social Worker       | Elizabeth Duffet 209-6369  |
| School Psychologist | Lindsey Jerge 209-6403     |
| School Nurse        | Rebecca Banks 209-6216     |

### **Ellicott Elementary School**

| <b>Role</b>         | <b>Contact Information</b>   |
|---------------------|------------------------------|
| Principal           | Paul Pietrantone 209-6443    |
| Social Worker       | Katie Connelly 209-6387      |
| School Psychologist | Jocelyn Hartney 209-6318     |
| School Nurse        | Melissa Odrzywolski 209-6276 |

### **South Davis Elementary School**

| <b>Role</b>         | <b>Contact Information</b>   |
|---------------------|------------------------------|
| Principal           | Jeffrey Dolce 209-6442       |
| Social Worker       | Bridget Pietrantone 209-6160 |
| School Psychologist | Lynn Roberts 209-6159        |
| School Nurse        | Betty Hurley 209-6219        |

### **Windom Elementary School**

| <b>Role</b>         | <b>Contact Information</b>     |
|---------------------|--------------------------------|
| Principal           | Phillip Johnson 209-6282       |
| School Counselor    | Kristen Hutchenreuter 209-8190 |
| Social Worker       | Ashley Chadwell 209-6351       |
| School Psychologist | Jenny Mydzian 209-6314         |
| School Nurse        | Sarah Johnson 209-6322         |

### **3. Communication/Family & Community Engagement**

#### **District level**

The Superintendent of Schools will provide regular communication to families, responsive to recent changes/developments. Communications regarding academic instructional outlines, support for free breakfast/lunch, technological assistance, and mental health support are the foundation of these communications. Additionally, logistics of the closure and its implications on instructional delivery, grading, graduation requirements, etc. are communicated to families.

The District utilizes iConnect to send emails and/or text messages to families. The District also utilizes social media and the press to share information with the community.

#### **School building level**

The building principals regularly send communications to families via email. Additionally, building principals send messages to students via our virtual morning announcements.

#### **Teacher level**

Teachers communicate with families via email and telephone communications. Additionally, some teachers utilize SeeSaw and other communication tools. Google Classroom (our Learning Management System) and PowerSchool (our student data system) are also used to provide insight in student engagement with assignments.

#### **Home/School communications with Social Distancing constraints**

- Virtual Open House
- Parent/Teacher Conferences via video conferencing
- Parent Information Series

#### **4. Health and Safety**

[June 17, 2020 Safety Procedures to Staff](#)

Communications to Faculty, Staff

[July 15, 2020 Communication to Faculty & Staff](#)

## Personal Protective Equipment (PPE)

In accordance to the NYSED and NYSDOH guidance, **face coverings are defined as:**

***Cloth face coverings including homemade masks, disposable masks, neck gaiters that cover the nose and mouth, etc. Cloth face coverings are not surgical masks, respirators or other medication personal protective equipment.***

Therefore, as defined, face shields are not an acceptable replacement for a face covering. If a student has medical, behavioral and/or special education needs that do not permit him/her to wear a face covering, parents are advised to communicate with the school principal so all available accommodations can be considered. Employees requesting an accommodation should contact the Assistant Superintendent for Personnel.

We will communicate the following expectations for wearing face coverings:

Students must wear a face covering:

- On the school bus;
- Entering/exiting the building;
- Traveling through the building/hallways;
- In classrooms except for designated mask breaks or while eating meals/snacks (see note below).

In a typical classroom, a teacher is circulating the room, checking on students' work and progress and having 1:1 conversations with students. Standing at the front of the room lecturing is not the most efficient teaching method. Additionally, students have movement within classrooms (to get up and sharpen a pencil or to get a tissue, for example). The balance between creating a comfortable classroom environment where students are not forced to remain in their seats for extended periods and the scientifically proven safety that comes with wearing a face covering is a delicate balance. Therefore, it is anticipated students will be wearing face coverings while in their classrooms except while eating and for designated mask breaks. Students will remove masks while eating breakfast and/or lunch, where 6 ft distancing will be maintained.

- Disposable face coverings will be available at each school and on school buses for students, staff and visitors in the event an individual does not have a face covering.
- The District has appropriate PPE on hand and a plan for continuous replenishment of necessary PPE.
- School personnel will assist students who have difficulty in adapting to wearing a face covering.
- The District will provide training to students, faculty, staff and families on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will extend to contractors and

vendors, if the District will be supplying the contractors and vendors with PPE.

### **Social Distancing**

Social distancing of 3 ft. (or 6 ft. during aerobic activity, activities requiring projecting the voice, and band/playing an instrument using your breath) will occur during instruction and whenever practicable. Additionally, students, faculty and staff will wear appropriate cloth face coverings at all times, except during designated mask breaks or during meals/snack time.

Creativity and proactive solutions have been sought to ensure safety and 3 ft. of social distancing as much as possible. This includes using outdoor places for instruction (such as Physical Education) and using alternate and non-traditional locations (such as meals eaten in a gymnasium or on an auditorium stage, and/or “picnic” meals eaten outside under a tent or pavilion shelter). Additionally, as we transition to the spring, there will be increased opportunities for instruction to occur outside and/or for windows to be open for increased ventilation.

### **Meetings**

Faculty and staff meetings, department meetings, interviews, CSE meetings, training, professional development, and any other situation requiring dense congregations of people will be held using video or tele-conferencing when possible. Situations requiring in-person gatherings will ensure appropriate social distancing is maintained and will be held in open, well-ventilated spaces. Masks will be required when social distancing is not able to be maintained at all times, except during designated mask breaks or during meals/snack time.

## Health Screenings

- All students will be screened by the parent/guardian at home prior to boarding the bus/coming to school using a checklist provided by the district. (Appendix A) If the child presents with COVID-19 symptoms the parent/guardian is **requested to contact the building nurse as soon as possible** and **the child should be kept at home**. All other “non-COVID-19” absences should be reported to the attendance clerk in each building if applicable.
- Staff must self assess prior to entering the building. Checklists/Questionnaires will also be provided to staff and parents, and posted at each building main entrance for visitors/vendors/contractors to complete before being granted access to the building: using the Health Questionnaire for COVID-19 Screening linked below.
  - Appendix A [Health Questionnaire for COVID-19 Screening](#)
- Each building will display and share with parents, age appropriate posters as reminders of proper hand washing, how to properly wear a cloth face covering, how to stop the spread of COVID-19 and how to protect yourself and others. Resources, including those listed below, can be found in the Appendix of this document.
  - Appendix B [Hand Washing Poster for Elementary Schools](#)
  - Appendix C [Hand Washing Poster for Secondary Schools](#)
  - Appendix D [Hand Washing Poster for the Workplace](#)
  - Appendix E [Hand Washing Poster for Parents/Community](#)
  - Appendix F [Hand Washing "Health is in Your Hands" Poster](#)
  - Appendix G [Prevention Info Sheet](#)
  - Appendix H [Share Facts about COVID-19 Info Sheet](#)
  - Appendix I [COVID-19 Info Sheet](#)
  - Appendix J [Stop the Spread of Germs Poster](#)
  - Appendix K [Stop the Germs! Wash Your Hands Poster](#)
  - Appendix L [Cover Your Cough! Poster](#)
  - Appendix M [How to Safely Wear and Take Off your Mask](#)
  - Appendix N [Wear a Cloth Face Covering to Protect you and your Friends](#)
- Weekly robo calls and text messages will be sent to all families to remind them to conduct daily screening at home prior to boarding the bus/coming to school. These reminders will be sent to all families on Sunday evenings or Monday evenings if there is a scheduled day off on Monday.
- The District will notify parents/guardians that if they are experiencing hardship, and cannot afford a thermometer, that they should contact their school nurse and one will be provided for their family for daily screening requirements.

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

Each building will identify a location (separate from the Health Office) to house students and staff that exhibit COVID-19 symptoms until they can exit the building. A staff member will be assigned to supervise students until a parent/guardian arrives to pick them up. The staff member will maintain social distancing and be provided appropriate PPE equipment including a face shield, face covering, gown, gloves, and a 2-way radio so that the school nurse, front desk monitor and staff member can communicate regarding the student and when the parent/guardian arrives for pick up.

**Protocol for students/staff that exhibit COVID-19 symptoms:**

If a student presents with symptoms related to COVID-19, the teacher should use their classroom phone to communicate with the school nurse that they are sending a student to the office for assessment. 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. Please note that per our District Medical Director, Dr. Lauria, any child presenting with COVID -19 symptoms, that cannot otherwise be explained, the school nurse will notify the parent/ guardian immediately to come and retrieve the child from school. Parents should then follow the protocol outlined in the Erie County Department of Health Flowchart.

Please see Appendix O: [Erie County DOH Quarantine Flowchart](#)

**If a child is sent home with COVID symptoms in order to return to school:**

If a child/employee is sent home with COVID-19 symptoms, the nurse will give the parent/guardian a form that indicates the protocol that must be followed to return to school. This form was created by the ECDOH and the many of the local Primary Medical Doctors that service our community. The building nurse will review the form with the parent/guardian when the student is released from school and also share the latest guidance from the ECDOH on procedures/protocols to be followed with regard to quarantine, siblings, and contact tracing. . Please review them carefully.

The form MUST be used and a note MUST accompany a child when they return to school to explain the reason for absence. If the child was out due to COVID like symptoms, the note must be from the primary care doctor. If a child comes back to school, with NO NOTE, they will be held in the office and parents will either need to bring the note or come and get the child and take them home. NO NOTE-NO RETURN TO SCHOOL, per ECDOH.

Please refer to Appendix P [Return to School Note](#)

Appendix Q [Latest Guidance from the ECDOH regarding COVID symptoms and test results](#)



## **Contact Tracing**

Who is a close contact of someone who has been diagnosed with COVID-19? A close contact is defined as any individual who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset (or, for asymptomatic patients, 2 days prior to positive specimen collection). The important task of contact tracing is dependent on the accuracy of our records. The following records will be utilized and analyzed when contact tracing occurs:

- Attendance records to determine who was present and onsite (both students and teacher/staff attendance records);
- Bus route rosters;
- Substitute employee records (substitute teachers, aides, etc.) through the AESOP absence management system;
- Our visitor management system (T-Pass), which provides the date and entrance/exit time of all visitors.
- Vaccination status (fully vaccinated individuals are not deemed to be close contacts per the ECDOH).
- Medical history. Updated guidance no longer requires quarantine for individuals who were diagnosed with COVID-19 in the previous 3 months.

Building principals and the COVID-19 Points of Contact will work with the Erie County Department of Health Contact Tracing unit to determine close contacts of the individual exhibiting symptoms. Close contacts of our employee(s) or student(s) will be contacted by the Erie County Department of Health to advise them of the need to quarantine if necessary. Parents must follow the protocol given to them by the Erie County Department of Health.

## **COVID-19 Points of Contact**

- District Point of Contact: Dr. Gerald Lauria, District Medical Director
- Eggert Elementary: Rebecca Banks, School Nurse, RN
- Ellicott Elementary: Melissa Odrzywolski, RN
- Orchard Park High School: Michelle Lucidi, School Nurse, RN
- Orchard Park Middle School: Bailey Bond, School Nurse, RN
- South Davis Elementary: Betty Hurley, School Nurse, RN
- Windom Elementary: Sarah Johnson, School Nurse, RN

### **Conducting school safety drills amid COVID-19**

- All required NYS school safety drills will be conducted with the consideration of the social distancing and face covering requirements. It is understood that evacuation drills will likely take longer than they would without social distancing.
- As part of the drill, students should 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 (adults)**

The following groups are at increased risk for complications from COVID-19 and may need accommodations to perform their job duties. 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
- Initial information to all employees within OPCSD regarding medically vulnerable/high risk groups was delivered on July 21, 2020. 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.

***Information regarding vulnerable students is located later in this document.***

### **Monitoring of attendance**

- Student attendance

- Nurses will monitor student attendance for COVID-19 related absences using a log sheet. NO personally identifiable information will be contained on the log sheet, just numbers of students exhibiting symptoms. [School Nurse log sheet for COVID-like Symptoms](#) (Appendix R).
- Staff attendance will be monitored through AESOP.
- During virtual or hybrid instruction, student attendance will be monitored and entered through PowerSchool.

## 5. Facilities

### Preparations

- To prepare for the arrival of students, teachers and staff, the following safety enhancements will be completed in each school building prior to the first day of teacher attendance:
  - Markings for one-way traffic patterns through halls at all buildings
  - Markings to indicate 3 ft. social distancing where applicable
  - Signage installed at entrances and throughout buildings to inform and remind occupants of proper hygiene recommendations
  - Remove all gathering rugs and furniture (i.e. couches, tents, etc)
  - Removal of excess furniture to create additional space for social distancing of students and staff
  - Install polycarbonate shield partitions for forward-facing high contact positions (i.e. main office secretaries)
  - Install polycarbonate shield partitions for student separation in spaces where a minimum of 3 ft. social distancing may not be possible
  - Additional hand washing stations will be added to increase hand washing opportunities for students and staff
  - Provide hand sanitizer (60% alcohol or greater) in all classrooms as well as common areas. Hand washing with soap and water should be taught and encouraged especially when hands are visibly soiled. Hand sanitizer can be used if soap and water is not available. *\*Alcohol based hand sanitizer should only be used by children under adult supervision*
  - Review all HVAC settings to ensure all spaces are provided adequate ventilation
  - HVAC filters will continue to be changed at recommended regular intervals with MERV 11 rated or greater filters

## **Capacity**

- Capacities for the maximum number of people (based on room square footage, student enrollment, and social distancing considerations) have been determined in:
  - Classrooms
  - Cafeterias
  - Auditoriums
  - Gymnasiums
  - Libraries

## **Spaces (communal spaces, gathering spaces)**

- Each building has determined the communal spaces (i.e. library, computer lab, art room, music room) that will be repurposed as a classroom instructional space to provide greater social distancing and/or smaller class sizes.

## **Visitors to the Building**

- Building procedures
  - Limit access of visitors (i.e. no parent volunteers, guest speakers, student teachers, etc.)
  - Communication to parents, community regarding limitation of visitor access
  - Training of Front Desk Monitors
    - All visitors must read and answer the self assessment questions before being allowed entry to the building

## **Special considerations**

- Before/after school child care by the YMCA (spaces within the building to support cohort grouping of students and social distancing, cleaning before/after their use)
- Water fountains - traditional water fountains and classroom bubblers will be disabled and capped to avoid potential sharing/bottle filling stations will remain operational.
- Vending machines (cleaning of frequently touched surfaces)
- Restrooms
  - Disable hand dryers and ensure availability of paper towel dispensers
  - Limit capacity in restrooms
  - Face coverings must be worn in restrooms

## **Cleaning/Disinfecting Procedures**

- Disinfecting should never be done by children (i.e. wipes, spray bottles for desks)

- Cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs
- Pre-Arrival/Arrival of Students
  - Clean and disinfect areas used by groups before the start of the school day (i.e. YMCA)
- During the School Day
  - Clean and disinfect high touch areas such as door handles, stair railings, elevator buttons, etc. after arrival and mid-day. All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable.
  - Bathrooms will be cleaned and disinfected frequently during the school day
- Lunches
  - Cafeterias - If the cafeteria is used for lunch periods
    - Tables will be cleaned by cafeteria monitors after each lunch period;
    - Garbage will be emptied after each lunch period.
  - Classrooms, gymnasiums, or other common areas may be utilized to offer 6 ft. of distancing while eating and unmasked. If 6 ft. of distance cannot be provided, polycarbonate barriers will be utilized. We acknowledge the CDC March 19, 2021 guidance and the NYSDOH April 9, 2021 guidance no longer recommends the use of polycarbonate barriers. However, in order to continue to provide the same level of in-person instruction that the District has provided to its students throughout the 2020-2021 school year, it is necessary that the District continue to utilize barriers (as well as increased air ventilation) in certain classrooms where the recommended social distance cannot be maintained. Also, if ordered to return all students to in-person instruction, we have incorporated the use of barriers as an additional mitigation measure to the extent that space constraints may preclude us from maintaining recommended social distancing at all times, such as during meals. As weather permits, we will open windows to increase ventilation, or permit students to eat outdoors as supervision allows.
  - Cleaning of surfaces will occur in between student use to protect students with life threatening food allergies.
    - During the school day, shared spaces will be cleaned between usage (i.e. desks)
    - Teachers will tie up garbage bags and leave them in the hall after lunch where custodial staff can then pick them up.
- After the School Day
  - Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day
    - Routine cleaning includes:

- Clean all high touch items such as light switches, door knobs, handrails, desk tops, counters, handles, faucets, etc.
  - Dust mop and/or wet mop floors
  - Empty trash receptacles and replace liners
  - Clean restrooms
  - Dust
  - Vacuum carpeted areas
- Disinfecting will occur after routine cleaning is completed
  - Spray disinfecting should not be done when the space is occupied by children. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to leave.
- Playgrounds and Outdoor Areas
  - Hand sanitizing station(s) will be at playground entrance areas. Students will sanitize hands before/after use. Similarly, when accessing other outdoor learning spaces, hand sanitizing stations will be available outdoors or as students exit the building.
  - Maintain per CDC guidelines for outdoor areas: Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people.

## **Community Use of Facilities**

Initially and upon reopening, the District facilities will not be open for community use. Our priority will be safely supporting the academic and instructional program while focusing efforts on cleaning and sanitation. Therefore, general community use of our school facilities will not be permitted. The only exception to this will be our partnership with the Southtowns YMCA (a NYS licensed childcare provider), which provides critical support to families in need of child care. The District will communicate its temporary suspension of facility use by the community, which includes but is not limited to Community Education, Town of Orchard Park Recreation, Boys/Girls Scouts, District-affiliated community events (i.e. PTO events), and the use of gymnasiums and pools by community organizations.

When school and academic programming are not in session, such as the summer of 2021, permits for community use of the facilities will be considered. Community use of facilities will be limited at Orchard Park Middle School and Eggert Road Elementary School, where the district will host summer school programs.

## 6. Child Nutrition

### Food service (breakfast and lunch)

- Breakfast and lunch procedures
  - **Elementary Schools** students will eat in their classrooms unless there are children in the classroom diagnosed with life threatening food allergies. Classes with students with food allergies will eat in the cafeteria with social distancing practices in place. Students will wear masks when not seated. Lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
  - **Orchard Park Middle School** will schedule four lunch periods a day as per the usual school schedule. Students will sit only at designated areas, 6 feet apart from one another in the dining hall and additional spaces. OPMS Students will wear masks when not seated in the dining hall (i.e. in the food serving lines, walking to trash cans, etc.). OPMS lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
  - **Orchard Park High School** will run 20 minute lunch periods, four times a day as per the usual school schedule. Students will sit only at designated areas, 6 feet apart from one another in the cafeteria, the commons, and other designated areas. OPHS Students will wear masks when not seated during lunch (i.e. in the food serving lines, walking to trash cans, etc.). OPHS lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
- School personnel will prohibit sharing of food and beverages (e.g., buffet style meals, snacks), unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

## **7. Transportation and Arrival/Dismissal**

### **Transportation Planning and Bus Capacity**

- During the planning phase, communication from the district to families has been shared to encourage students to walk to/from school and to encourage parents to drop off/pick up students. This has allowed for the district to reduce density on district provided transportation.

### **Daily Transportation Procedures and Health & Safety Procedures**

- Students will be required to wear face coverings at all times while on the bus. Disposable face coverings will be provided to students who do not have their own when boarding the bus.
- All bus drivers and bus attendants will be monitored on a daily basis, including responding to self-monitoring protocol.
- Buses will be cleaned and disinfected on a daily basis. Drivers will wipe down high touch surfaces between bus runs. In order to reduce the density of students on buses, no more than one student will be assigned to each seat, unless they are from the same household.
- Bus drivers will be required to wear face coverings at all times. Students and staff should wear face coverings at bus stops and on buses.
- We will instruct and train students and parents regarding how to maintain 3 ft. distancing at bus stops and while loading and unloading.
- If having more than one student per seat, household members will sit together upon entering the bus.
- Windows will be open on school buses, as weather permits, to increase ventilation.
- All high touch surfaces will be cleaned between elementary, middle school and high school runs.
- Buses will be disinfected after the morning and afternoon bus runs.
- Bus drivers and monitors will not be permitted to carry individual personal bottles of hand sanitizer while on the school bus.
  - Hand sanitizer will be provided in common areas of the transportation facility.
- All members of the transportation department will be provided appropriate PPE, as well as regular training regarding the proper use of social distancing and PPE.
  - Gloves will be provided to those who have direct contact with students.

### **Alternate Bus Routing**

- OPHS will consider allowing all students in grades 11 and 12 to drive to/from school to reduce capacity on school buses.
- As in previous years, the YMCA will be available for child care wrap around



services at our four elementary buildings, beginning at 7 AM and extending after school until 6:00 PM. This critical child care support for families will be an exception to our prohibition of community use of school facilities, and will reduce capacity on school buses.

### **Arrival/Dismissal Changes for Parent Drop off and Pick up**

- Traffic flow patterns and procedures for drop off and pick up have been developed to ensure density control. Specific procedures, by building, will be shared prior to the start of the school year with all constituent groups.
  - Increased drop off and pick ups
  - Parents will not be entering the building
  - Use of radios to call for a student when a parent arrives
  - Consider staggered drop off and pick up times to ease congestion

### **Other Considerations**

- Open Campus at OPHS
  - Open Campus will be maintained for late arrivals, and early dismissal at the end of the day to limit exposure.
- As required, all nonpublic, parochial, private, charter schools, or students with out of district placements (IEP) will be provided public transportation when/if the district is not in session but the child's school is in session, as defined by regulation.

## **8. Social-Emotional Well Being**

### **Mental Health of students, faculty/staff, families**

At each building, members of the Pupil Personnel Services (PPS) team, which include school psychologists, social workers and counselors, identified at-risk students. A member of the PPS team will check in with these students (at minimum) on a weekly basis.

When a teacher newly identifies a student at risk, based on behaviors such as lack of engagement, the teacher is the first level of intervention with the family. If concerns are still present, the teacher makes a referral to a member of the PPS team. If concerns are not remedied, the PPS professional involves the building principal.

### **Parent Information Series & Professional Development 2020-21**

Resources to support families and staff on relevant topics such as stress management and anxiety will be provided. Resources will include guest speakers, webinars, and the sharing of

community-based resources via our website and communications.

### **Instructional and/or Social Emotional Supports**

Teachers, teaching assistants, teacher aides and/or members of the PPS team will be utilized to provide support to students as follows:

- Daily check-in with students to support their IEP. This can include academic support, time management of assignments, etc. in accordance with the IEP goals and accommodations.
- Students identified by the building principal (in consultation with the PPS team) will be provided support to assist students and families to remove barriers to education. This could include technology support, time management support, motivation/encouragement, opportunities for connections with a school staff member for social-emotional benefits, and academic support.



## **OPPD Welfare Checks**



The following guidance is shared with faculty, staff and administrators when facing a student/family concern.

### **Immediate Concerns of Health/Safety**

If there is ever an immediate concern of a student's health and safety, please call the OPPD or Child Protective Services right away for assistance. The OPPD can be reached at (716) 662-6444; NYS Child Abuse Hotline is: 1-800-342-3720; or call 911.

### **Concerns Related to School Disengagement**

To ensure the OPPD resources are best utilized, we will adhere to the following protocols prior to requesting a Welfare Check from the OPPD when a family has disengaged from school work. This is an effort to avoid using the OPPD resources to check on a family who has chosen to disengage from school work, but there may be no health/safety issue.

1. When there is a concern for a family because they have completely disengaged from school work and school communications, teachers must first attempt to call the family. An email is not sufficient. Please call, and leave a voicemail message if necessary. Document the date, time and phone number called.
2. If the family does not return the teacher's call, please refer the matter to a member of the PPS team for support. Share the date, time and numbers called in your prior attempt(s). A member

of the PPS team will attempt to contact the family to offer assistance and ascertain the family's status (disengaged by choice, in need of assistance, etc.). The PPS team member will document the date, time and phone number(s) called.

3. If the PPS team member is unable to get in contact with the family, the matter will be referred to the school principal. The PPS team member will summarize the history of the dates, times, and phone numbers called for all previous attempts.
4. The Principal will reach out to the family, stressing the importance of their call back to confirm their safety.
5. After all of these steps have been exhausted, the Principal will determine whether or not a welfare check is warranted. If a welfare check is requested, the Principal will contact Capt. Fitzgerald on his cell phone.
6. All attempts to contact families by teachers, PPS team members, and Principals will be documented, indicating the method used to contact the family, date and time of attempt. Principals will summarize this in an email to Capt. Fitzgerald (and as documentation of the phone call to Capt. Fitzgerald) and cc: Dr. Lisa Krueger on their notification to Capt. Fitzgerald so that the District Office is aware that the attempts to contact a particular family have risen to a level where police assistance is requested.

## **9. School Schedules**

### **Master Scheduling**

Federal, state, and local guidance has been consistent that if we are in person, either face-to-face or hybrid, cohorting of students and limiting student interaction and limiting movement as much as possible will be the expectation. True cohorting of students - i.e. grouping students together and maintaining those groups throughout the school day - at all school buildings is impossible at full attendance capacity (rather than at 50% capacity in an every other day attendance hybrid model). In a hybrid model, students are cohorted into two groups, Group A and B, and attend school with members of the same family on the same day thereby reducing the number of potential exposures and/or quarantined students when contact tracing occurs. At 100% capacity, there will be less cohorting of students. At the elementary level, students will be grouped as a class as much as possible, with interactions with other classes minimized to the greatest extent possible. However, and particularly at the high school level with the volume of course offerings, electives, Advanced Placement, Honors, and special education programs results in students having individualized schedules where, literally, no two students have the same schedule, true cohorting is impossible. Thus, if cohorting is required at the middle and high school levels based on transmission data, per the CDC's and

NYSDOH updated guidance, it is important to be transparent with stakeholders that this cannot be accomplished at all middle and high school grade levels at 100% capacity in-person.

### **District-wide (all schools/buildings)**

- Whenever practicable, teachers will change classrooms while the students remain in the classroom to reduce hallway traffic.
- As referenced above, it is important to note we have been able to safely provide instruction since September 2020 based on our ability to use polycarbonate barriers when students are less than 6 ft distanced. The April 9, 2021 guidance, however, no longer recommends the use of polycarbonate barriers, and instead recommends cohorting of students, 3 ft of distancing (6 ft when eating meals, exercising and during music with projection of air), and increased ventilation. Since our classrooms have been using polycarbonate barriers when social distancing (and less than 3 ft, in some cases) cannot be provided, we are assessing classrooms and/or making adjustments to furniture and spacing as feasible but it is likely that we will need to continue to use polycarbonate barriers in certain classrooms in which students will need to be situated at less than the recommended social distance in order to maintain the same level of in-person instruction that has been provided throughout this school year. Individual school buildings have assessed the challenges of the discontinuation of polycarbonate barriers as an effective mitigation strategy, such as replacing classroom tables with individual student desks, and seek clarity from NYSDOH on this change. We have safely instructed students in grades K-3 daily for 120 school days, and grades 4-12 every other day with no evidence of transmission within our classrooms. The change from 6 ft social distancing or the use of polycarbonate barriers to at least 3 ft of social distancing with no regard for polycarbonate barriers jeopardizes our ability to maintain our current instructional model at grades K-3.

### **Elementary Specific Procedures**

- With redeployment of staff and using available classroom spaces, our goal is to have as small of class sizes as possible for the 2020-21 school year.
- Depending on class sizes, polycarbonate barriers will be used to allow for increased density per NYSED and NYSDOH guidance.
- ***Kindergarten through grade 3: Per updated NYSDOH guidance issued on April 9, 2021, the District is positioned to maintain our current model of offering students in grades K-3 daily in-person instruction, as we have done since September. We will analyze where furniture/classroom layout changes need to occur to offer 3 ft of distancing without the use of polycarbonate barriers, and will continue to use barriers if***

there are no alternative options in order to maintain the same level of in-person instruction that the District has provided throughout this school year.

- **Grades 4 & 5:** Under the new guidance, we will be able to offer in-person learning on a full-time basis to all students in grades 4 and 5, with 3 ft. of social distance in classrooms. Those students will stay together in cohorts as much as possible during the school day while limiting interactions between classes. However, to accomplish this change mid-year, schedule and teacher assignments may need to be adjusted. Additional teaching staff and support staff (i.e. teacher aides) may need to be hired. In some cases, this may mean that a student will have a change of teacher and/or a change to their class/cohort for the remainder of the school year.

### **Eggert Elementary**

Everyday attendance of all grade 4 and 5 students will require the following changes:

- Combine cohorts at grades 4 and 5 with 3 ft. distancing in classrooms.
  - Resulting class sizes in grade 4 classes will range from 19 - 21 per section.
  - Resulting class sizes in grade 5 classes will range from 23 - 24 per section.
- To maintain 6 ft. of distancing during lunch periods, extending the period of time that lunch will occur in the cafeteria will be necessary.
- For sections of grade 4 and 5 where they eat lunch in the classroom, 50% of the students will leave for lunch to decrease density. Identification of additional spaces for lunch to occur for students leaving the classroom is necessary to ensure 6ft. When possible these students can go outside for lunch, use part of the gymnasium, or another unused space in the school. Outdoor spaces will be used for lunch, weather dependent.
- Physical education staff will need to be increased, one PE teacher will need to be added to accommodate an additional 65 students each day in the building.

**Social Distancing: Current Room Set-Up for 3 feet for Instruction vs 6 feet for Lunch**

| Grade Level | % of classes with students NOT currently at 3 feet of distance | % of classes with students NOT currently at 6 feet of distance |
|-------------|--|--|
| UPK         | 0%   | 100%   |
| K           | 0%   | 80%  |
| 1           | 0%   | 0%   |
| 2           | 0%   | 0%   |
| 3           | 0%   | 0%   |

### **Ellicott Elementary**

*Everyday attendance of all grade 4 and 5 students will require the following changes:*

- *Combine cohorts at grades 4 and 5 with 3 ft. distancing in classrooms.*
  - *Resulting class sizes in grade 4 classes will range from 20 - 25 per section*
  - *Resulting class sizes in grade 5 classes will be 25 per section*
- *To maintain 6 ft. of distancing during lunch periods, extending the period of time that lunch will occur in the cafeteria will be necessary.*
- *For sections of grade 4 and 5 where they eat lunch in the classroom, 50% of the students will leave for lunch to decrease density. Identification of additional spaces for lunch to occur for students leaving the classroom is necessary to ensure 6ft. When possible these students can go outside for lunch, use part of the gymnasium, or another unused space in the school. Outdoor spaces will be used for lunch, weather dependent.*

### **South Davis Elementary**

*Following the updated guidance moving to 3 feet distance between students, South Davis K-3 classrooms can maintain their current enrollment; all students can be accommodated with desks at 3 feet, without the need for polycarbonate barriers. Kindergarten students sit at tables with at least 3 feet between them.*

*5th Grade: Sections would be rearranged to best align student needs, which will result in some students experiencing a different teacher and/or classmates for the remainder of the school year.*

*4th Grade:*

- *Add a new 4th grade section (new hire)*
- *Regroup 55 students (currently in 2 sections of 27 and 28) into sections of 20, 20, and 15*
- *Maximum number of desks is 20 at 3' and leaving 6' between staff and students.*
- *Room 123 would be the additional classroom for the newly hired teacher; three other teachers will need to be relocated, and a new location for speech services needs to be identified.*
- *This would result in students having a third (new) teacher and (some) new classmates for the remainder of the school year.*
- *All 4th grade students would be taught by all three teachers, in a departmentalized structure.*

*To maintain 6 feet distance during lunch:*

*K - desks/tables can be spread or students can sit on cushions at 6' spacing; or eat in the cafeteria; or eat outside, weather dependent*

- 1 - desks can be spread or students can sit on cushions at 6' spacing; or eat in the cafeteria; or eat outside, weather dependent
- 2 - desks can be spread or students can sit on cushions at 6' spacing; or eat in the cafeteria; or eat outside, weather dependent
- 3 - desks/tables can be spread or students can sit on cushions at 6' spacing; or eat in the cafeteria; or eat outside, weather dependent
- 4 - ½ class to eat in Commons Area at individual tables and ½ class eats in classroom at 6' spacing; or eat in the cafeteria; or eat outside, weather dependent
- 5 - ½ class to eat in Commons Area at individual tables and ½ class eats in classroom at 6' spacing; or eat in the cafeteria; or eat outside, weather dependent

Additional tables will be needed in the cafeteria, and new locations for staff dining and teacher preparation activities must be identified, displaced by adding more students to classes.

### **Windom Elementary School**

- Add a new 4th grade section (newly hired teacher) and a new 5th grade section (newly hired teacher);
- In grade 4, regroup 78 students (currently in 3 sections of 26) into sections of 20, 20, 20 and 18 students;
- In grade 5, regroup 81 students (currently in 3 sections of 27) into sections of 21, 21, 21, and 18 students;
- The newly hired 4th grade teacher and their 18 students would be located in room 146;
- The newly hired 5th grade teacher and their 18 students would be located in room 147;
- This change would result in 36 students having a new teacher and new classmates for the remainder of the school year.
- To maintain 6 ft. of distancing during lunch periods, changing the furniture and configuration in the Cafeteria will be necessary to increase the number of students eating in the Cafeteria throughout the day.
  - Students may be required to bring in towels for picnic style lunches inside classrooms, eating on the floor to create the necessary 6 feet.
- Identification of additional spaces for lunch is necessary to ensure 6ft. When possible these students can go outside for lunch, using the outdoor tents or sidewalks, or potentially use part of the Gymnasium.

| Social Distancing: Current Room Set-Up for 3 feet for Instruction vs 6 feet for Lunch |   |   |
|---|---|---|
| Grade Level   | % of classes with students NOT currently at 3 feet of | % of classes with students NOT currently at 6 feet of |

|          | <i>distance</i> | <i>distance</i> |
|----------|-----------------|-----------------|
| <i>K</i> | <i>72%</i>      | <i>86%</i>      |
| <i>1</i> | <i>72%</i>      | <i>72%</i>      |
| <i>2</i> | <i>43%</i>      | <i>29%</i>      |
| <i>3</i> | <i>14%</i>      | <i>43%</i>      |

*Polycarbonate barriers will continue to be used for all students seated less than 3 feet apart from one another, consistent with the District's practice throughout this school year.*

*Classrooms for grades 4 & 5 will be organized to accommodate 100% of students for in-person learning with at least 3 feet of distance between students, and at least 6 feet of distance between students when eating meals.*

### ***Orchard Park Middle School Specific Procedures***

#### **Remote Learning**

- For remote instruction, students will attend synchronous learning opportunities daily while completing asynchronous work daily. ***Please visit the link in the Table of Contents for more specific information regarding remote learning schedules and instruction.***
  - Classes will meet at their traditional time as though we were in school every other day following a “bell schedule”.
  - Homeroom will meet daily to check-in with students, make announcements, etc.
  - Office hours will be offered for each class as well as “after school” support as assigned.

#### **Full-Time, In-Person Learning**

*As stated above in the introduction, due to the directive of Judge Calaiacovo and the reduced transmission rates, the District is required to offer in-person instruction on a full-time basis to all middle school students (grades 6-8) at 3 ft. of social distancing. or is otherwise not required to cohort at those grade levels, middle school students will be onsite for in-person learning every day following a traditional middle school schedule.*

*Some of the implications of bringing all students back for full-time, in-person learning:*

- *Tier III reading groups will change and students who were previously receiving 1:1*



*reading instruction will receive this instruction in a small group setting. Reading groups will become every other day groups instead of daily.*

- *Some 15:1 students in 7th grade will have new teachers for core classes.*
- *Some resource room students will have new teachers.*
- *6 PE sections will have new teachers.*
- *Adaptive PE students may have a new PE teacher.*
- *There will be students who have a new music ensemble teacher.*
- *Since there is still an expectation of 6 feet social distancing for breakfast and lunch, buildings will have to utilize gyms, outdoor areas and structures. This will force PE classes to either have class outside of in other building spaces.*

*Students are currently cohorted into an A group and a B group, one cohort in the building daily. This type of cohorting has reduced the overall density in the building to approximately 50% as the cohorts are not equal.*

*If we return to full in-person learning with 3 feet of distancing, the following would be the cohorting reality:*

- **6th-grade:** 49.6% of the class sections (125 sections out of 252 sections) will not be cohorted, meaning 49.6% of the sections will have groups of students mixing throughout the day.
- **7th-grade:** 45.64% of the class sections (136 sections out of 298 sections) will not be cohorted, meaning 45.64% of the sections will have groups of students mixing throughout the day.
- **8th-grade:** 49.83% of the class sections (146 sections out of 293 sections) will not be cohorted, meaning 49.83% of the sections will have groups of students mixing throughout the day.

*In addition, in the event that we return to full-time, in-person learning, remote students' schedules will change and classes will now meet on consecutive days and then two days off. For example, ELA class will meet on a Monday, Tuesday, and Friday one week, and then Monday, Thursday, and Friday the next week. Math class would possibly meet on the opposite days.*

## **Orchard Park High School Specific Procedures**

### **High School School Remote Learning**

- OPHS remote learning schedule considerations:
  - Required virtual office hours for teachers if the entire District is virtual. For those students who choose remote instruction for the year, they will attend a full period class as outlined within the schedule below.
  - Synchronous and asynchronous teaching will occur on an A/B cycle day
  - Classes will meet at a regular time every other day, following a "bell schedule"

type of structure

- ***Please visit the link in the Table of Contents for more specific information regarding remote learning schedules and instruction.***

### ***Full-Time, In-Person Learning***

*As stated above in the introduction, due to the directive of Judge Calaiacovo and the reduced transmission rates, the District is required to offer in-person instruction on a full-time basis to all middle school students (grades 6-8) at 3 ft. of social distancing. At the HS level there will be little to no schedule changes due to returning to full time daily instruction.*

### **Further Instructional Considerations:**

- A Remote Learning option was also made available to children and families as a choice for the 2020- 21 school year on July 30, 2020. ***Please visit the link in the Table of Contents for more specific information regarding remote learning schedules and instruction.***
- Buildings have developed a plan for K-5 Specials; 6-8 Satellites; 9-12 classes to limit hallway transitions and large group instruction in conjunction with CDC guidelines as much as possible.
- 8th grade Accelerated Program
  - This program will be paused for the 2020-21 school year.
- For Physical Education and Music (vocal and band), *NYSDOH updated guidance provides for 6 feet of social distancing for activities requiring exertion or projecting of voice/breath (i.e. aerobic exercise, singing, playing some woodwind and brass instruments, etc.).*
- Physical Education
  - Outdoor Physical Education will be encouraged as much as possible. PE outdoors in winter will occur as the weather permits (cross country skiing, snowshoeing, etc.), and we will communicate with families to ensure appropriate outdoor clothing/attire.
  - Students will not change clothing in locker rooms.
  - *Aerobic activity will be decreased to 6 ft. (formerly 12 ft.) of social distancing as outlined by the CDC and updated NYSDOH guidance.*
  - *Since there is still an expectation of 6 feet social distancing for breakfast and lunch, buildings will have to utilize gyms, outdoor areas and structures. This will force PE classes to either have class outside of in other building spaces.*



## **10. Budget & Fiscal Matters**

### **School District Fiscal Preparedness**

- As of the filing of this plan, the District is ready with a balanced budget, based on all known financial information at this time.
  - Our 2020-21 revenue budget was based on state aid projections from the April 1, 2020, adopted state budget. It includes the projected CARES Act Restoration funding of \$209,264 that replaces the state aid reduction in the state budget. We will be sure to allocate CARES Act funding to help provide equitable services to non-public schools as required.
  - While we consider any further use of reserve funds during any single school year or crisis, we need to remember that this situation has the potential to be long-lasting over a number of school fiscal years.

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

- The District 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 on July 13, 2020, the District may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years. If this is needed we will apply for the waiver once that need is discovered.
- The last student day for students in grades PreK- 8th is June 17, and June 16, 2021 for OPHS.

### **Flexibility for Budgetary Transfers**

- There have been costs in 2020-21 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 2020-21 school year for additional equipment needed (associated with re-opening and the cleaning/disinfecting of buildings primarily) 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 considered a non-contingent expense (generally) and transfers into non-contingent line items are prohibited. If this restriction can be lifted (even temporarily for a few years), this would be helpful for all Districts.
- The District will be sure to maximize our state-aided hardware in order to ensure that all necessary equipment is being purchased.

### **Tax Collection**

### **Other Considerations**

- We will meet all existing state aid reporting 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 already been budgeted for the 2020-21 school year and will plan for those needs accordingly.

### **Charter Schools**

- The District will continue to process charter school per pupil invoices as required by Education Law § 2856 and Commissioner's Regulation §119.1.

## 11. Attendance & Chronic Absenteeism

### Attendance

The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success, and school completion have a positive correlation. In addition to the information summarized in this reopening plan, please also refer to *OPCSD Policy 7110: Comprehensive Student Attendance*.

Based upon the District's education and community needs, values and priorities, the School District has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards.

- A. Excused: An absence, tardiness, or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, music lessons provided by the District, school-sponsored field trips, approved cooperative work programs, military obligations, or other reasons as may be approved by the Board.
- B. Unexcused: An absence, tardiness, or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping, child's attendance at parental workplace).

A written excuse, signed by a parent or person in parental relation should be presented by the student when returning to school following each absence.

### Chronic Absenteeism

For accountability purposes, chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. The District will implement intervention strategies for students who are at risk of becoming chronically absent.

In an effort to provide additional layers of support to families and to increase participation and engagement, we will utilize Instructional Support Personnel. This may be teacher aides, teaching assistants, teachers, or members of the PPS team who support a student and their family to increase engagement and participation/attendance.

Students identified by the building principal (in consultation with the PPS team) will be provided support from teacher aides to assist students and families in removing barriers to education. This could include technology support, time management support,

motivation/encouragement, opportunities for connections with a school staff member for social-emotional benefits, and academic support.

Students who are absent due to medical/health reasons may be eligible for Remote Learning. Please contact the building principal for further information regarding this.

## **12. Technology & Connectivity**

### **Student access**

Students in grades K-12 are provided a Chromebook, which allows students to engage with our Learning Management system (Google Classroom), 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.

The Technology Department placed an order of Chromebooks in May 2020 to provide a Chromebook for every student during the 20-21 school year. As a result of the COVID-19 pandemic, there is a nationwide shortage of Chromebooks. In the event that all Chromebooks are not received prior to the start of school, we will prioritize providing a Chromebook to every household that does not have a Chromebook yet.

### **Teacher access**

All teachers are provided devices such as Chromebooks or laptop computers. In addition, document cameras are available for teachers to provide instruction

### **Streamlining computer-based resources**

In April 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.

### **Learn at Home Academy**

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 Learn at Home Academy page on the district's website will be archived on August 31, 2020.

### **Technology Support for Families**

Based on feedback from our spring 2020 school closure, we have designed support for families/students in an effort to help families/students more easily access content, become acclimated with the learning management system (LMS) and give avenues of support when individualized help is needed.

- Supports to orient families to our LMS (Google Classroom) will be provided through a knowledge base 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 New Teacher Orientation modules;
  - Support teachers in shifting to Google Classroom with:
    - *Techflix: Live Streaming Professional Development*;
    - Office Hours with Darlynda Miktuk from Erie 1 BOCES;
    - Technology Coaching support;
    - Webinars and other learning opportunities hosted by the District, BOCES, and state/national organizations.



## 13. Teaching & Learning

### Room configuration considerations

As outlined in the Facilities section, preparation to reconfigure classrooms with a focus on increasing distance between students and the instructor as much as possible occurred in the summer of 2020. These steps include:

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

### Instructional Equipment and Supplies

- Procedures to limit sharing of equipment (PE equipment, musical instruments, OT/PT equipment, computer lab keyboards, etc.) have been established by the building and department.
- Procedures for cleaning of equipment that must be shared has been developed by building and department.

### Academic Intervention & ENL programs

- It is recognized that gathering baseline formative assessment information is critical, given the varying degrees of academic engagement during the closure of spring 2020. This is particularly critical given the cancellation of 3-8 assessments during the spring of 2020, Regents exams and local final assessments. Given this, students will gather baseline formative data such as:
  - Running records;
  - The administration of the prior year's final exam to determine content mastered in the prior year course;
  - Placement assessments, such as in K-5 mathematics;
  - Computer based assessments and/or universal screening tools;
  - Classroom on-demand writing tasks;
  - Listening/speaking assessments;
  - Other classroom performance measures.
- *On April 8, 2021, it was determined that NYS was denied a federal waiver from state assessments and, therefore, the required NYS 3-8 assessments and Regents Exams will be administered.*

## **Online/Remote Learning for students who have opted into the Fully Remote Learning Program for the 2020-21 school year**

### **Definition of Terms**

**Asynchronous Learning** - Asynchronous remote learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

**Synchronous Learning** - Synchronous remote learning occurs when students join an audio/video enabled meeting space at the same time where live interactions can occur. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an in person learning experience.

**Hybrid Learning** - Hybrid learning refers to a combination of face-to-face and remote learning.

The OPCSD will utilize Google Classroom as its Learning Management System (Pre K to grade 12) for the posting of assignments and instructional resources. Additionally, teachers may use other Education Law 2-d compliant methods of communication with parents such as email, telephone communications or the Seesaw app.

The OPCSD will utilize the following [OPCSD Online Instructional Framework](#) (Appendix S), outlining the expectations for teachers and students. This framework includes the frequency of duration of synchronous and asynchronous computer based instruction, opportunities for individualized or small group instructional support, as well as learning and assignments that provide a break from screen time (i.e. reading and writing tasks, etc.). Additionally, student behavior expectations for participation in synchronous online learning sessions are outlined in the [Expectations for Video Conferencing](#) (Appendix T).

Remote learning options were offered to vulnerable student populations, as well as to all families and children, regardless of vulnerability.

### **Access to Instructional Resources during Remote Learning**

- Textbook and material distribution in the fall will be reflective of practices to avoid sharing of materials as much as possible. In mathematics, for example, K-5 students

may be provided a personal set of math manipulatives, which are stored in student desks, rather than distributing/collecting materials daily. Similarly, student materials will be distributed with a mindfulness that such materials could be taken home in the event of remote learning.

- Students in grades 4-12 kept their Chromebooks throughout the summer. In grades K-3 and new students, arrangements will be made to ensure each family has a district provided device. Ideally, students will take home all needed supplies prior to switching to a remote learning environment. The transportation department will deliver such supplies, if needed.

### **Vulnerable Student Populations**

NYSED has defined a vulnerable student as a student who is suffering from:

- 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

In addition, 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.

During the month of July 2020, information was sent to all students and families within OPCSD that believe their child may meet the criteria for a vulnerable child per the NYSED guidelines (<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>).

If a student falls into the definition of the vulnerable population or the student otherwise has an illness or condition (including but not limited to Agoraphobia, Panic Disorder, Social Anxiety Disorder) or lives with someone who is at high risk, the district will work with the family and student to develop appropriate accommodations for their return to school, if a return is possible. If a return to school is not possible, the district will develop an appropriate

remote learning plan. Planning and coordination regarding specific health and educational needs will be developed on a student by student basis.

### **Universal Pre-Kindergarten (UPK)**

Early Learning: OPCSD will ensure that the needs of our youngest learners are addressed, whether instruction is provided in-person, remotely, or through a hybrid model for those students who participate in our Universal Pre-Kindergarten (UPK) program. OPCSD will ensure that Community-based Organizations (CBOs) operating Prekindergarten programs are following health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. CBOs operating Prekindergarten programs will have a 2020- 2021 plan for providing continuity of instruction for in-person learning models as well as strategies to support families in the event of a closure.

## 14. Special Education

### Special Education

- **Provision of FAPE:** In developing our reopening plans, the District has considered IDEA and the needs of our special education students to the fullest extent possible and ensures the provision of a Free and Appropriate Public Education (FAPE). In planning the Least Restrictive environment (LRE) has been central in the decision making on an individualized basis to ensure that every student has access to their grade-level standards and makes educational progress..
- **Communication and Parental Involvement:** The district recognizes the role of the parent/guardian in the IEP process is critical. Parents and students with disabilities are always encouraged to be a part of the decision making process and attend the CSE meetings. During the closure parents were contacted with multiple attempts through various means (ie. email, phone calls, certified letters) to participate in virtual CSE meetings. The district will continue to conduct virtual or phone meetings until such time the health and safety of all parties can be ensured. The district will work with parents to establish a mutually agreeable timeline with those who wish to meet face-to face.
- **Child Find:** Child Find is governed by IDEA, 34 CFR 311, Part 200.2 and section 4410 of the New York Regulations of the Commissioner of Education. The district continues to maintain its obligation to locate, evaluate and identify students with disabilities who are in need of special education and/or related services despite the challenges of the impact of school closures. With the health and safety of all individuals in mind the district has implemented a plan for conducting evaluations
  - **Initial Evaluations:**
    - Identify evaluation components that may be performed remotely.
    - Utilize existing available information that may be appropriate to meet the required components of the initial evaluation and identify any additional information that might be necessary for determination.
    - Identify any components of the initial evaluation that requires face to face and work with the parents to conduct the evaluation at a mutually agreeable time, when health and safety measures can be satisfied.
    - Classroom observations will be conducted when school is in session.
    - In order to reduce delays in evaluations, the district is researching alternative evaluation protocols that can be administered virtually.
  - **Transition from CPSE to CSE:**
    - The typical transition from CPSE to CSE begins in November meeting with parents to determine the next steps for preparing for Kindergarten.
    - Special Education building eval teams review the students file and determine what evaluative information is needed. This can be in the form of classroom observation, targeted evaluations, teacher/therapist checklists and conversation, as well as parent input.
    - A CPSE/CSE Transition Night program was scheduled for parents in

January to assist with understanding of the process and answer questions.

- A transition CSE meeting for each student is typically scheduled between January and March.
- Moving forward the district will continue its plan as long as a safe testing/meeting environment can be created. If a safe environment is unavailable or there is a school closure, the district will shift to a remote platform.

- **Recovery/Compensatory Services:** A plan has been developed, that includes parent collaboration, for assessing student's present levels of performance and regression of skills when students return that includes progress toward IEP goals. A determination of recovery/compensatory services will be based on whether the student was able to make appropriate progress in light of COVID-19. The purpose of recovery/compensatory services is to place the student in a position that he or she would have had there been no COVID-19.
  - **Determination for Recovery/Compensatory Services will encompass:** Continuity of Services, Communication, Direct Services Administered, as well as Educational Progress and Achievement.
  - **Tools for documentation:**
    - Learning Services Log - a record of contacts and communication. (See Appendix U)
    - Progress Monitoring
    - If necessary re-evaluation, screening or observations.
  - Develop Recovery Plan (if needed)- Schedule an Annual Review meeting to discuss with parents the need for recovery services. Provide additional meeting time to collaborate and review information for determination and document the plan in the IEP.
  - Provide students with an adjustment period, re-acclimating to the new format of classroom instruction prior to determining the level of Recovery Services (if a need is determined).
  - Recovery Plan may be in place for a limited period of time as indicated on the IEP.
- **CSE Meetings** will be scheduled to discuss recovery services and to what extent additional services will be needed as well as time frame for provision of services. Virtual or phone meeting opportunities will be provided to parents for discussion regarding progress toward goals and benchmarking. Consideration will be given to fit services into the student's schedule and may result in providing additional services during the school day, extending the school day or providing tutoring before or after school.
  - **Examples of possible recovery services** are but not limited to:
    - Specially Designed Instruction
    - Testing Accommodations
    - Program Modifications

- Assistive Technology
- Tutors
- Additional Therapy Sessions.

A plan has been developed for a systematic way to ensure staff has the time to address Initial referrals, the backlog of special education (re)evaluations and collect data on present levels of performance to determine regression that occurred due to the closure. Ensure a plan for providing continuity of services to support the IEP in the event of a school closure.

- **Initial Referral Evaluations** - Referrals for CSE testing eligibility, will be the priority and scheduled within the State mandated timeline.
  - Direct testing will take place while students are in school, when testing can be administered safely utilizing recommended precautions such as PPE, barriers and disinfectants.
  - Students will be given an appropriate amount of time to adjust to the new school year and environment prior to administering evaluations.
  - Data Review - Where appropriate a review of academic level and progress will be completed. This may include teacher and parent input, AIS, RtI data, classroom observation.
  - Should there be a school closure, evaluations will be conducted remotely where possible at a mutually agreeable time with parents.
- **Recovery Service Evaluations:** The need for evaluation for recovery services will be determined after universal/benchmark assessments have been completed and students have adjusted to returning to school.
- **Re-evaluations:** The psychologists, teachers/therapists will collaborate with parents to schedule re-evaluations within their three year rotation.
  - Record reviews will be completed whenever possible.
  - The team, in collaboration with the parents and teachers, will need to consider time to schedule testing around therapy and direct instruction when students are in school.
  - Should there be a school closure, evaluations will be conducted remotely where possible at a mutually agreeable time with parents.
- **IEP Implementation:** The district has developed a plan to ensure continuity of services to support the IEP in the event of a school closure through the development of specific grade level virtual schedules that address IEP needs.
  - Individual transition plans for students who will have difficulty transitioning back to the school environment will be developed as appropriate with parental collaboration.
  - Anticipate additional sensory accommodations or modifications, that may be necessary in the area of social distancing, personal safety (ie. Masks), personal hygiene.or if it is not feasible.
  - A plan for positive behavior interventions and supports to be in place before opening. Incorporate support of district Behavioral Specialist.

- Identify Special Education activities that were successful in meeting the unique needs of special education students during remote learning. (will discuss with IL's next week)
- Consider protocols for community based learning opportunities (CDOS) including students whose IEP's require specific transition services/activities. (will discuss with IL's next week)
- Consideration for students who may require continued remote instruction full time due to underlying health conditions and are at risk. (A survey to be conducted with parents of high needs students to assist with planning.) For additional information please refer to *CDC's People Who Are at Increased Risk for Severe Illness* site:  
<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>

## 15. Bilingual Education & World Languages

### English Language Learners

The OPCSD will continue to administer the Home Language Questionnaire (HLQ) and conduct the individual interviews as the first steps of the ELL identification process. Parents may complete and submit the HLQ digitally. Qualified personnel will be available to determine if a language other than English is spoken at home. An individual interview with students and/or parents may be conducted remotely by qualified personnel. The interview will include a review of the student's abilities or work samples including:

- Reading and writing in English
- Reading and writing in the student's home language
- Mathematics

These items are collected or generated during the interview and may include writing samples or exercises completed at the time of the interview. Parents/guardians can submit the work samples through email, through pictures of the students' work, and/or by using other digital platforms. OPCSD will maintain all documents related to its students, including the HLQ, the individual interview, and any other records generated as part of this remote identification process.

Please note: The English Language Learner (ELL) identification process will be completed within 30 school days for students who enrolled during the COVID-19 school closures in 2019-2020, as well as all students who enrolled during the summer of 2020, and during the first 20 school days of the 2020-2021 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154. Communicating with Multilingual Families Communication with parents/guardians will be provided in the language preference of the students' families, in accordance with federal and state requirements. Communication with parents of our ELLs will occur on a regular basis by both the general education and ENL teacher to ensure student engagement and progress. Continuity of ELL



Services ENL teachers will continue to provide appropriate instruction, including required units of study based on the most recent measure of English language proficiency (i.e., NYSESLAT), and support to all students with English language acquisition needs. For students unable to attend school, will strive to provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support.

- Teachers will utilize each student's level of language proficiency to design instruction with appropriate scaffolds that support continuity of learning and take individual students' levels of language proficiency into account as instruction is planned with the appropriate scaffolds.
- ENL teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and support to all ELLs in their classes, as well as remotely. ENL and content area teachers will work collaboratively to address the needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

## **16. Staffing**

### **Staffing - general considerations**

The District will ensure all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment, including the use of incidental teaching assignments, where needed. 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 Assistant Superintendent for Personnel for additional information and guidance in response to their unique situation so appropriate accommodations may be considered. Initial communication was sent to all employees on July 21, 2020, and continued throughout the 2020-21 school year. Please see additional information outlined earlier in this document.

### **Teacher and Principal Evaluation Systems (i.e., Annual Professional Performance Review, APPR)**

The feedback and measures used as part of the implemented teacher and principal evaluation system provide useful information to district administrators and the educators that are being evaluated. This also helps to ensure equitable access to effective educators for all students so that they are given the skills to succeed. The District will continue to provide feedback and support to teachers through the evaluation process that will support them in all teaching and learning modalities: face-to-face, hybrid and remote/distance learning. The practice of professional reflection, professional growth and development will be consistent

regardless of the learning modality for students.

## **17. Athletics**

### **General Considerations**

The District has, and will continue to, follow the guidance of the National Federation of High School Sports (NFHS) phased approach and New York State Public High Schools Athletic Association (NYSPHSAA) recommendations to help guide the return of athletics during the 2020-21 school year.

## 18. Appendix

- Appendix A [Health Questionnaire for COVID-19 Screening](#)
- Appendix B [Hand Washing Poster for Elementary Schools](#)
- Appendix C [Hand Washing Poster for Secondary Schools](#)
- Appendix D [Hand Washing Poster for the Workplace](#)
- Appendix E [Hand Washing Poster for Parents/Community](#)
- Appendix F [Hand Washing "Health is in Your Hands" Poster](#)
- Appendix G [Prevention Info Sheet](#)
- Appendix H [Share Facts about COVID-19 Info Sheet](#)
- Appendix I [COVID-19 Info Sheet](#)
- Appendix J [Stop the Spread of Germs Poster](#)
- Appendix K [Stop the Germs! Wash Your Hands Poster](#)
- Appendix L [Cover Your Cough! Poster](#)
- Appendix M [How to Safely Wear and Take Off your Mask](#)
- Appendix N [Wear a Cloth Face Covering to Protect you and your Friends](#)
- Appendix O [Erie County DOH Quarantine Flowchart](#)
- Appendix P [Return to School Note](#)
- Appendix Q [Latest Guidance from Department of Health regarding COVID symptoms and test results](#)
- Appendix R [School Nurse Log Sheet for COVID-like Symptom](#)
- Appendix S [OPCSD Instructional Framework for Remote Teaching and Learning](#)

Appendix T [OPCSD Expectations for Video Conferencing](#)

Appendix U [Special Education Services Log](#)

Appendix V [June 9 SED Mask Guidance update](#)