



Reopening Plan 2020-21

PEMBROKE
CENTRAL SCHOOL DISTRICT

Pembroke Central School District Reopening Plan for 2020-21

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INTRODUCTION

Background: On March 15, 2020, the Genesee-Orleans County Department of Health (DOH) declared a state of emergency as a result of COVID-19, which resulted in closing school on Monday, March 16, 2020. Shortly after that, Governor Cuomo issued an Executive Order closing all schools in New York State. Schools were ultimately closed for the remainder of the school year and required to submit plans to the New York State Education Department (NYSED) for Continuity of Learning, Food Service and Childcare for Healthcare Workers and First Responders.

By Wednesday, March 18, 2020, all Pembroke students were provided packets of up to three weeks of school work and many teachers began online learning at that same time. Within two to three weeks, all K-12 teachers moved forward with online learning. Through collaboration with the Technology Department, each building identified families without Internet connectivity, and families that lacked access or data were provided information about how to access free Internet service and were offered the opportunity to use of school-purchased Wi-Fi hotspots. The District also created a drop-box system for students and families without Internet, with one drop-box at each of the three buildings.

Planning Process: In anticipation of receiving reopening guidance from the state, the District conducted a thorough survey to all parents and employees from June 19-27, 2020, and close to 800 people participated in providing input. During the week of July 13, 2020, the NYSDOH and the NYSED issued separate guidance documents outlining the requirements to reopen schools for the 2020-21 school year, and the District conducted another survey to parents and families on July 15-16, 2020.

This initial draft reopening plan was developed using the NYSDOH and NYSED guidance documents, recommendations and information from the United States Center for Disease Control (CDC), regional and local COVID-19 data; and created in collaboration with the administrative team, leaders from the teachers' union (PTF), leaders from the support staff union (SRP), leaders from the bus drivers' union (SEIU), district office staff and the Board of Education, with significant input from parents and families representing all three buildings.

It is extremely important to note that this reopening plan is a fluid and living document that will be revised and updated as needed, and the District will continue to engage stakeholders in the process to monitor and adjust the plan as necessary.

Superintendent Calderon is designated as COVID-19 Safety Coordinator whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. Other key coordinators include the three principals and the three school nurses.

CDC Information - What do we know about COVID-19 as it relates to students? What are the current CDC guidelines for reopening and closing schools? Please read these papers from the CDC website:

"The Importance of Reopening America's Schools this Fall."

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools.html>

“Guidance for K-12 School Administrators on the Use of Cloth Face Coverings in School.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>

“Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations”

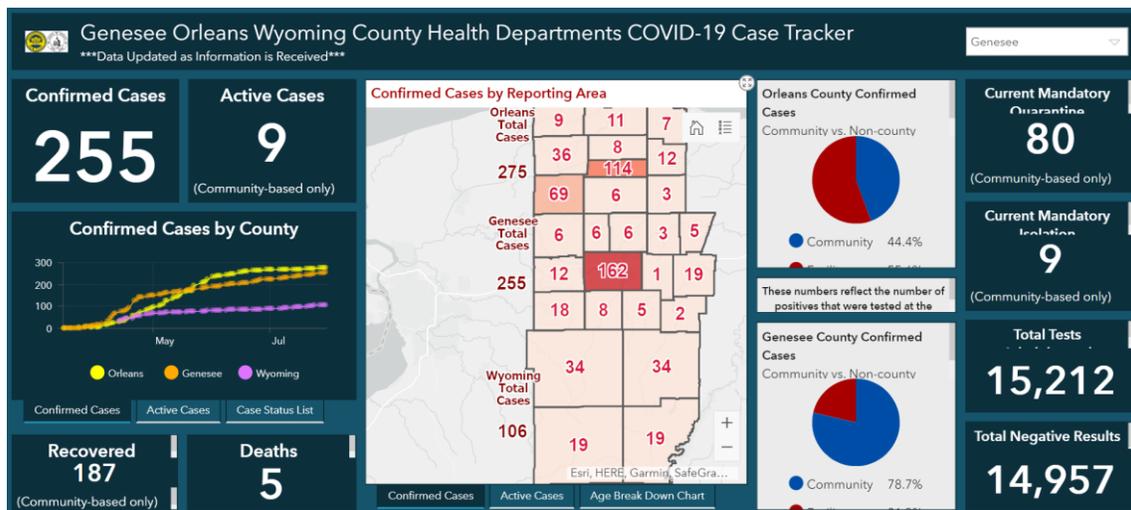
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

“School Decision-Making Tool for Parents, Caregivers, and Guardians”

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html>

Genesee County Data of Total Cases since the Pandemic Started:

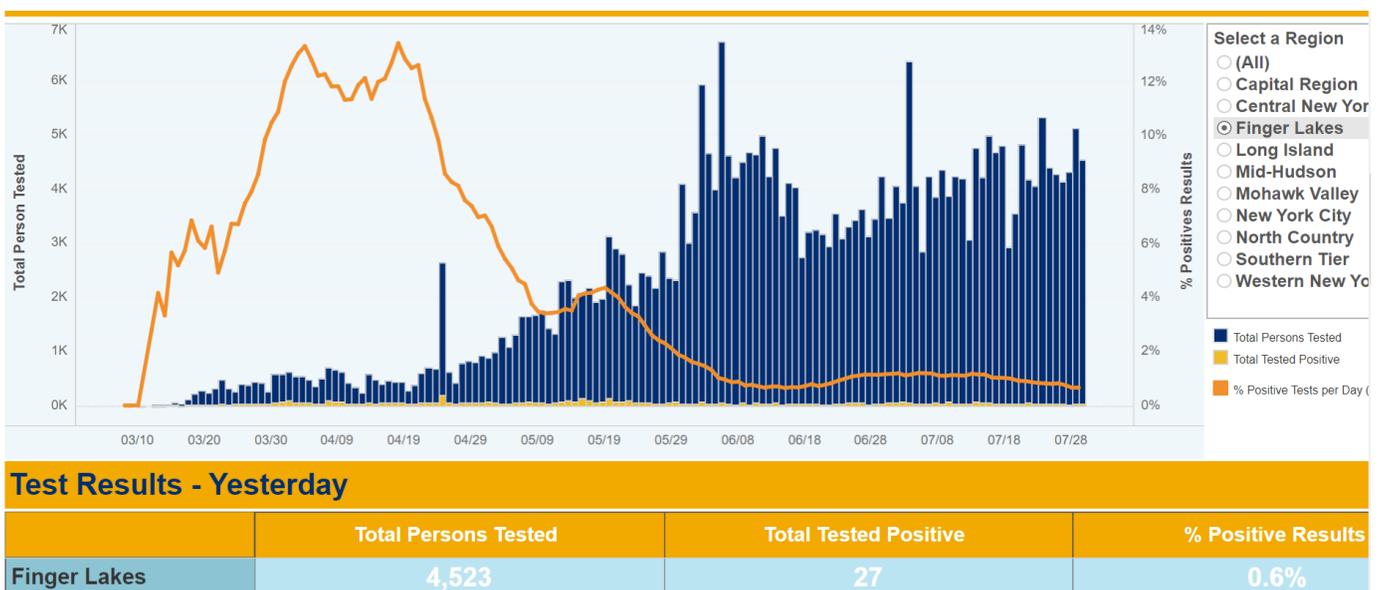
<https://experience.arcgis.com/experience/5f8401b0516247b490934303e3975e49/>



Finger Lakes Regional Testing Data from July 28, 2020

<https://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/RegionalCouncilMap.pdf>

<https://forward.ny.gov/percentage-positive-results-region-dashboard>





Dear Parents, Families and Colleagues,

Despite the division that exists in our country and the wide range of opinions even in our small rural community, we have an amazing opportunity to demonstrate to our young Dragons what it looks like to be **UNIFIED**, even when there is vast diversity of thinking.

More important than any detail in this reopening plan is the need to **treat each other with love and respect**. To be kind in the midst of trying times. To be selfless, not selfish. To lean into the hard life lessons and learn from them. To instill in our children the resilience they need to live productive lives. To be leaders... and to teach them to be leaders.

What can we agree on? How about these...

- Our children need the best education possible.
- Our elderly loved ones and people who are immune-compromised are the ones who need to be kept most safe from exposure to COVID-19 (and other illnesses).
- There are simple ways we can help reduce the spread of COVID-19 and other illnesses.
- We are not in charge of setting the rules.
- Fighting with each other about the rules being established by the governing authorities will not change the rules and will not help us prosper in providing the best education possible.

With these thoughts in mind, I appeal to each and every one of you reading this plan to **embrace a UNIFIED mindset** even though we will not agree on every detail of the plan. Thank you for all of the input you provided in developing this plan. If and when we are allowed to reopen, we can get this done! Only Together.

Respectfully, Superintendent Calderón

A handwritten signature in black ink that reads "Matthew E. Calderon". The signature is written in a cursive style with a large, prominent 'M' and 'C'.

COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

It is the intent of the District to communicate often and err on the side of over-communicating to all stakeholders as we continue to navigate the impact of the COVID-19 pandemic response on our school system.

District-level Communication: The District will add a visible link on the main website page entitled “Pembroke Reopening Plan and Updates.” In addition to posting the most current version of this Reopening Plan document, Superintendent Calderón will post all updates at this link as he did on the “Coronavirus Planning” link during the four month closure. He will provide regular updates as needed using Loom videos and email messages. All parents and families will be notified through the automated school messenger system when an update occurs.

The Technology Director and Coordinator of Pupil Personnel Services will continue to share information using the automated school messenger system, the District and School website links, email messages, written letters and/or phone as necessary.

Building-Level Communication: Building principals and other school leaders will continue to share information using the automated school messenger system, the District and School website links, email, social media platforms and phone as necessary.

Classroom-Level Communication and Equitable Access to Learning: In response to parent input regarding the need for all teachers to use one consistent means of communication, the District has designated the use of **Google Classroom** and **ClassTag** as the primary means of communication regarding academic expectations. *(Please note: ClassTag is similar to Remind but has more features and connects to Google Classroom more effectively. Communicating via Facebook or other personal social media platforms, and/or through text messages on personal employees’ mobile devices is prohibited.)* Employees are expected to respond to school email in a timely fashion, but all parents are encouraged to begin using **Google Classroom** and **ClassTag** as the primary means of communication with teachers. Training for faculty, students, and families to become familiar and comfortable with the use of **Google Classroom** and **ClassTag** will begin and take place throughout August 2020, on the Superintendent Conference Days in September 2020, and ongoing as needed. Information about how parents can participate/receive training will be shared by the Technology Director using the automated messenger system.

All grades for assignments and marking periods will continue to be available on School Tool.

Communication and Training to reduce the spread of COVID-19 and other illnesses: All students, parents and families, employees and visitors will receive appropriate instructions and training about the expectations in this reopening plan; including but not limited to proper social distancing, proper mask-wearing, proper hygiene practices and proper cleaning/disinfecting practices. This will occur through the various means of communication described above, as well as through signage and verbal messaging. Faculty and staff will receive training during superintendents Conference days and building meetings. Students will receive direct instruction from classroom teachers and/or school nurses.

HEALTH AND SAFETY

Taking into consideration the health and safety guidance provided by the CDC, NYSDOH and NYSED, and after review by the District's Medical Director/School Physician and Local DOH, it is the District's intent to reopen in-person to the fullest extent possible, within the parameters and under the conditions outlined below.

To start the 2020-21 school year:

1. All parents and guardians will have **OPTION A** to have their children participate in **Online/Remote Learning 100%** of the time, if desired. This is especially important to consider if someone in the student's home is medically at-risk. If the 100% online/remote option is selected, it is expected that the given student will maintain that status at least on a quarterly basis. It is important to note that this online/remote learning will be different than what we did for the last four months of the 2019-20 school year. More information about that is located under the section entitled School Schedules/Teaching & Learning, starting on page 19.
2. All parents and guardians will have **OPTION B** to have their children attend school **In-Person**, with the understanding that all students must follow all the identified protocols in this plan, including but not limited to those related to:
 - Daily temperature screenings and weekly health question screenings
 - Maintaining proper social distancing
 - The use of clear polycarbonate desk shields and/or barriers
 - Wearing masks/cloth face coverings when required
 - Practicing proper hand and respiratory hygiene
(Proper hand washing, and proper covering when sneezing/coughing)
 - Observing signs of illness and staying home when ill
 - Being sent home when symptomatic
 - Following doctor's orders when ill
 - Returning to school after being ill

Between July 31 and August 3, 2020, a survey will be sent to all parents to elect Option A or Option B, and it is important for all parents to complete the survey. Individual phone calls will be made to every home for those who do not complete the survey. Placement/assigning classroom teachers cannot take place until this information is received.

Transitional Plans, IF NEEDED, as the school year progresses:

In the event it becomes necessary, for instance by directive from DOH, NYSED and/or the Governor, the District will be prepared to transition to an alternate-day schedule. Each grade level will be divided up into two halves and will alternate between online/remote learning and in-person learning as scheduled and as outlined under the section entitled School Schedules/Teaching & Learning, starting on page 19. Students with disabilities, special needs, and/or extenuating circumstances will be prioritized to continue in-person learning on a daily or more regular basis.

In the event school is closed again by directive from DOH, NYSED and/or the Governor, the District will be prepared to transition to 100% online/remote learning as outlined under the section entitled School Schedules/Teaching & Learning starting on page 19. Students with disabilities, special needs, and/or extenuating circumstances will be prioritized to continue in-person learning as much as possible, if permitted.

Protocol for Daily Health Screenings:

1. On a daily basis, all employees and students will be required to have their temperatures checked at home prior to leaving for school.
2. On a daily basis, employees will need to answer a short questionnaire consisting of the following questions, and on a weekly basis for students:
 - Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive for COVID-19 or who has or had symptoms of COVID-19?
 - Have you tested positive for COVID-19 in the past 14 days?
 - Have you experienced any symptoms of COVID-19, including a temperature of greater than 100°F, in the past 14 days? *(List of symptoms can be found on page 12 of this plan.)*
 - Are you returning from travel to states that have a significant degree of community-wide spread of COVID-19?
(The most current list of states is listed here: <https://coronavirus.health.ny.gov/covid-19-travel-advisory>)
3. Each morning, the District will use Apptegy (the District App) to send an automated notification to all parents/guardians and employees with a link to submit verification that temperatures were checked and/or to answer the questionnaire.
4. Any individual with a fever of 100°F or higher **or** who answers yes to any of the four questions is expected to stay home.
5. The data submitted using the link will immediately be compiled into a live Google Sheet for administrators, nurses and teachers to view, which will show a color code to identify who completed and “passed” the health screening and who did not. All personal and medical information will be kept strictly confidential.
6. Any and all students who did not complete the health screening as identified on the Google sheet will be sent directly to the nurse’s office to have their temperature checked. *(If identified prior to getting off the bus, the student will be held on the bus until retrieved by a designated employee to be escorted to the nurse. Principals and/or designated employees will also intercept students who did not complete the health screening upon entering the building to be escorted to the nurse. Finally, if students were missed before exited the bus or entering the school, classroom teachers will meet students at the classroom door to be escorted to the nurse.)*
7. Students who have a fever of 100°F or higher will be supervised in the COVID Health & Wellness room until their parents pick them up. *(Each building has identified a separate room near the nurse’s office or main entrance office to serve as an isolation area as required by the state reopening guidance. Primary School – Rm 105, Intermediate School - Rm 104, Jr.-Sr. High School – Room 302.)*
8. The COVID Health & Wellness rooms will provide appropriate social distancing protocols along with privacy and supervision to meet the needs of any student and/or faculty member who needs to be separated based on presenting potential COVID-19 symptoms. The School Nurses will don the necessary school-supplied PPE and provide treatment, care, supervision until the student can be picked up from school. In the nurse’s absence, other medically-trained staff members will mitigate any non-COVID-related health emergencies that may arise.
9. Any student who is dismissed early for medical reasons will not be permitted to participate in after-school activities, including, clubs, groups, plays, musical events, and sports.

Protocol to address visiting parents, visitors, guests, contractors and vendors (“visitors”):

1. Mask wearing and social distancing requirements, along with health screening protocol for visitors will be posted in written form at the Main Entrances of each building.
2. Visitors will be limited to those who were pre-approved and/or have a legitimate reason to visit, as determined by the Principal or designated employee.
3. Upon entry to the main entrance lobby, all visitors including parents will be required to wear masks and adhere to all social distancing protocols until they leave the building. There will be a limited supply of non-surgical masks available for anyone in need of one.
4. All visitors including parents must agree to take and pass the 4-question health screening survey before gaining entry to the building beyond the main entrance lobby.
5. Deliveries will only be made to the loading dock or the designated exterior door for each building, which is consistent with current practice. Any delivery persons required to enter the building to satisfy their delivery will be required to wear a mask or face covering and social distancing will be practiced.

Protocol for social distancing and the use of clear polycarbonate desk shields/barriers:

1. All individuals must maintain a minimum of six feet (6') of distance between others or be separated by an appropriate barrier, to the fullest extent possible.
2. Anytime that six feet of space cannot be maintained or a polycarbonate barrier is unavailable to separate individuals, those involved must wear a mask.
3. All classrooms and other spaces are being rearranged to maximize social distancing and polycarbonate desk shields will be provided to the greatest extent possible. Extra and/or unnecessary furniture and items will be moved out of the way and/or removed.
4. In classrooms with student desks, all desks will face in one direction.
5. In classrooms with tables, including cafeterias, barriers will be installed to the fullest extent possible.
6. Some spaces such as cafeterias, auditoriums, functional fitness rooms and other rooms will be repurposed and/or rearranged as appropriate to maximum social distancing.
7. Social distancing, directional markers and posters will be installed on in hallways and on hallway floors to identify bi-directional hallway traffic.
8. Signs and/or floor markings will be installed that denote six feet of space in areas where lines typically form and in other common areas.
9. For spaces where vocal music or wind instrumental music takes place, and for spaces where heavy breathing is caused by physical activity, a minimum of twelve feet (12') of distance between others or be separated by an appropriate barrier, to the fullest extent possible. *(Please note: Students will no longer be permitted to share an instrument, and additional musical instruments were purchased for the 2020-2021 school year for that reason.)*

Protocols for wearing masks:

1. Masks are required to be worn at all times when riding the bus.
2. Masks are required walking to and from the bus, and into and out of school.
3. Masks are required upon entering each building and while walking in the halls.
4. Masks are required while walking in classrooms, cafeterias, auditoriums and any other space.
5. Upon sitting in any classroom, masks may be removed, if desired, only when 6' of social distancing or an appropriate barrier is in place. ***(All students should feel comfortable to wear or not wear a mask when it is an option, without harassment of any kind.)***
6. Upon sitting in the cafeteria or any classroom to eat, masks may be removed. *(Barriers will be provided to the fullest extent possible and social distancing will be facilitated.)*
7. The District requests that all students and employees supply and use their own personal masks, however, an adequate supply of non-surgical masks will be available at no cost for anyone who needs one.
8. When necessary, masks with a transparent face shield are permissible to allow for visual cues for students who are deaf or have hearing difficulties.
9. Students and employees are permitted to wear additional personally-owned PPE that exceeds the minimum mask requirement, and the District will provide additional PPE to school nurses and at-risk students as needed and as required.
10. Appropriate personnel will instruct all students and employees on how to properly put on, take off, and discard PPE, including but not limited to masks.
11. Individuals with documented health conditions that prohibit the use of masks (as defined by a primary health care provider) or those who could not remove their mask without assistance are exempt from wearing a mask while in school.

Protocols for mask breaks:

1. When proper social distancing is not possible and a barrier is not available, students who are required to wear masks will be given mask breaks.
2. Principals will schedule at least one mask break in the morning and one on the afternoon, identified in the master schedule if possible.
3. Mask breaks may also occur as scheduled by the classroom teacher.
4. Mask breaks will be provided under supervisions in spaces where social distancing is possible or barriers are available.
5. Employees working alone in their respective work spaces need not wear a mask, but must have one available at all times to wear as required when another person enters their work space and cannot maintain proper social distancing.

Protocol for practicing proper hand and respiratory hygiene:

1. Signs for correct hand and respiratory hygiene will be posted in classrooms, hallways, bathrooms, and cafeterias:
 - Frequently wash your hands with soap and water for at least 20 seconds. When soap and running water are unavailable, use an alcohol-based hand rub with at least 60% alcohol. Always wash hands that are visibly soiled.
 - Avoid touching your eyes, nose, or mouth with unwashed hands.
 - Practice good respiratory etiquette, including covering coughs and sneezes.
 - Avoid close contact with people who are sick.
 - Stay home if sick.
2. Videos will be used to educate children about correct hand and respiratory hygiene.
3. Hand sanitizing and/or handwashing stations will be added in common area locations in each building.
4. Students will be encouraged to wash their hands frequently and given the opportunity to do so.
5. Students will be expected to wash their hands before and after lunch, and when using restrooms.

Protocol for providing accommodations to students and employees who are at high risk or live with a person at high risk:

1. Students who fall into this category may participate in online/remote learning 100% of the time if desired. Parents who need or want to elect this option should choose Option A when the survey is sent.
2. If parents want their children to participate in Option B (in-person instruction) but have concerns about high-risk family members, the District requests that they visit their health care provider to identify recommendations for additional Personal Protective Equipment (PPE) that can or should be utilized. Upon receiving any such recommendations, parents should contact the Principal and/or the school nurse to meet and/or discuss a plan to accommodate the student's needs.
3. Employees who fall into this category should provide medical documentation and initiate a conversation with their direct supervisor. Use of leave days and/or other accommodations for at-risk employees with underlying medical conditions or who have household members with underlying health conditions will be made in adherence to existing law, Board policy and the provisions in their respective collective bargaining agreements.

Protocol for observing signs of illness, being sent home when symptomatic and returning to school:

1. To identify early warning signs, the District will use average daily attendance data to serve as the main indicator of potential increase in transmission, as well as the metrics established by the local DOH to monitor if spread is increasing.
2. While at school, all employees should observe and be aware of individuals that may be exhibiting symptoms of COVID-19, as identified by the CDC:
 - A fever of 100.0° F or higher or a sense of fever that does not resolve within 30 minutes and/or any of the following symptoms:
 - Chills
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or running nose
 - Nausea or vomiting
 - Diarrhea
3. When any of the symptoms above are observed, the student/individual will be sent or escorted to the School Nurse for assessment. The Nurse may disregard given symptoms if she is aware of a pre-existing non-COVID chronic condition that causes the symptoms and the duration and intensity of the symptoms are consistent with typical presentation. The Nurse will handle that as normal.
4. If a non-COVID chronic condition is not pre-existing, the Nurse will arrange for the student to be separated and supervised in the COVID Health & Wellness Room with a mask and proper social distancing. The Nurse will arrange for immediate dismissal and refer the student to their Primary Health Care Provider.
5. The student must stay home until one of the conditions below is met:
 - The Primary Health Care Provider provides a **Notification Letter/Health Certificate** that the student either tested negative for COVID-19, **or** the student meets the symptom-based return to school criteria **or** that the illness is unrelated to COVID-19 and meets the symptom based criteria to return to school. *(If the non-COVID illness is a chronic diagnosis, the Nurse should consider creating an IHP if one is not already in place.)*
 - OR**
 - The student **stays home** and transitions to online/remote learning for **at least ten (10) days** **and** is **symptom free for at least 24 hours**, **including** a temperature less than 100.0° F
6. If a case of COVID-19 is confirmed in the school, the District will follow the protocol below.

Protocol for a confirmed case of COVID-19:

1. The District will **contact the local DOH**, adhere to CDC guidelines and:
 - Follow the guidance of the DOH in regard to containment, which may include closing off certain areas of the school and/or transitioning some classes to alternate day or online/remote learning and/or full-school transition to alternate day or online/remote learning (*decreasing the scale or scope of in-person learning, and/or closing the school to in-person learning*).
 - Support the DOH in its contact tracing efforts;
 - Maintain strict confidentiality of medical information;
 - Permission to return to school will be conducted in coordination with the local health department and the individual's Primary Health Care Provider.
2. The District follow the cleaning and disinfecting protocol under #9 of the section below and any additional cleaning/disinfecting.

Protocol to clean and disinfect schools:

1. The Director of Facilities will manage proper cleaning and disinfecting following CDC guidance.
2. A deep cleaning of all buildings will take place prior to students and staff being reintroduced.
3. **Regular building cleaning and disinfecting** will occur during the day and after the end of each workday, including routine cleaning and disinfecting of work surfaces and areas in the work environment, including restrooms, offices, break rooms, classrooms, and other spaces throughout each building. Existing cleaners employed by the District will accomplish this regular cleaning.
4. **Additional cleaning and disinfecting** will occur for high-touch areas including door knobs, light switches, hand railings, locker handles, student desks, water coolers, drinking fountains, entrance doors, tables, counter tops, phones, faucets and sinks, toilets and restrooms, and nurses offices. One (1) new full-time cleaner position will be added to accomplish this sole task.
5. Custodial staff will maintain a daily cleaning logs documenting date, time, and scope of cleaning, and keep the logs on file at each building.
6. All maintenance staff must use proper PPE when using cleaning supplies and proper supplies and procedures to that match the given task as outlined by CDC guidelines.
7. The Director of Facilities will provide clearly written expectations to every employee in the maintenance department with CDC Guidelines included.
8. All employees in the District will be provided basic cleaning supplies to clean and wipe their own work spaces, student desks, desk shields, classroom supplies and/or equipment as often as possible throughout the day, as they are able. Per the state guidance, students are not to be given any cleaning supplies.

9. Cleaning and disinfecting protocol following a confirmed case of COVID-19:
 - The District will contact the local DOH.
 - The Director of Facilities will manage the employees in his department to perform cleaning and disinfecting of exposed areas, including all heavy traffic areas and high-touch surfaces following the CDC Guidelines:
 - Close off affected areas
 - Open outside doors and windows to increase air circulation
 - Wait 24 hours before cleaning and disinfecting, or as long as possible
 - Clean and disinfect all areas used by the individual
 - Reopen for use following direction from local DOH

Protocol for ventilation systems:

1. The Director of Facilities will ensure that all ventilation systems operate properly and are being controlled as designed.
2. Circulation of outdoor air will be increased as much as possible through both natural and mechanical methods.
3. HVAC inspection and maintenance requirements will be adhered to.

Protocol to for school safety drills:

1. All mandated fire drills and lock-down drills will continue to be treated as real emergencies with full and serious participation of all participants.
2. All mandated fire drills and lock-down drills will be conducted with modifications to promote social distancing to the extent practical, and those changes will be identified in each building's fire safety plan as appropriate.
3. Students are required to wear masks if feasible.

YMCA Universal Pre-Kindergarten (UPK): At the Pembroke Primary School, all students in the YMCA UPK program housed in the Primary School building under OCFS Regulations and Guidelines, so they will follow all the Health and Safety guidelines outlined in this section of the plan. Three (3) classes will be provided and capped at fifteen (15) students using a blended half-day/full-day model. There will be up to five (5) half-day students and up to ten (10) full-day students in each class. The half-day students who will be present in the morning only and will be dismissed mid-day, as in the past.

FACILITIES

General Health and Safety: At this point, the District does not have plans to make significant changes to any building spaces due to this reopening plan. However, if that changes, the District will meet all legal requirements associated with such changes.

Fire Code Compliance: Any changes or additions to facilities require review by the Office of Facilities Planning (OFP) to meet 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. Should alterations be pursued, the District will submit the proposed changes to the OFP for review and approval, just as with any other project.

Doorways: Many stairs and corridor doors have closers with automatic hold opens. These doors are normally held in the open position and are automatically released by the fire alarm system. The function, position, and operation of those doors must remain unchanged. Fortunately, they need not be touched during normal use.

Emergency Drills: As outlined in the previous section, all three schools will conduct standard operations and procedures to the best of our abilities without deviating from current requirements. Fire Drills and Lockdown Drills will be conducted as required and identified in each building's Fire Safety plan, and changes made as a result of this reopening plan will be included in those Fire Safety plans.

Inspections: If required to conduct Building Condition Survey or Visual Inspections, all deadlines will be met.

Lead Testing: DOH requires lead-in-water testing to be conducted when the building is "normally occupied," sampling should not be conducted when the building is vacant or has been vacant for an extended period, and simulation of "normally occupied operation" for the purpose of lead-in-water testing is not permitted. NYS DOH advises that schools follow recommended procedures to the extent possible to provide clean and safe drinking water upon reopening, and the District will do so.

Means to Control Infection: To reduce transmission of infection, each principal will collaborate with teachers to develop revised schedules as practical to reduce student use of the corridors. Teachers will be encouraged to leave classroom doors open to reduce touching door levers and knobs. Fire rated doors will not be set in a fixed position other than how they are designed. The polycarbonate material that ten District plans to use will comply with 2020 BCNYS Section 2606 to mitigate the negative impact of life and safety features of a school.

Promoting Proper Hand Hygiene: The District will provide additional hand washing and hand sanitizing stations in each building. Alcohol-based Hand-Rub Dispensers will be installed in the limited quantities in accordance with FCNYS 2020 Section 5705.

Dividers at doors and other points of congregation: In the event that the District chooses to use dividers in locations where lines form and other areas subject to overcrowding, the dividers will be approved by the OFP and we will contact our architect to develop and submit floor plans OFP approval. (Such review is required to ensure the dividers will not obstruct escape during an emergency.)

Alterations Mandatory Requirements: All alterations to the physical space or the building will be submitted to OFP, the local municipality and/or code enforcement officials for review. Means of egress, fire alarm system, ventilation, and lighting that would be affected will be indicated on any submitted plans. We would consult your architect and submit floor plans to OFP for approval, identifying any such plans as "COVID-19 Reopening" to allow NYSED to expedite those reviews. Any installation of movable partitions (gym, cafeteria, Library classroom dividers) and queue barricades will require an abbreviated submission consistent with the Form FP-AU Request for Approval of Use of a Facility. For any altered use of Cafeterias, Libraries, Auditoriums and/or Gymnasiums, a floor plan of the entire room showing the furniture layout with egress aisles shall be submitted to OFP for approval with lighting, ventilation, means of egress, and fire alarm coverage being indicated.

CHILD NUTRITION

The District will continue to provide all students enrolled in the Free/Reduced Meal program with access to school meals each school day, whether those students in attendance at school or learning online/remotely.

***Please note:** During the public health emergency, meal benefits were made available to a number of students who usually do not have access to free meals. As school returns, it is important to understand that such meals will not be available at no cost to all children. If families now qualify for benefits due to changes in the economy, they are encouraged to submit an application for free or reduced-price meals now, or any time during the school year. The District will provide multiple reminders and opportunities for families to complete meal benefit applications. For more information, please email GVEP Food Service manager **Jim Tyx** at jtyx@pembrokecsd.org or call (585) 599-4525.

Mr. Tyx will continue to address all applicable health and safety guidelines including measures to protect students with food allergies if/when providing meals outside the cafeteria. He will ensure compliance with Child Nutrition Program requirements, and SFA policies to communicate about school meal service, eligibility, options, and changes in operations. He and the principals will communicate program-specific information about availability of meals, payment methods, use of vending machines, a la carte sales, outside food brought into the building, and restrictions on visitors during the meal service.

Protocols for hand hygiene before and after eating:

1. Appropriate hand hygiene will be promoted through signage in classrooms, restrooms, hallways and the cafeterias, and
2. School personnel will reinforce proper hand washing, hygiene and cough/sneeze covering with all students. Educational video may be utilized to assist in this education as needed.
3. Sharing food and beverages will be discouraged.
4. Students will have the opportunity to use the handwashing or hand sanitizing stations before and after eating meals, some of which will be placed inside and/or outside the cafeteria as appropriate. *(At the Intermediate School, a permanent ADA accessible multi-station sink will be accessible.)*

Protocols for cleaning and disinfection prior to the next group of students arriving for meals when served in the same common area:

1. At the Primary and Intermediate Schools, lunches will be staggered to allow for proper cleaning in between cohort usage.
2. At the Intermediate School, other designated areas will be identified to eat meals.
3. All areas utilized for meals will provide appropriate supervision and proper cleaning by designated employees between each use.
4. At the Junior-Senior High School, designated employees will clean and wipe the tables in the two cafeterias between each use.

TRANSPORTATION

It is the District's intent to continue to provide safe travel to and from school each day for as many students as possible. The state **guidelines require social distancing** while riding the bus, with **siblings being permitted to sit together**. Otherwise, the ultimate goal is to seat one student per seat with a staggered seating arrangement. Per the guidelines, **masks are required at all times** while riding the bus, unless an individual has a medical reason not to wear one. If parents are able to self-select to drive their children to school, this will help us reduce the number of students on the bus to meet the expectations in the guidelines. **When we send the survey between July 31 and August 3, 2020, we will ask parents to identify if they will help by driving your child(ren) to school.**

(Students must wear a mask on a school bus if they are physically able. 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; students who do not have a mask cannot be denied transportation and will be provided one by the district; Students with a disability which would prevent them from wearing a mask will not be forced to do so.)

Additional protocols for transportation:

1. All buses will be cleaned and disinfected after each bus run, equating to 4-6 times a day, using the same products as the maintenance department.
2. By law, hand sanitizer is NOT allowed on buses, but hand sanitizer will be made available for staff in Bus Garage, and proper hand hygiene will be promoted using signs.
3. Online Safe Schools training will be used to teach employees in the Transportation Department about:
 - CDC Guidelines for proper use of face coverings/masks.
 - Coronavirus Awareness
 - Social Distancing
4. All Transportation Department employees will participate in the daily health verification screenings before arriving to work, and if they experience symptoms of COVID-19, they should notify the Transportation Supervisors and seek medical attention.
5. In the Bus Garage, regular cleaning and disinfecting will take place, with high-touch surfaces being sprayed and wiped three times each day.
6. Any bus drivers or bus monitors who must have direct physical contact with a child must wear gloves.
7. Masks, gloves and other PPE will be made available for Transportation staff if they do not have their own.
8. Additional masks will be available for students who don't have them. Students cannot be denied transportation to school for not having a mask.
9. All nonpublic, parochial, private, charter school students and students with special needs will be provided appropriate transportation to their designated programs.
10. Wheelchair school buses will be configured to ensure wheelchair placement allows proper social distancing.
11. The District will continue to fulfill existing mandates for homeless students under McKinney-Vento, for students in foster care, who have disabilities and who attend non-public schools and charter schools.

12. As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.

With the anticipated increase of parents driving their children to school, the District reviewed the merits of changing the locations for buses to drop-off and pick-up students during morning arrival and afternoon dismissal at the Primary and Intermediate Schools. The Intermediate School will maintain its current location. However, the Primary School will be relocating the locations as follows: Buses will drop-off and pick-up students at the front circle entrance of the Primary School, and no cars will be permitted to park in that front lot. Conversely, to accommodate a higher volume of traffic and to provide more parking lot space for parents who choose to drive their children to school, parents will drop-off and pick up their children in the side parking lot of the building between the playground and the building. Principal Lisa Blake and Transportation Supervisor Donna Hackett will provide more details in forthcoming correspondence to Primary School parents and families.

SOCIAL EMOTIONAL WELL-BEING

The ramifications of the COVID-19 pandemic continue to be difficult for many individuals and in light of the social-isolation many of the students have experienced, we are especially concerned with their mental and emotional well-being. With that in mind, we will be prepared to support students who need counseling support for various reasons. We will continue to follow the Board-approved K-12 School Counseling Plan, which was recently reviewed and updated as appropriate. We will continue to:

- Provide professional development to faculty and staff regarding the social-emotional development of students, including the utilization of our Trauma, Illness, and Grief (TIG) team to train more staff in this pedagogy.
- Proactively partner with outside agencies and services who may be able to connect students and families with additional services in and around Genesee County.
- Engage in conversations and counseling sessions with students centering on topics such as grief, loss, trauma, prejudice, bias, hope, resilience, fear, and anxiety.
- Rely on each school's Instructional Support Team (IST) and/or Data Teams and/or Team Leader/Department Chairs to coordinate a Response to Intervention approach to identify students at risk of needing mental health, behavioral, and emotional support services and programs

The principals in all three buildings will coordinate and collaborate with our local BOCES to establish supports for developing coping and resilience skills for students, faculty, and staff; and to provide 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.

The Intermediate School will implement a Tier 1 Social Emotional Learning (SEL) session for all classes, which will involve the school counselor meeting with every classroom on a rotating 6-day schedule. The school counselor will also meet with cohort lunch groups on a specific schedule to monitor and assess student needs. The master schedule includes a Wellness block with curriculum aligned to the NYS Mental Health Education Literacy in Schools document which was released in July 2018, with students meet for Wellness/Fitness at least once per 6-day cycle.

SCHOOL SCHEDULES/TEACHING & LEARNING

As introduced in the Health and Safety section of this plan, parents will have two options for their children to start the school year. **Option A is to participate in online/remote learning** 100% of the time, at least on a quarterly basis. **Option B is to attend school in-person** under the identified Health & Safety conditions (reduced class size due to students opting to participate in online/remote learning, classrooms rearranged to implement proper social distancing, use of clear desk shields and other appropriate barriers, and the use of masks when required as identified). At a later date, all parents will need to confirm their selection of Option A or Option B by signing and submitting a Statement of Understanding and Agreement.

For either option A or B, the Master Schedule in each building will be the same. Principals and counselors will create the schedules as they always have. All teachers will use the Google Classroom Suite and ClassTag to post assignments and to communicate expectations to all students whether they are in-person at school or online/remote at home in order to provide equitable access to continued learning plans.

Students participating online will be given clear directions about when and how often to log-in to view lessons that will be live-streamed and/or pre-recorded. The number of times students are required to log-in for livestreamed and/or pre-recorded lessons and number of assignments expected to complete each week will be developmentally appropriate for each school, grade level and/or course. We invite ongoing communication between teachers and parents to monitor and adjust as appropriate.

Using the Master Schedules already in place for all students will eliminate or greatly reduce scheduling conflicts. In addition, there will be scheduled time for teachers and students at home to connect face-to-face on Google Meetings. Additional teachers and/or teaching assistants will be assigned as liaisons between students at home and classroom teachers, to help students stay on track with academic expectations and to stay well-connected.

At the Pembroke Primary School, students who were in UPK, K and Grade 1 classes together will loop to the next grade level as a cohort group, with each grade level cohort divided into the same three section that existing ion the 2019-20 school year: 1 class designated to service Special Education students; 1 class designated to servicing students needing AIS Reading & Math; and 1 class designated to students on or above grade level. All learning plans will resemble those used during the Spring 2020 closure with additional district-wide expectations (i.e., subjects taught, number of times students are required to attend Google Meetings, number of assignments per week per grade level as developmentally appropriate, etc.). Providing families with weekly academic learning plans and ongoing communication will continue as demonstrated on the Pembroke Primary School website, [Pembroke Primary School Website](#).

At the Pembroke Intermediate School, the classroom placement process will occur after identifying which learning option is selected by all parents/students. With a percentage of students opting for online/remote learning, there will be a reduced number of students in each cohort grade-level. In addition, the Intermediate School plans to utilize all of our certified elementary teachers including the Academic Intervention Services (AIS) reading and math teachers as classroom teachers in an effort to add an additional classroom at each grade-level, to further reduce class sizes. Consequently, the model to provide AIS will change and the STEM special will be eliminated for the 2020-21 school year. Eliminating STEM even for 1 year is not ideal, and we hope it is only a 1-year modification. AIS will be provided in the classroom, not on a pull-out basis. Not only will these changes reduce the number of students in each class, but they will also reduce the opportunity for intermingling between student cohorts. More information about AIS can be found in the section below, entitled “Academic Intervention Services.”

At the Junior-Senior High School, students at school will attend classes/courses as normally scheduled, adhering to all the identified Health and Safety protocols. All teachers will use the Google Classroom Suite and ClassTag to post assignments and to communicate expectations to all students whether they are in-person at school or online/remote at home in order to provide equitable access to continued learning plans. Students participating online will be given clear directions about when and how often to log-in to view lessons that will be live-streamed and/or pre-recorded, as appropriate for each grade level and/or course. We invite ongoing communication between teachers and parents to monitor and adjust as appropriate.

Using the Master Schedule already in place for all students will eliminate or greatly reduce scheduling conflicts. In addition, there will be scheduled time for teachers and students at home to connect face-to-face on Google Meetings. Additional teachers and/or teaching assistants will be assigned as liaisons between student at home and classroom teachers, to help students stay on track with academic expectations and to assist in staying well-connected.

With a percentage of students opting for online/remote learning, there will be a reduced number of students in school and in each classroom. **In addition, graduation requirements for each Junior and Senior will be carefully reviewed prior to reopening to offer the opportunity to reduce their schedules as appropriate, with parent permission. Students who choose this option will be permitted to attend school only when necessary.** For instance, if a Senior student only needs two classes to graduate, that senior may be scheduled to attend school for those two classes only, and perhaps the online/remote learning option could be utilized as well. By using this scheduling approach for 11th and 12th grade students, we are confident that we can reduce the number of students in the building on any given instructional day. If the state decides to permit athletics to occur, we will also provide the option for participation in athletics to count toward the Physical Education requirements.

Academic Intervention Services: Students in Grades 3-8 are entitled to receive AIS based in part on their performance on State tests, but multiple measures are used. The District will continue to use the same multiple measures as normal, as well as longitudinal state test data to identify what students need AIS.

At the Pembroke Intermediate School, AIS will be administered directly through the classroom teacher with assistance from specific faculty and staff. The Master Schedule will enable classroom teachers to meet with their own students either individually or in small groups with additional supervision provided on a rotating basis per grade-level. A specific block of time (i.e. WIN Time) will be embedded into the Master Schedule devoted specifically to meet Tier 1 through Tier 4 needs. Grade-level classroom teachers will meet quarterly with the building principal for the Academic Data Team to review individual student achievement data and develop specific plans to address deficient skills. The Academic Data Team will utilize past NYS Assessments, STAR Universal screens, Fountas and Pinnell reading benchmarks, grade-level benchmark assessments, and classroom anecdotal observations to identify students in need of AIS services. All AIS services will be provided directly by the classroom teacher.

At the Junior-Senior High School, AIS will be administered in the same manner as it has been in the past, with the same protocols for in-person or online/remote learning already identified in this plan.

Grading and Assessment: At the Intermediate and Junior-Senior High schools, whether students participate in-person or online/remotely, students are expected to complete all assignment on time, and all assignments will be graded normally. At the Primary school, grading will be handled as normally as possible, taking into consideration developmental levels and unique circumstances that may warrant differentiation. All three buildings will continue to use formative and summative assessments to drive instruction.

Home Schooling: There has been an increase in inquiries about home schooling. Parents who are interested in considering home schooling should contact the Coordinator of Pupil Personnel Services, Mrs. Cindy Marinaccio, at cmarinaccio@pembrokescsd.org , or call (585)599-4525, extension 1940.

All students in the District are provided a Chromebooks on a 1:1 basis, and they will be expected to take them home each and every night as a regular practice. By using the Google Classroom Suite and ClassTag for all students whether they attend school in-person or online/remotely, it positions each classroom, each school or the entire District to quickly pivot to a hybrid alternate-day schedule model **OR** a 100% full online/remote model **IF NECESSARY** as the school year progresses.

Alternating-day Hybrid Schedule: If regional health and safety data warrants the DOH to require us to increase social distancing, we will be able to switch to an alternating-day hybrid schedule of in-school instruction and online instruction as follows:

At the Primary and Intermediate Schools, each classroom and/or grade level will be delineated into A/B groups. Attention and detail to ensure that families with multiple children in the school are assigned to the same A/B group. If A/B scheduling is implemented, each classroom would be able to increase social distancing. Alternate Day schedules would potentially result in some changes in the Master schedule, but all classroom sections would remain the same, and the frequency of participating in special areas (Art, Music, PE) would change. We will collaborate with stakeholders when considering alternate schedules and communicate as previously identified.

At the Junior-Senior High School, the high school students would attend school in-person for a portion of each day or week, and the rest of the time they would engage in remote instruction. Students in Grades 7-8 and students with special needs would continue in-person instruction each day if permitted, with the remaining students in Grades 9-12 following an alternating day or alternating two-day schedule. Teachers would conduct in-person instruction 4-5 days per week. On the days that the students are scheduled for remote learning, they would be required to log into their Google Classroom and complete their learning assignments.

***Please Note:** If an alternate day model needs to be implemented, students with disabilities (such as those in 6:1:1, 12:1:1 and 15:1:1 classrooms) and/or with special extenuating circumstances will be prioritized to maintain daily or more frequent in-person learning if permitted, based on educational needs; balanced with equity, capacity, social distancing, PPE, feasibility, and learning considerations. More details about this are under the Special Education section of this plan.

100% Full Online/Remote Learning due to Closure: If any class, school or the entire District needs at some point to switch to 100% online/remote learning, all instructional materials and expectations will continue be distributed through the Google Classroom and all communication from the classroom teacher will take place through email and Class Tag.

At the Primary and Intermediate School, specific meeting and/or revised schedules for each grade-level will be developed and all students would be required to attend Google Meet sessions and complete assignments turned in through Google Classroom as per the approved schedules. A specific Remote Learning Master Schedule will be developed and communicated through the Google Classroom, our School Messenger system, and posted on our school website.

At the Junior-Senior High School, in addition to joining virtual Google Classroom lessons at predetermined times, the students will also work independently on learning activities and assignments to demonstrate their understanding.

Aside from the aforementioned examples of positioning the District to pivot to a different model, if the DOH determines we need restrict access in affected areas to avoid full school closures, we may:

- Temporarily move classes where an individual has tested positive for COVID-19 to remote/virtual format until all contacts can be identified, notified, tested, and cleared.
- Adjusting class or work hours, where appropriate and possible;
- Limiting in-person presence to only those staff who are necessary to be at the school during normal school hours;
- Maintain or increase remote workforce;
- Stagger schedules and allow more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
- Shift design of class schedules to accommodate social distancing guidelines, including cohorts (e.g., alternative classroom schedules, full-time in-person learning for younger students, and part-time distance learning for older students).

New York State Learning Standards:

Last year's school closure certainly created gaps in learning. Teachers at all levels and in all departments will continue to transition from Common Core to Next Generation Learning standards and revise their current curriculum maps throughout the summer, during Superintendent Conference days. Curriculum map revisions will also be made based on what was missed last year. For Grades 3-8, curriculum maps will be adjusted accordingly to meet the requirements for the last administration of NYS ELA and Math Assessments in the Spring of 2021 based on the Common Core Curriculum. At the same time, will continue to prepare for the anticipated shift to the Next Generation Learning standards which is rescheduled to take place in starting in the 2021-22 school year.

YMCA Universal Pre-Kindergarten (UPK): At the Pembroke Primary School, all students in the YMCA UPK program are located in the Primary School, which provides great cohesiveness. The YMCA UPK program will follow the Pembroke Kindergarten teaching and learning guidelines and use of technology as appropriate and follow all the Health and Safety guidelines outlined in that section of this plan.

BUDGET AND FISCAL MATTERS

Potential Further Aid Reductions: The 2020-21 Enacted Budget also included provisions that will allow the Director of the Budget, subject to amendment by the Legislature, to reduce appropriations across any and all program areas of the state budget should actual revenues come in at levels that are below the assumptions made in the Executive Budget. As of April 2020, this projected total shortfall was \$13.3 billion for the 2020-21 state fiscal year, with certain actions reducing that gap by nearly \$1.2 billion. Combined with other budget actions, the remaining gap was projected to be \$8.2 billion. Absent additional federal support, the Division of Budget has stated that further reductions to school aid, Medicaid, social services, and transportation might be necessary to eliminate that projected budget gap.

180 Day Calendar and Attendance Reporting for State Aid Purposes: School districts report certain enrollment, attendance, and school calendar information through the State Aid Management System (SAMS). While this data submission process differs from other procedures, the underlying data provided should be consistent with all other attendance reporting and requirements. The minimum annual instructional hour requirement and 180 days of session requirement are also both reported through SAMS. For both the 2019-20 and 2020-21 school years, school districts will be required to continue the same information, based on the schedule provided for the average student, rather than reporting for each individual student. Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, school districts may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years to the extent that “the district is unable to meet such requirement as a result of an Executive Order(s) of the Governor pursuant to the State of emergency declared for the COVID-19 crisis, or pursuant to Education Law §3604(8), as amended by Chapter 107 of the Laws of 2020, or reopening procedures implemented as a result of the COVID-19 crisis”. Successful application of the waiver will shield school districts from a reduction in aid for failure to meet the minimum instructional hour requirement. However, the 180 days of session requirement is in statute, and for the 2020-21 school year there are currently no statutory provisions that would allow a school district to provide fewer than 180 days of instruction over the course of the full school year.

Impact of Low Attendance on State Aid: School districts have expressed concerns about the impact that students choosing to stay home during the pandemic will have on their state aid calculations. State Aid formulas use multiple attendance counts in the calculation of aid apportionments for school districts. Statewide over 70 percent, largely in Foundation Aid, is based on Average Daily Membership or district enrollment, which is a measure of student registration in the district and does not take attendance into account. These aid formulas should not be impacted by attendance rates. Some formulas use Average Daily Attendance in the calculation of reimbursement rates, and Education Law §3602(1)(d)(2) provides for the commissioner to exclude from that calculation “days on which school attendance was adversely affected because of an epidemic...”. NYSED plans to advance a proposed COVID-specific change to such regulations in September for consideration by the Board of Regents.

ATTENDANCE AND CHRONIC ABSENTEEISM

For all K-12 students, the use of SchoolTool and Google Classroom will allow for the collection of information regarding daily teacher/student engagement or attendance regardless of the instructional setting.

Attendance of for all compulsory age students will be reported in SIRS. Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.

TECHNOLOGY AND CONNECTIVITY

Access

Reliable access to high-speed internet is necessary for equitable delivery of remote instruction and online engagement. The District has conducted surveys for students and parents and have contacted families individually who were not participating in online instruction to determine the internet connectivity needs for both students and faculty. The District has worked with local internet service providers to help families procure high speed internet, and has also made MiFis (hotspots) available to those who have needed it. We have communicating with families via phone, website, and email.

Devices

This fall, all K-12th grade students in the District will be assigned a Chromebook, charger and carry bag for daily take home. The District has established a help desk for families to request assistance and has also created a series of documents to assist students, parents, and teachers with technology and the platforms used by the District.

Instruction

For the students and families that self-select to remain home and participate in remote learning activities while school is in session, staff will be asked to utilize Google Meet, a webcam, and microphone to live stream their lessons for the students. By utilizing Google Classroom as a district wide LMS, this will make offering this access easier on the teacher for planning purposes, but also easier on the students were they to need to participate in a hybrid or home based remote learning model.

Professional Development

Professional Development is provided for administrators, teachers, and staff to engage, enhance, and extend instruction in in-class, hybrid, and remote online settings. The Summer 2020 professional development trainings include offerings from our local BOCES, Professional Learning Networks, universities, and from our in-house experts. Teachers are preparing for the new school year by participating in these trainings that focus on using instructional and assessment tools and demonstrate mastery in remote and blended models; as well as create interactive content for in school and/or remote learning. Throughout the process, the District ensures student data privacy in compliance with NY Education Law 2-d and Part 121 of the Commissioner's Regulations.

Systems Management

LMS: Grades K-12 will use Google Classroom to post assignments, communicate with students and parents, create assessments, and share digital information.

Attendance: Staff will take attendance in School Tool for each instructional session.

Video Conferencing: Staff will use Google Meet software for live (synchronous) lesson instruction.

Screencasting: Staff will use either Google Meet, Loom or Screencastify for recorded (asynchronous) lesson instruction.

Communication: Administrators will use Thrillshare notification system to send out recorded calls, SMS messages, website updates, and emails to students, families, and staff. Staff will use Classtag and Google Classroom (Guardian emails) to communicate with parents and students

CAREER AND TECHNICAL EDUCATION

For students participating in the BOCES CTE programs, per the Genesee Valley Educational Partnership (GVEP) reopening plan, students will attend in-person on campus two days per week, with virtual instruction, clinical opportunities, Work-Based Learning, and internships throughout the other three days per week. **Per the GVEP Reopening Plan, Pembroke students will attend in-person at BOCES on Thursday and Fridays.**

Google Classroom will be used to connect teachers with students, post assignments, and give traditional assessments. Webex or Zoom will be used to deliver real-time lessons three days per week so teachers can build relationships with students and check-in on them for social and emotional needs. All students, whether learning virtually or in-person will take part in the live lessons. Teachers will also provide recorded lessons for students to review as reinforcement, or if they have missed a lesson. After live lessons, students working virtually will complete work assigned through the Google Classroom. Students on campus will work in shops/labs to gain hands-on experience. Teachers will assess skill attainment at this time. Teachers will also reach out to industry partners to provide demonstrations as well as assign real-life simulation activities provided through a variety of career and technical education publishers. All assignments and projects will continue to align with related technical assessments and industry certifications that will be completed while students are on campus.

For more information about the GVEP Reopening Plan, please visit the GVEP website: <http://www.gvboces.org/>

ATHLETICS, EXTRACURRICULAR AND COMMUNITY ACTIVITIES

Athletics:

- Fall sports is currently delayed until Monday, September 21st (NYSPHSAA PAUSE)
- Fall Regional and State Championship events have been canceled
- The seven-day practice rule has been waived
- Current practice requirements are still in place
- If athletics is permitted to occur, geographic scheduling for games and contests will be pursued
- If permitted by state officials, the District can offer off-season conditioning workouts.
- If Fall sports are cancelled completely, condensed season plans have been developed as follows, with all plans and dates being **tentative**:
 - **Season I (Winter Sports)**
 - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
 - Sports: Basketball (girls & boys), Indoor Track & Field (girls & boys), Swimming, Competitive Cheer (*Competitive cheer may be moved to Season II or season III*).
 - **Season II (Fall Sports)**
 - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
 - Sports: Football, Cross Country (girls & boys) Soccer (girls & boys), Volleyball (girls & boys)
 - **Season III (Spring Sports)**
 - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
 - Sports: Baseball, Softball, Golf, Tennis, Outdoor Track & Field, Unified Basketball

Extracurricular Clubs: All in-school extracurricular clubs must fully adhere to the Health and Safety Guidelines in this plan. Each club advisor will be required to identify in writing how the club will adjust its activities to meet the protocols in this plan, to be submitted to and approved by each principal before the club can begin any activities or functions.

Students who participate in 100% online learning will not be permitted to participate in any in-person extracurricular activities, but may participate in any that are conducted online/remotely.

Community Activities and Use of Facilities by Outside Clubs/Organizations

- Use of district facilities by any external community organization will be **greatly restricted** due to the requirement that the District must ensure they follow all Health and Safety Protocols in this plan and due to repurposing certain spaces.
- Requests will be handled on a case-by-case basis, and if approved, the District may need to charge fees for District staff to be onsite to supervise to assure compliance with the protocols.

SPECIAL EDUCATION

In accordance with the Individuals with Disabilities Education Act (IDEA) and ensuring the provision of Free and Appropriate Public Education (FAPE), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability. In these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works collaboratively with the family to jointly determine appropriate services, accommodations, and modifications to allow for the greatest access and academic success.

Procedures to address the return to school of medically fragile students and students with physical or health impairments may require accommodations and modifications that are noted on the Individual Education Plan.

Plans for in-person, hybrid, and remote learning will generally follow previously noted District plans but individualization of these modes of instruction are necessary to deliver specific programs and services. Any deviations to the previously noted plans are outlined below. Also, NYSED guidance in March 2020 indicates that IEPs need not be amended if schools convert to online or virtual learning platforms.

The District will facilitate a “Soft Start” for 6:1:1 and 12:1:1 classes, scheduling a shorter day for these students due to the fact that the disruption to their learning and routines has been extremely difficult for them. To ease the transition back to the school setting, special education students attending in district 12:1:1 and 6:1:1 classes will return to a shortened school day, and this will be communicated to their parents using the means identified in the Communication section of this plan.

For students attending BOCES, approved school-age, and approved preschool special education programs, and county-wide CPSE programs, the District will remain informed regarding the planned nature and delivery of instruction and related services by these schools.

PPE and Social Distancing: Teachers and teaching assistants need to wear facial coverings at all times when working with students who are unable or unwilling to wear face coverings for medical or programmatic reasons. Some teachers and therapists may need face coverings that have a clear opening in order to see their mouths during instruction. If teachers are scheduled to work with students who spit, they will be provided with a face shield in addition to face coverings.

When an individual student is unable to wear a mask and/or social distance due to a disability and/or medical condition, the staff/teacher will be expected to follow the PPE guidelines outlined in this plan while working with the student. The student will be provided instruction and accommodations to increase tolerance to wear a mask and understanding of PPE guidelines (i.e. social stories, visual cues, verbal prompting, behavior reinforcement plan, etc).

If a student requires a break due to sensory or behavioral concerns, a room/area will be provided in accordance with appropriate social distancing and PPE requirements will be implemented. The student will be monitored by an appropriate number of staff to ensure safety.

Inclusion and Least Restrictive Environment: To maintain inclusive practices, any student integrated into general education settings will be included in the same grade level class and pulled out for related services or small group instruction with the same students receiving special education services in that general education class. The students will be required to follow the PPE requirements and practice social distancing when moving from classroom to classroom.

IEP services will be provided in accordance with the IEP while following PPE and social distancing guidelines. Should any changes be necessary to follow the guidelines, the general education teacher, special education teacher, related service providers, and families will discuss the student's individual needs and agree to a prioritized set of services that provide access to the curriculum and enable progress towards IEP goals. In a hybrid or remote model families and staff will discuss and agree to a set of prioritized services to be delivered based on each setting.

Evaluations and Child Find: We will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. We will conduct evaluations remotely and/or in person while adhering to public health guidelines for the safety of students and staff.

Individualized Education Program (IEP) Meetings: We are committed to providing families an opportunity to have meaningful participation in the special education process and services. 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. The Pupil Personnel Department will arrange for an interpreter if necessary. Written communication will also be provided in the parent preferred language and mode of communication (i.e. email, phone, or video conferencing).

If during the school year any concerns arise from the student's parents or IEP team, a CPSE/CSE meeting or team meeting will be scheduled. During the meeting, concerns will be discussed collaboratively with the parents to determine the most appropriate solution to further the success of the student. The IEP will be amended as needed.

Accommodations and Modifications: Accommodations, modifications, supplementary aide and services, and technology including assistive technology can be provided regardless of the educational setting. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's unique accommodations and modifications. The IEP Team (general education teacher(s), special education teacher(s), related service providers, and families), will work collaboratively to identify alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

IEP Implementation and Documentation (Progress Monitoring and Reporting): Special Education Teams will continue to use consistent data collection and service log procedures across all learning environments (in-person, hybrid, or remote). A service log will include documentation of any changes in student's needs, instruction and services that are provided to each student, formative assessment, universal screenings, and ongoing monitoring of student progress, communication/collaboration with parents, and determination and provisions of post-COVID services provided to students.

Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making the necessary adjustments to instruction.

Periodic reports on the progress the child is making towards meeting the annual goals will continue to be provided to the parents on a quarterly basis. Written and verbal communication will be provided in the parent preferred language and mode of communication (i.e. email, phone, video conferencing).

Protocols for instruction small groups (Related Services, Resource Room and 1:1 instruction):

- Employees are required to wear masks when proper social distancing or barriers are not possible
- Use of divider/sneeze guards between students at tables.
- All dividers and chairs need to be wiped down before the next group, as well as any items to be used with multiple groups.
- Teaching Assistants will be assigned to supervise younger students to/from the classroom to allow for cleaning between sessions, to the fullest extent possible.
- Use of a dirty bin for manipulatives and other items used throughout the day to be cleaned at the end of the day.
- Use of a pointer during instruction to clarify important information and to decrease contact.
- Portable white boards to be able to share/highlight important information while decreasing physical contact with students and their materials.
- Individual lesson materials will be provided for each student in the group (ie. paper copies of books, math manipulatives, letter tiles--part of class supply lists)
- Lunch bunch groups may need to change time of service delivery and/or location to ensure social distancing.
- Related Services may need to push into classes to provide services to minimize movement of students in hallways and mixing of cohorts.
- Self-contained programming that includes food shopping and meal prep may need to be suspended for the beginning of the school year.

Learning Model for Special Education Instruction and Related Services:

- Students with disabilities who cannot achieve educational benefit from virtual instruction will need to attend school daily in order to ensure equitable access to their education, to the fullest extent possible.
- If the District needs to transition to a hybrid or full online model, K-6 special education students will be scheduled to be in person daily, to the fullest extent possible.
- Special Class 15:1, 12:1+1, 12:1, and 6:1+1 students will be scheduled for in person daily, to the fullest extent possible.
- 7-12 Special Education students for all other components of the continuum will be scheduled per the plan previously outlined in the alternating-day hybrid model if that becomes necessary. Students who are at home will be provided a schedule of synchronous and asynchronous online/remote learning activities and special education services.
- IEP services will be implemented in accordance with the IEP. Should the need arise to make changes to the IEP the CSE team and families will meet to discuss the student's individual needs and agree to a prioritized set of services and/or accommodations that will enable the student to access instruction and make educational progress.
- Special Education Teachers need access to plans/worksheets from general education teachers to modify instruction and determine accommodations.

Online Learning and Teletherapy Sessions:

- District will provide parents with information, participation, and expectations regarding online learning for related services and evaluations.
- The related service providers and Special Education teachers will use Google Classroom to provide assignments and resources for parents.
- District will provide parents and students with a schedule for synchronous and asynchronous classes and special education services.
- Accommodations and modifications will be determined on an individual basis.
- Special Education Teachers need access to plans/worksheets from general education teachers to modify instruction and determine accommodations.

BILINGUAL EDUCATION AND WORLD LANGUAGES

English Language Learners:

PCSD 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 will be 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. PCSD 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:

ELL 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, PCSD 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.

STAFFING

Pursuant to Education Law 3001, the District will employ teachers who hold a valid NYS Teaching certificate, to the fullest extent possible.

TEACHER AND PRINCIPAL EVALUATION SYSTEM

Pursuant to Education Law 3012-d, the District will fully implement the current approved APPR plan. To the extent practical and within the parameters of the negotiated APPR plan, principals will coordinate with teachers to complete classroom observations within in-person, hybrid and/or online learning models.

STUDENT TEACHING

School districts are encouraged to continue to welcome student teachers into schools and classrooms, whether in person or remote, during the 2020-2021 school year.

At the Pembroke Primary and Junior Senior High School, there are no student teachers scheduled in the 2020-2021 school year.

The Pembroke Intermediate School is scheduled to host two student teachers for the Fall 2020 semester, for Physical Education and Elementary Education in Grade 5. Principal Foster will work with the given colleges to identify appropriate ways for the student teachers to support classroom instruction while ensuring that they are given the opportunity to develop critical knowledge and skills. Student teacher may not serve as the teacher of record in a classroom and must be under the direct supervision of a certified teacher who is the teacher of record.

