Reopening Plan 2020-2021

Central School District

This is a working document that will be updated periodically.

Last major update July 30, 2020
# PCSD Reopening Planning & Preparation

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Background

The safety of our students, staff and community are of the utmost importance. The Pioneer 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](https://www.cdc.gov/coronavirus/19-ncov/schools/index.html);
- Federal Occupational Safety and Health Administration (OSHA) [www.osha.gov](https://www.osha.gov);
- New York State Department of Health (NYSDOH) [https://coronavirus.health.ny.gov/home](https://coronavirus.health.ny.gov/home);
- New York State Education Department (NYSED) [http://www.nysed.gov/coronavirus](http://www.nysed.gov/coronavirus);

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.

Three 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

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
- Pioneer Faculty Association Representatives
- Pioneer Professional Association
- Pioneer Auxiliary Association
- Pioneer School Medical Group (Springville Pediatrics)
- Parent(s)
- Community Survey
- Board of Education
<table>
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<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>A course, assignment or resource</td>
<td>The assigned teacher (Check PowerSchool or your child’s schedule)</td>
</tr>
<tr>
<td>A technology-related problem or question</td>
<td>Technical Support at Home</td>
</tr>
<tr>
<td></td>
<td>If any families or staff require technical support regarding school related programs or applications, please call 716-492-9330 or email <a href="mailto:TechSupport@pioneerschools.org">TechSupport@pioneerschools.org</a> and a member of our technology department will assist you as soon as possible.</td>
</tr>
<tr>
<td>Social-emotional, personal or academic concern</td>
<td>School counselor, social worker or school psychologist, whose contact information can be found within the school contact information listed below. Pioneer @ Arcade Elementary: 716-492-9424 Pioneer @ Delevan Elementary: 716-492-9461 Pioneer Central Middle School: 716-492-9380 Pioneer Central High School: 716-492-9337</td>
</tr>
<tr>
<td>Free breakfast &amp; lunch</td>
<td>Cate Pritchard, Director of Food Service at 716-492-9349 or email <a href="mailto:cpritchard@pioneerschools.org">cpritchard@pioneerschools.org</a></td>
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# IMPORTANT CONTACT INFORMATION FOR EACH SCHOOL

## Pioneer Central High School

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Mark Schultz – 716-492-9328</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>Kate Welker – 716-492-9345</td>
</tr>
<tr>
<td></td>
<td>John Collins – 716-492-9333</td>
</tr>
<tr>
<td>Counselors</td>
<td>Tim Breen – 716-492-9343</td>
</tr>
<tr>
<td></td>
<td>Kali Supples – 716-492-9338</td>
</tr>
<tr>
<td></td>
<td>John Krumpek – 716-492-9339</td>
</tr>
<tr>
<td></td>
<td>Judy Emerling – 716-492-9341</td>
</tr>
<tr>
<td>School Psych</td>
<td>Molly Duggan – 716-492-9342</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Patricia Pierce – 716-492-9344</td>
</tr>
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## Pioneer Central Middle School

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Melissa Prorok – 716-492-9393</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>Kerry Slocum – 716-492-9376</td>
</tr>
<tr>
<td></td>
<td>Cheri Minehan – 716-492-9333</td>
</tr>
<tr>
<td>Counselors</td>
<td>Kim Boberg – 716-492-9382</td>
</tr>
<tr>
<td></td>
<td>Lynne Roth – 716-492-9381</td>
</tr>
<tr>
<td>School Psych</td>
<td>Patricia Cooney – 716-492-9380</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Donna Holmes – 716-492-9378</td>
</tr>
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## Pioneer @ Arcade Elementary School

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Mellisa Devitt – 716-492-9423</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Erin Gonser – 716-492-9424</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Lisa Reynolds – 716-492-9426</td>
</tr>
</tbody>
</table>

## Pioneer @ Delevan Elementary School

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<thead>
<tr>
<th>Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Tiffany Giannicchi – 716-492-9463</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Steven DeGroff – 716-492-9461</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Stacy Kilburn – 716-492-9461</td>
</tr>
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3. Communication/Family & Community Engagement

District level
The Superintendent of Schools will provide regular communication to families, responsive to parameters established by the New York State Governor, The NYS Department of Health, and the NYS Education Department. As the parameters change, the district will communicate accordingly to all stakeholders. Communications regarding academic program, support for free breakfast/lunch, technological assistance, and mental health support are the foundation of these communications. Additionally, communications to families will cover the logistics of instructional delivery, grading, graduation requirements, etc.

The District utilizes School Messenger to send recorded calls, emails and/or text messages to families. The District also utilizes our Pioneer School App, school website, social media and the press to share information with the community.

Additional training videos for social distancing, wearing a mask on campus and school transportation, respiratory hygiene, etc., will be made and shared with all stakeholders during the 2-day staff orientation (Sept. 1-2) for faculty and staff, and the 4-day orientation (Sept. 8-11) for students and parents. These videos will also be shared on our school communication outlets, (website, social media, school app).

School building level
The building principals utilize School Messenger to send recorded calls, emails and/or text messages to families. The building principals also utilize our Pioneer School App, school website, social media, Microsoft Teams, etc...to share information with parents. Additionally, building principals regularly send communications to families via mail and electronic means.

Teacher level
Teachers communicate with families via email, and telephone communications. Additionally, teachers will utilize Remind and other communication tools. Microsoft Teams, (our Learning Management System) and PowerSchool (our student data system) are also used to provide insight in student engagement with assignments. Pre-k - fourth grade teachers will also use Classroom Dojo.

Home/School communications with Social Distancing constraints
- Virtual Open House
- Parent/Teacher Conferences via video conferencing
- Parent Information Series
4. Health and Safety

Re-Opening plan and CDC guidelines for safety protocols in public schools was shared with all faculty and staff on July 31, 2020.

Personal Protective Equipment (PPE)

In accordance to the NYSDOH guidance regarding face coverings, we will communicate and enforce expectations for the wearing of face coverings as follows:

- Face coverings will be required any time or place that individuals cannot maintain appropriate social distancing, individuals must wear acceptable face coverings.
- All individuals in our school facilities and on school grounds will be expected to wear face coverings if another person unexpectedly cannot socially distance; and for this reason, individuals - including students - must wear face coverings in common areas such as entrances/exits, lobbies, and when traveling in hallways around the school.
- 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.
- Face coverings will be recommended at all times, except for meals.
- Face covering breaks will be scheduled and available throughout the day.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.
- 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 (6 ft. or 12 ft. during aerobic activity and singing) will occur during instruction and whenever practicable. When polycarbonate shields are not provided and social distancing cannot occur, all students/staff will don cloth face coverings (i.e., transitioning from class, walking in the halls, on buses to and from school etc.)

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. If the child presents with COVID-19 symptoms the parent/guardian is requested to contact the building nurse.
  All other “non-COVID-19” absences should be reported to the attendance clerk in each building.
- 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 and in the Appendix of this plan.

- Appendix N Health Questionnaire for COVID-19 Screening

- Each building will display and share with parents, age appropriate posters as reminders of proper hand washing, proper donning of face masks, how to stop the spread of COVID and how to protect yourself and others. Resources, including those listed below, can be found in the Appendix of this document.
  - Appendix A Hand Washing Poster for Elementary Schools
  - Appendix B Hand Washing Poster for Secondary Schools
  - Appendix C Hand Washing Poster for the Workplace
  - Appendix D Hand Washing Poster for Parents/Community
  - Appendix E Hand Washing "Health is in Your Hands" Poster
  - Appendix F Prevention Info Sheet
  - Appendix G Share Facts about COVID-19 Info Sheet
  - Appendix H COVID-19 Info Sheet
  - Appendix I Stop the Spread of Germs Poster
  - Appendix J Stop the Germs! Wash Your Hands Poster
  - Appendix K Cover Your Cough! Poster

- School Messenger calls and text messages will periodically 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.
- The District will work with parents/guardians that if they are experiencing hardship complying with at home health screenings, that they should contact their school nurse.

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

Each building will identify a location (separate from the Health Office, if needed) 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. The nurse will come to escort the student or ensure that an escort is available to bring the students to the nurse’s office. If the nurse is not available, the principal will be notified. If the nurse 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 see Appendix P COVID-19 Fever/Symptom Flowchart.

Note to Parents when a child is sent home with COVID-19 symptoms:
If a child 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 if there is no COVID test performed by a healthcare provider. The building nurse will complete the information and hand it to the parent/guardian when the student is released from school: The parent will be responsible for attesting that the protocol is followed by signing the form and returning it to school with the child after the quarantine period.

Please refer to Appendix O Return to School Note when NO COVID-19 Test Performed

COVID Points of Contact

- District Point of Contact: Springville Pediatrics, District Medical Director
- Pioneer @ Arcade Elementary: Lisa Reynolds, School Nurse, RN
- Pioneer @ Delevan Elementary: Stacey Kilburn, RN
- Pioneer Middle School: Donna Holmes, School Nurse, RN
- Pioneer High School: Patricia Pierce, School Nurse, LPN

Contact Tracing

The important task of contract tracing is dependent on the accuracy of our records. The following records will be utilized and analyzed when contract 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 Substitute Called.

Our visitor management system (Raptor), which provides the date and entrance/exit time of all visitors.

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 added or alternative provisions for social distancing. 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 PCSD regarding medically vulnerable/high risk groups was delivered on July 31, 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.

**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 Q).
  - Staff attendance will be monitored through the District absence system.
- During virtual or hybrid instruction, student attendance will be monitored and entered through PowerSchool.
5. Facilities

Summer 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 traffic patterns through halls at all buildings
  - Markings to indicate 6’ 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
  - Review and maintain all plumbing fixture to ensure they are functional
  - 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, auditoriums, large group lecture room, etc.) 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, 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 Latchkey (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; 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 will be worn in restrooms

Cleaning/Disinfecting Procedures
- Cleaning and disinfecting supplies will not be provided to children. Students will not be present while disinfectants are in use
- Daily logs will be kept in each area confirming cleaning and disinfection
- During the School Day - all staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable. Frequent cleaning and disinfection of high contact surfaces:
  - Restrooms including faucets, sinks, toilets and partitions
  - Lunchroom tables and chairs after each lunch period
  - Cleaning up spills
  - Water fountains
  - Buttons on vending machines and elevators
  - Light switches
  - Handrails
  - Doorknobs/handles and push plates
  - Gym equipment
  - Shared spaces will be cleaned between usage (i.e. desks)

- 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, sinks, etc.
  - Dust mop and/or wet mop floors
  - Empty trash receptacles and replace liners
- Clean restrooms
- Dust horizontal surfaces and fixtures
- Vacuum carpeted areas and entry mats
- Wipe heat and air conditioning vents

- 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, indoor district facilities will not be open for community use. Outdoor facilities like the track and playing fields will be open for limited hours for personal recreational use. Our priority will be safely supporting the Pioneer academic instructional program, and Pioneer student activities, while focusing efforts on cleaning and sanitation. Therefore, general community use of our school facilities will only be permitted for limited personal use. This plan will be re-evaluated as the parameters for operation of the daily school day become less restrictive, allowing for increasing use of the school facilities after the school day.
6. Child Nutrition Food service (breakfast and lunch)

- All students enrolled in both the voluntary 100% remote instructional program and the hybrid instructional program will have access to breakfast and lunch daily. For all students onsite, meals will be served at the serving lines in each building cafeteria. Students enrolled in remote instruction will access meals through a curb side bagged meal service. The meal time waiver and Parent/Guardian Pick-Up waiver will be utilized.

- Onsite students will eat their meals in the school cafeteria. Individual dining stations will be arranged with a minimum of 6 feet of separation. Students will wear a mask when not seated at their dining station.

- The School Food Service Department follows all national, state, and local health and safety guidelines. Standard operating procedures will be updated to reflect proper social distancing and proper hand washing protocols. All kitchen surfaces are washed, rinsed, and disinfected twice per day. Sectioned areas of the kitchen are washed, rinsed, and sanitized throughout the day. All cleaning is recorded via a log.

- Alternative meals will be available to students with food allergies in school as well as curb side bagged meals.

- Students will wash their hands before entering the breakfast/lunch lines and then again after eating their meals. School personnel will prohibit sharing of food, snacks, and beverages, unless individuals are members of the same household. There will be posters demonstrating proper hand washing over hand washing sinks.

- All individual dining stations (desk/table and chair) will be washed, rinsed and disinfected between each breakfast and lunch period by the school lunch monitors.

- All State and Federal Child Nutrition Program regulations will be followed. School Food Service staff will ensure meal pattern requirements are met, production records are completed for each meal, and procedures to ensure count accuracy for meals served in the cafeteria as well as curb side are followed.

- All forms of communication will be offered to families in their native language.
7. Transportation Planning and Bus Transportation and Arrival/Dismissal

Capacity

- No more than one student will be assigned to each seat, unless they are from the same household. To reduce bus density, the district will offer a voluntary 100% remote instructional program for and a hybrid instructional program to include both in person and remote instruction. Additionally, the district is encouraging parents to drop off/pick up students.

Daily Transportation Procedures and Health & Safety Procedures

- Busses will be cleaned and disinfected after the morning and afternoon bus runs.
- High contact spots will be wiped down between the high school/middle school bus runs and the elementary bus runs and on a more frequent basis as needed.
- Busses will not be equipped with hand sanitizer, including personal bottles.
- Hand sanitizer will be available at the terminal for transportation staff use.
- All bus drivers, monitors and attendants will wear a face covering at all times.
- All transportation staff will be trained on the proper use of personal protective equipment, the signs and symptoms of COVID 19, and proper use of social distancing prior to the start of the school year and periodically during safety meetings scheduled throughout the school year.
- The District transportation carrier will provide all bus drivers, monitors and attendants with personal protective equipment such as masks and gloves.
- All bus drivers, monitors and attendants who have direct physical contact with a child will wear gloves.
- All transportation staff will perform a self-health assessment for symptoms of COVID 19 prior to arriving at work each day.
- 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 at the time of boarding the bus.
- There will be one student per seat, with only members of the same household assigned to sit together.
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. The District transportation carrier will adjust bus capacity to accommodate these students.
- Students will be trained on the proper use of personal protective equipment, the signs and symptoms of COVID 19, and proper use of social distancing prior to the start of the school year and periodically throughout the school year via instructional videos, handout materials, and in person training.
- The school district will provide pupil transportation to nonpublic, parochial, private, charter schools or students with IEP that have placed them out of district even when in person education is not in session at the district.

Alternate Bus Routing
● PHS: Allow all licensed students to drive to/from school
● Parents have been encouraged to drop off/pick up

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

● Students are required to wear masks upon exiting parent vehicles upon drop off. Students will be temperature checked at the entrance to each of the buildings.
  ○ Parents will not be entering the building

**8. Social-Emotional Well Being**

Each school and the district will ensure that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselors, are reviewed and updated to meet current needs

- See Pioneer Comprehensive School Counseling Program document on district website
  - Middle School and High School Counselors will meet to review and update during the 2020/2021 school year
- Counselors, psychologists, social workers and/or home-school liaisons will visit each classroom within the first month of school to provide information/support/assess current student needs

Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative work group comprised of families, students, members of the BOE, school building leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

- Current BOE meetings with student rep
- Current administrative team meetings led by Superintendent
- Current District Psychology meetings led by director of Special Education
- Current curriculum meetings with BOCES led by director of Curriculum and Technology
- Building-based Pupils in Crisis meetings
- Administrators, counselors, psychologists, and/or social workers will meet within each building on a bi-monthly basis to assess school culture and climate throughout the 2020/2021 school year
- Create a ‘Pioneer Central School District Covid-19 Re-opening Survey' for staff and teachers, as well as a survey for students, to assess mental-health and well-being by the end of the first quarter

Each school and/or district re-opening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral and emotional support services and programs.

- School-based IEP counseling from school psychologists and licensed social workers
- School-based general education counseling from school psychologists, counselors and social workers:
  - Students are referred by parents, teachers and administrators
  - Students are referred through RTI meetings at the elementary level
  - Students are referred through PIC meetings at the middle school level
  - Students are referred through counseling/advisory meetings at the high school level
- District-run Center for Positive Solutions (CFPS), which is available free of charge to students, as well as their families.
Run by licensed social workers who are employed by Pioneer Central School District
Outside normal school hours, in order to provide support to all families’ schedules
Referrals to outside counseling agencies throughout Cattaraugus and Wyoming counties
Counselors who work for the county have offices within Pioneer Central Schools

- Turn About Program; Catt-County Mental Health
- Social-emotional well-being will be addressed for the population of students who are electing to receive full-time virtual instruction
  - phone from teachers
  - home-visits from School Resource Officer, School Counselors, Administrators, Teachers or other school personnel
- Students are referred to the Committee on Special Education for Functional Behavioral Assessments to address behavioral concerns/needs

Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty and staff.

- Summer work courses offered to Pioneer teaching staff includes how to address student social-emotional well-being and mental health
  - 7/16/20 - Restorative Practices and the Skills of Circle Keeping
  - 7/16/20 - Suicide Safety for School
  - 7/21/20 - Thomas’ The Hate You Give, A Conversation about Contemporary Social Issues
  - 7/23/20 - Community and Schools Together
  - 7/29/20 - Supporting Student Mental Health
  - 8/3/20 - Back to School: SEL Transition Conversation
  - 8/11/20 - The Pyramid Model for Promoting Social Emotional Learning in Early Childhood
- Opening day communication from the Superintendent, Principals and School Nurses will provide information to faculty and staff on how to support students during the ongoing COVID-19 public health emergency
  - E.G. Teaching of new health procedures and protocols to faculty and staff
- During orientation days, information is being provided to parents on how to support their children during the ongoing COVID-19 public health emergency
  - E.G. How to recognize signs/symptoms
  - E.G. New health procedures and protocols
- The Pioneer Central School District Health and Wellness Committee will work with building representatives to implement monthly challenges for students and staff
  - E.G. Heart Health Month, De-Stress December, New Year, New You
- Growth mindset strategies already adopted by the district will be reviewed and emphasized within each building
- Teachers can request approval from building administrators to attend continuous professional development courses that are offered though Catt-Alleghany and Erie-1 BOCES throughout the 2020/2021 school year
Chris Merle is a consultant and trainer in social emotional learning, who can be hired to work with school systems for a daily rate https://www.mkconsultingandtraining.com/

9. School Schedules: Please see under specific levels

Master Scheduling

Note: Guidance has been consistent that if we are in person, either face-to-face or hybrid, use of a cohort group of students and limiting student interaction while limiting movement as much as possible will be the expectation.

District-wide (all schools/buildings)

- Buildings have developed student cohort groups to limit movement at each level as much as possible.
- Whenever practicable, teachers will change classrooms while the students remain in the classroom to reduce hallway traffic.

Elementary Specific Procedures

- As noted in the Transportation section, elementary start times will be staggered to allow for greater social distancing on school buses as follows:
  - Pioneer Central School at Arcade Elementary and at Delevan Elementary school day: 8:45 AM arrival - 3:30 dismissal
- With restructuring 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.
- UPK and Kindergarten student enrollment will be divided in half, with 50 percent attending a morning session, while the other 50 percent attend the afternoon session. They will attend every day, five days per week. Cohort model will be used.
- For virtual instruction, students will attend synchronous learning opportunities daily while completing asynchronous work daily as we are able to implement.
  - 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.
**AM Session**
8:45-9:05 Arrival  
9:05-9:30 Breakfast  
9:30-10:15 Reading, writing, story time  
10:15-10:40 Playtime, craft  
10:40-11:15 Math  
11:15-11:30 Dismissal

**PM Session**
1:00 - Arrival  
1:00-1:30 Lunch  
1:30-2:15 Reading, writing, story time  
2:15-2:35 Playtime, craft  
2:35-3:15 Math  
3:15-3:30 Dismissal

**Middle School Specific Procedure**

Pioneer Middle School Time Schedule  
2020-2021

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Off Bus for Breakfast 7:20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Off Bus/Enter Building 7:30</td>
</tr>
<tr>
<td></td>
<td>Bell</td>
<td>7:35</td>
</tr>
<tr>
<td></td>
<td>Late Bell</td>
<td>7:37</td>
</tr>
<tr>
<td></td>
<td>Home base</td>
<td>7:37 – 7:47</td>
</tr>
<tr>
<td>1</td>
<td>7:50 – 8:32</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8:35 – 9:17</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9:20 – 10:02</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10:05 – 10:47</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10:50 – 11:20</td>
<td>Grade 8 Lunch</td>
</tr>
<tr>
<td>6</td>
<td>11:23 – 11:32</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>11:35 – 12:05</td>
<td>Grade 7 Lunch</td>
</tr>
<tr>
<td>8</td>
<td>12:08 – 12:17</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>12:20 – 12:50</td>
<td>Grade 6 Lunch</td>
</tr>
<tr>
<td>10</td>
<td>12:53 – 1:02</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1:05 – 1:35</td>
<td>Grade 5 Lunch</td>
</tr>
<tr>
<td>12</td>
<td>1:37-1:38</td>
<td>Afternoon Announcements</td>
</tr>
<tr>
<td></td>
<td>1:38-2:20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:20-2:23</td>
<td>All grades return to home base for dismiss</td>
</tr>
</tbody>
</table>
High School Specific Procedure

- 9-12 classes to limit hallway transitions and large group instruction in conjunction with CDC guidelines as much as possible.
- Students will attend two days per week in person with three days of at home learning: Group A will attend Monday and Tuesday. Group B will attend Thursday and Friday. Self-Contained Special Education classrooms will attend every day. CTE students will have the option to attend their CTE programs daily.
- Class size will be limited to 22 students. 11 in attendance in Group A and 11 in Group B.
  - Classes will meet at their traditional time as though we were in school every other day following a “bell schedule”.
  - Advisors will connect weekly to check-in with students
  - Office hours will be offered for each class as well as support as assigned.

Special Area Instruction and Electives

- For Physical Education and Music (vocal, band, orchestra), NYSDOH indicates 12 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.). These parameters will be followed in the scheduling of these classes.

- **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,

10. **Budget & Fiscal Matters**

**School District Fiscal Preparedness**

- As of the filing of this plan, the District is prepared with a balanced budget, based on all known financial information at this time.
  - Our 2020-21 revenue budget is based on state aid projections from the April 1, 2020, adopted state budget. It includes the projected CARES Act Restoration funding that replaces the state aid reduction in the state budget.
  - The adopted state budget authorizes the Governor to further reduce state support for schools if certain state budget to actual criteria is met at established measurement points. The District will utilize a hybrid strategy of reducing expenditures and/or use of additional fund balance and reserves in the event state aid reductions are imposed.

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.

**Flexibility for Budgetary Transfers**

- To meet the guidelines for a return of students for the 2020-21 school year considering the COVID pandemic, there may be costs that the district did not anticipate and budget for in the appropriate budget account codes. Flexibility may be needed for budget transfers for additional equipment associated with re-opening and the cleaning/disinfecting of buildings primarily).

**Tax Collection**

- In addition to a mail in option through an M&T Bank lockbox for tax payments, payments can also be made in person every Tuesday and Thursday (noon to 4pm). The District has established an on-campus location for taxes to be paid in person with social distance
parameters and protections in place for staff engaging with the taxpayer.

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 may 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.

11. Attendance & Chronic Absenteeism

Attendance

- Teachers will utilize PowerSchool as the tool to record student attendance and engagement whether face to face or remote learning is occurring. Parents will be able to see their child’s attendance in the Parent Portal.
- Participation grades (which can include participation in synchronous learning, participation in discussion forums, engagement during office hours, etc.) may be a component of grading. Our professional staff will use the resources available to track participation like Zoom meetings, Teams, and other forums for virtual learning. Software programs that requires log in like (iReady, Aims web) track student strengths, deficits as well as level of participation.

Chronic Absenteeism

During the spring 2020 school closure, some families chose to disengage and not participate. 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, Home and School Liaisons, School Resource Officers, school counselors, and community outreach services who support a student and their family to increase engagement and participation/attendance.

Students identified by the building principal (in consultation with RTI and PIC 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. Additionally, students who are absent due to medical/health reasons may be eligible for Remote Learning.
12. Technology & Connectivity

Student access

Students in grades K – 4 are provided a Chromebook, which allows interaction with our Learning Management System (Google Classroom and Microsoft Teams) in addition to increased access to learning resources and tools that will allow students to engage with content with more authenticity. Students will also be able to access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills. Additionally, teachers may use other Ed Law 2-d complaint methods of communication with parents, such as email, telephone communication, or the ClassDojo app.

Students in grades 5 – 12 are provided a PC mobile device, which allows interaction with our Learning Management system (Microsoft Teams), 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 and Dell devices in June and July 2020 to provide a mobile device for every student (K – 12) during the 20-21 school year. As a result of the COVID-19 pandemic, there is a nationwide shortage of Chromebooks PC devices. In the event that all mobile devices are not received prior to the start of school, we will prioritize providing a device to every household that does not have a mobile device yet.

Teacher access

All teachers are provided a choice regarding their district device, in terms of either a desktop or mobile device such as a PC laptop or tablet. As a result of COVID – 19, the district is surveying all teachers who currently have a desktop computer and giving them the choice of selecting either a PC laptop or tablet for the 2020 – 2021 school year. In addition, document cameras and Smart Notebook software will be available for teachers to provide instruction.

Streamlining computer-based resources

As of July 1st, Pioneer will be working to 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.

Pioneer’s IT Department will produce a list of approved resources by September 1st of the 2020-2021 school year. This list is a work in progress and will continue to evolve and update and vendors decide whether to adhere to the Education Law 2d and part 121 regulations or not. 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.

Tutorial Videos

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. These videos address a variety of most frequently asked questions about, but not limited to the following: WIFI access at on-district site locations, tutorials for utilization of Teams features for both teachers and students (parents), teacher web pages, etc. These can be found at https://www.pioneerschools.org/o/pioneer-csd/page/tutorial-videos

Technology Support for Families

Elementary
- Orienting families to our LMS (Google Classroom, Microsoft Teams, and ClassDojo) through knowledge-based materials with directions and videos.
- The IT Department will prepare Zoom and/or face to face workshops to help parents become familiar with their child’s LMS.
- On-going tech support and troubleshooting for families through access to our district Technology Help Desk.

Secondary
- Orienting families to our LMS (Microsoft Teams) through a knowledge-based page with directions and videos.
- The IT Department will prepare Zoom and/or face to face workshops to help parents become familiar with their child’s LMS.
- 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 a blend of face to face and online New Teacher Academy modules and workshops.
  - Support teachers in shifting to Microsoft Teams and/or ClassDojo with:
    - Each summer, Pioneer commits to providing professional development for members of the district’s teaching group, which includes nurses and related service providers, etc. In addition to
Zoom workshops, each member had opportunities to work independently in curriculum development and to collaborate with colleagues about such work.

- Annual Summer Professional Development that includes Zoom training sessions from CA BOCES: https://register.caboces.org/seminar/admin;
- Office Hours with Curriculum Specialists from CA BOCES, Sarah Wittmeyer, Justin Shumaker, Corey Wilson, Robert Griffin, Ryan McGinness, Mark Beckwith, Tessa Levitt, etc.;
- Technology Coaching support from the district’s technology coordinator, Erik Maeder;
- Technology Instructional support from the district’s teaching staff, Ken Flasza, Jason Wilkie, and Gio LoBianco;
- 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 & ELL 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, 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.

Online/Remote Learning

- PCSD will utilize Microsoft Teams as its Learning Management System (Pre-k to grade 12) for the posting of assignments and instructional resources. Additionally, Pre-k to 4th grade may use Class Dojo for parent communication. Communication may also be via phone or email. This model may be used in person, remotely or hybrid.

- PCSD will continue to teach based on the New York State Learning Standards (Pre-k-12).

- The PCSD 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 in screen time.

- PCSD is adopting the schedule that Monday and Tuesday will be dedicated to the first cohort of students (cohort A). Wednesday will be dedicated to all online learning. Thursday and Friday will be dedicated to the second cohort of students (cohort B). Pre-k and kindergarten students will attend school half day every day of the week. One half day session will be face to face. The remaining half day session will have activities, materials and resources posted online to ensure that students have a full day of instruction. District small classroom self-contained special education (15:1 (Elementary only), 12:1, 6:1:1, 8:1:1) will attend school every day of the instructional week.

- Teachers will check in with students on the days that they are not physically in school. Teachers will hold office hours on Wednesday of each week.

- CBO's and outside agencies will be given district guidelines and the guidelines will be followed up on by a district liaison.

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 who kept their device throughout the summer will return the device to be re-imaged for the new school year and then receive it back. Students who turned in their device in June, will be issued another device during the orientation week that is imaged for the new school year. 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
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.

14. 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.

• In remote learning situations, a student with disabilities will receive instruction, through Teams, Zoom, other virtual platforms, phone conferences, Tele therapy sessions, text messaging and email communication. Our hybrid model mirrors the in-person instruction for the 12-1-1, 6-1-1, 8-1-1 and 12-1-3-1 populations as we are able to appropriately transport, socially distance and instruct with PPE as required consistent with the need to protect their health and safety, as well as the health and safety of the individuals who provide them with their education, specialized instruction and related services. This includes immediate access to necessary accommodations, modifications, supplementary aids and services and technology including assistive technology and related services. Our hybrid model for other SWD populations at the elementary level: like a 15-1 classroom, will mirror the in-person plan where instruction is received face to face, socially distanced with necessary accommodations, modifications, supplementary aids and services and technology including assistive technology readily available. Those elementary students who receive Consultant Teacher services or Resource Room services will be split into two groups. Group A will attend school in person on a M, T schedule with remote learning, independent projects/work and online programs as the expectation on Wednesday, Thursday and Friday. Group B will participate in remote learning, independent projects/work and online programs as the expectation Monday, Tuesday, Wednesday. In addition, Wednesday will also serve as a day when staff will have office hours to address questions and the needs of individual students. Group B students will attend school in person on a Thursday, Friday schedule.

• At the HS and MS level, 15-1 classrooms will be divided into two groups. Group A will attend
school in person on a Monday/Tuesday schedule with remote learning, independent projects/work and online programs as the expectation on Wednesday, Thursday and Friday. Group B will participate in remote learning, independent projects/work and online programs as the expectation Monday, Tuesday, Wednesday. In addition, Wednesday will also serve as a day when staff will have office hours to address questions and the needs of individual students. Group B students will attend school in person on a Thursday, Friday schedule.

- **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 (i.e. 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.

- In person documentation will be completed as per previously required before COVID -19.

- Remote learning – Each teacher will maintain individual student service summary sheets that contain the services offered and provided to SWD. Parent communication will also be logged on these sheets.

- Hybrid Model – will be completed as per previously required before COVID – 19 as well as maintain individual student service summary sheets that contain the services offered and provided to SWD. Parent communication will also be logged on these sheets.

- **Child Find:** Child Find is governed by IDEA, 34CFR.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 need 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 over the summer months (between June 1st – September 1st).
    - Special Education building teams will 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.
Parents will indicate their preferred mode of communication which may include but not be limited to phone, email, text, virtual platforms, in-person delivery by district personnel, parent pick-up or U.S. postal service mail. These communications will be in the parent(s) preferred language.

Recovery 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 services will be based on whether the student was able to make appropriate progress in light of COVID-19. The purpose of recovery services is to place the student in a position that he or she would have had there been no COVID-19.

- Determination for Recovery 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.
  - Progress Monitoring
  - If necessary, re-evaluation, screening or observations.
  - Additional Therapy Sessions.

- 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.

- In-person access will follow the previously defined means prior to COVID-19.

- Remote learning - Access to necessary accommodations, modifications, supplementary aids and services and technology including assistive technology will be met by providing parent(s) with the items/technology specified in their child’s IEP to the extent feasible. This will be accomplished through parent pick-up, US postal service, electronically or personal delivery.

- Hybrid model - will follow in person procedures and remote learning process as applicable.
- 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.

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 (i.e. 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.
○ Consider protocols for community-based learning opportunities (CDOS) including students whose IEP’s require specific transition services/activities.
○ 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.) Check: CDC’s People Who Are at Increased Risk for Severe Illness site.

15. Bilingual Education & World Languages

- Communications with families
  ○ The district will continue to utilize the services of an Iterant ESL instructor from CA BOCES, Michelle Kress. She will continue to meet with students and families via Zoom and through emails and phone communications.
  ○ Communications and translations to parents/guardians will be in their preferred language and mode of communication.

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

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. 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 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 31, 2020. Please see additional information outlined earlier in this document.

**Teacher and Principal Evaluation System – Mandatory Assurances**
Pioneer teachers and Principals will be evaluated pursuant to the approved APPR plan including any variance that may be needed and approved by the NYS Education Department. Observations will commence using the Thoughtful Ed Rubric in October. A formal schedule of these observations, and administrators assigned to each teacher has been created and the process will be completed by May 31, 2021.
Germs are all around you.

Stay healthy. Wash your hands.

www.cdc.gov/handwashing
Appendix C

CLEAN HANDS KEEP YOU HEALTHY.
Wash your hands with soap and water for at least
20 SECONDS.

LIFE IS BETTER WITH
CLEAN HANDS

www.cdc.gov/handwashing

This material was developed by CDC. The Life is Better with Clean Hands Campaign is made possible by a partnership between the CDC Foundation, DOJ, and Staples. HHS/CDC does not endorse commercial products, services, or companies.
LEAD BY EXAMPLE

Wash your hands and teach kids to scrub hands for at least 20 SECONDS.

www.cdc.gov/handwashing

This material was developed by CDC. The Life Is Better with Clean Hands Campaign is made possible by a partnership between the CDC Foundation, O.J.S., and Staples. HRF/CDC does not endorse commercial products, services, or companies.
What you should know about COVID-19 to protect yourself and others

Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.

Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.

Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.

Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.

Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.

Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.

cdc.gov/coronavirus
Appendix F

How to Protect Yourself and Others

Know how it spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
  » Between people who are in close contact with one another (within about 6 feet).
  » Through respiratory droplets produced when an infected person coughs, sneezes or talks.
  » These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
  » Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Everyone should

Clean your hands often

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

Avoid close contact

- Stay home if you are sick.
- Avoid close contact with people who are sick.
- Put distance between yourself and other people.
  » Remember that some people without symptoms may be able to spread virus.
  » This is especially important for people who are at higher risk of getting very sick. [www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html](http://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html)

cdc.gov/coronavirus
Appendix G

Share facts about COVID-19

Know the facts about coronavirus (COVID-19) and help stop the spread of rumors.

**FACT 1**
Diseases can make anyone sick regardless of their race or ethnicity.
Fear and anxiety about COVID-19 can cause people to avoid or reject others even though they are not at risk for spreading the virus.

**FACT 2**
For most people, the immediate risk of becoming seriously ill from the virus that causes COVID-19 is thought to be low.
Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more serious complications from COVID-19.

**FACT 3**
Someone who has completed quarantine or has been released from isolation does not pose a risk of infection to other people.
For up-to-date information, visit CDC's coronavirus disease 2019 web page.

**FACT 4**
There are simple things you can do to help keep yourself and others healthy.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- When in public, wear a cloth face covering that covers your mouth and nose.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

**FACT 5**
You can help stop COVID-19 by knowing the signs and symptoms, which can include:
- Fever
- Cough
- Shortness of breath
Seek medical attention immediately if you or someone you love has emergency warning signs, including:
- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or not able to be woken
- Bluish lips or face
This list is not all inclusive. Please consult your medical provider for any other symptoms that are severe or concerning.

cdc.gov/coronavirus
What you should know about COVID-19 to protect yourself and others

Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.

Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.

Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.

Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.

Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.

Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.

[Image and logo] cdc.gov/coronavirus
Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.

- Avoid close contact with people who are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Avoid touching your eyes, nose, and mouth.
- When in public, wear a cloth face covering over your nose and mouth.
- Clean and disinfect frequently touched objects and surfaces.
- Stay home when you are sick, except to get medical care.
- Wash your hands often with soap and water for at least 20 seconds.

cdc.gov/coronavirus
Appendix J

Stop Germs! Wash Your Hands.

When?
- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

How?

Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.

Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.

Rinse hands well under clean, running water.

Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

www.cdc.gov/handwashing

This material was developed by CDC. The Life is Better with Clean Hands Campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.
Appendix K

Stop the spread of germs that make you and others sick!

Cover your Cough

Cover your mouth and nose with a tissue when you cough or sneeze

or

cough or sneeze into your upper sleeve, not your hands.

Put your used tissue in the waste basket.

Clean your Hands

Wash hands with soap and warm water

or

clean with alcohol-based hand cleaner.

after coughing or sneezing.
Important Information About Your Cloth Face Coverings

As COVID-19 continues to spread within the United States, CDC has recommended additional measures to prevent the spread of SARS-CoV-2, the virus that causes COVID-19. In the context of community transmission, CDC recommends that you:

- Stay at home as much as possible
- Practice social distancing (remaining at least 6 feet away from others)
- Clean your hands often

In addition, CDC also recommends that everyone wear cloth face coverings when leaving their homes, regardless of whether they have fever or symptoms of COVID-19. This is because of evidence that people with COVID-19 can spread the disease, even when they don’t have any symptoms. Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

How cloth face coverings work

Cloth face coverings prevent the person wearing the mask from spreading respiratory droplets when talking, sneezing, or coughing. If everyone wears a cloth face covering when out in public, such as going to the grocery store, the risk of exposure to SARS-CoV-2 can be reduced for the community. Since people can spread the virus before symptoms start, or even if people never have symptoms, wearing a cloth face covering can protect others around you. Face coverings worn by others protect you from getting the virus from people carrying the virus.

How cloth face coverings are different from other types of masks

Cloth face coverings are NOT the same as the medical facemasks, surgical masks, or respirators (such as N95 respirators) worn by healthcare personnel, first responders, and workers in other industries. These masks and respirators are personal protective equipment (PPE). Medical PPE should be used by healthcare personnel and first responders for their protection. Healthcare personnel and first responders should not wear cloth face coverings instead of PPE when respirators or facemasks are indicated.

General considerations for the use of cloth face coverings

When using a cloth face covering, make sure:

- The mouth and nose are fully covered
- The covering fits snugly against the sides of the face so there are no gaps
- You do not have any difficulty breathing while wearing the cloth face covering
- The cloth face covering can be tied or otherwise secured to prevent slipping

Avoid touching your face as much as possible. Keep the covering clean. Clean hands with soap and water or alcohol-based hand sanitizer immediately, before putting on, after touching or adjusting, and after removing the cloth face covering. Don’t share it with anyone else unless it’s washed and dried first. You should be the only person handling your covering. Laundry instructions will depend on the cloth used to make the face covering. In general, cloth face coverings should be washed regularly (e.g., daily and whenever soiled) using water and a mild detergent, dried completely in a hot dryer, and stored in a clean container or bag.

How to Safely Wear and Take Off a Cloth Face Covering

**WEAR YOUR FACE COVERING CORRECTLY**
- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2

**USE THE FACE COVERING TO PROTECT OTHERS**
- Wear a face covering to protect others in case you’re infected but don’t have symptoms
- Keep the covering on your face the entire time you’re in public
- Don’t put the covering around your neck or up on your forehead
- Don’t touch the face covering, and, if you do, clean your hands

**FOLLOW EVERYDAY HEALTH HABITS**
- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available

**TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU’RE HOME**
- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine
- Wash your hands with soap and water

Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a cloth face covering, see: [cdc.gov/coronavirus](http://cdc.gov/coronavirus)
Appendix N

*Health Questionnaire Screening Form for Coronavirus (COVID 19)*

**Symptoms of COVID-19**
People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19 and should not attend school or work.

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

Questions for COVID screening:

1. Have you knowingly been in close proximate contact in the past 14 days with anyone who has tested positive for COVID 19?
2. Have you tested positive for COVID 19 in the last 14 days?
3. Have you experienced any symptoms of COVID 19 in the past 14 days?
4. In the last 14 days, have you traveled from another state or country for which New York requires a mandatory self-quarantine period?
5. If you answered yes to question #4, have you completed the 14-day self-quarantine as currently required by New York State?

**When to Seek Immediate Emergency Medical Attention**

Look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you. Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.

Date Questionnaire was completed: ______________________  Initials: __________
Appendix O

PCSD Health Office

Return to School Note when NO Covid-19 TESTING Performed

Student Name________________________________________

Date Sent Home_______________________________________

Reason Sent Home____________________________________

I, _______________________________(print parent/guardian name), verify that:

__________________________ (child’s name)

1. has not had a fever above 100.4 for 3 consecutive days with no medication given

AND

2. that ____________________________________________________ symptoms have resolved and

10 days from start of symptoms has passed.

Known exposure date must be 14 days from______________________________

Parent Signature______________________________________________________
Appendix P

COVID-19 FEVER/SYMPTOM FLOW SHEET FOR SCHOOL NURSES AND BUILDING ADMINISTRATORS

While at school, student has temp >100.4°F (non-touch forehead thermometer) that does not resolve within 30 minutes

OR

While at school, student has symptoms of COVID-19 which may include:

- Fever, chills, rigor
- Cough
- Shortness of breath
- Rash
- Nasal congestion or rhinorrhea
- Sore throat
- Nausea or vomiting or diarrhea
- New loss of taste or smell
- Fatigue
- Headache
- Muscle or body aches
- Poor feeding or poor appetite

* Disregard this symptom if school personnel are already aware of a non-COVID chronic pre-existing condition that causes that symptom AND if the nature of that symptom (duration, intensity, etc.) is consistent with what school personnel are familiar.

ACTIONS: Don appropriate PPE; Isolate student until you send home; Refer student to their MD/DO/INP;

STUDENT TO STAY HOME UNTIL:

With COVID Test

Positive Test

Follow State & local guidance for isolation, quarantine, & contact tracing

MAY RETURN TO SCHOOL WHEN:

(A) MD/DO/INP provides school with 2 negative acute COVID-19 test results, both taken since symptoms first appeared and are at least 24 hours apart, OR

(B) Follow CDC, state, and local public health guidelines for symptom-based return (see also Negative test criteria)

Without COVID Test or Note from MD/DO/INP

Negative Test

School receives certificate from licensed MD/DO/INP who treated child attesting current illness is unrelated to COVID-19, providing confirmation of alternate diagnosis, labs, date of diagnosis, other pertinent information, affirming child is fever-free for 72 hours and without other COVID-19 symptoms. Note must include MD/DO/INP’s contact information, & be accompanied by signed parent consent for school to interact with MD/DO/INP.

Without COVID Test but with Note from MD

Consider creating individualized student health plan (ISHP) to prevent future unnecessary dismissals.

MAY RETURN TO SCHOOL WHEN CONFIRMED IN WRITING BY PARENT:

- 3 days with no fever off meds and
- Respiratory and presenting symptoms have improved and
- 10 days passed since symptoms first appeared or since tested (unless there is also a known exposure, then 14 days after that exposure).

NOTE: If someone reports direct contact for >10 min, closer than 6 feet, without a mask in the past 14 days to a person known or suspected to have COVID-19, use judicious self-protection, isolate individual, give a face mask, arrange immediate dismissal, and proceed per local public health department protocols.
## Appendix Q

### Individual School Surveillance

<table>
<thead>
<tr>
<th>Principal Name: School Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person: School Nurse:</td>
</tr>
<tr>
<td>School Enrollment: Contact Phone Number:</td>
</tr>
<tr>
<td># of Faculty &amp; Staff:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Absent</td>
<td></td>
</tr>
<tr>
<td># Absent with CLS</td>
<td></td>
</tr>
<tr>
<td># Sent home with CLS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACULTY And STAFF</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Absent</td>
<td></td>
</tr>
<tr>
<td># Absent with CLS</td>
<td></td>
</tr>
<tr>
<td># Sent home with CLS</td>
<td></td>
</tr>
</tbody>
</table>

*CLS* - Like Symptoms-Fever of 100.4 or higher, cough, shortness of breath, nausea, diarrhea, muscle/body aches, loss of taste or smell

### Please note any unusual CLS activity in your school below:

| Describe the Unusual Activity: |
|-------------------------------|---|