

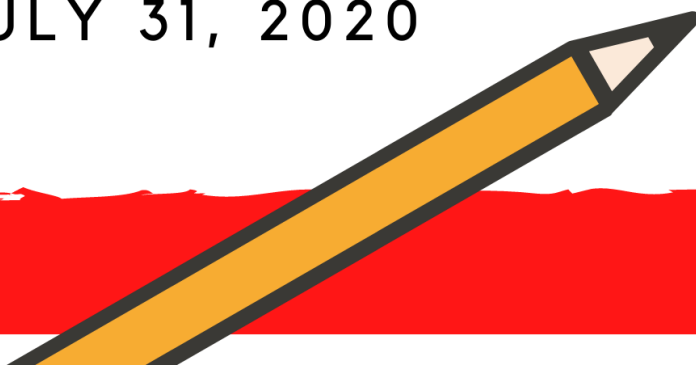


HOLLEY CENTRAL SCHOOL DISTRICT

2020-2021
SCHOOL REOPENING PLAN



JULY 31, 2020



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Introduction

Due to the onset of the COVID-19 global pandemic, the Holley Central School District shifted to a remote system of teaching, learning and providing other services (food distribution, social-emotional support etc.) in mid-March 2020, which extended through the end of the 2019-20 school year. It has been our intention since that time to prepare for a “reopening” of our district for the 2020-2021 school year, with as much in-person learning as possible and with the safety of all as our utmost concern.

Based on the guidance from the Centers for Disease Control and Prevention (CDC), the NYS Department of Health (DOH), the NYS Education Department (NYSED), and local health agencies, the Holley Central School District and its various stakeholders have prepared this Reopening Plan to educate our students in the 2020-21 school year.

Given the varied conditions of the COVID-19 situation and the numerous mandates and recommendations given to us by our governing agencies, the plan will address how we will ensure the safe return to school for our students and staff, starting in September 2020. This plan will reflect in-person learning, remote (distance) learning, and a hybrid model that includes both remote and in-person experiences.

This document is organized by the specific areas found in the NYSED Reopening Guidance document (July 16, 2020). In each area, there are NYSED mandates listed, followed by Holley’s planned response, detailing our specific actions and plans.

Development of Plan

NYSED Mandate: Districts/schools must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing health and safety reopening plans. District/school plan should identify the groups of people involved and engaged throughout the planning process.

HCS D Action:

- The Holley Central School District engaged with school staff members, parents, students and community members to develop the contents of this reopening plan. The committee process included the following stakeholders: Staff members (Administration, Teacher Union President, Teachers, Aides, Buildings and Grounds, Transportation, Food Service, and Clerical), Board of Education, Parents and Students. District stakeholders engaged in small and large group discussions and information sessions.

- The Holley Reopening Advisory Committee was formed to advise and provide feedback on the development and implementation of the plan. The committee provided recommendations and essential questions to consider for our school reopening process.
- Surveys were sent out to all families and staff members to provide information and insight into our planning process. Results of these surveys were shared with the committee and were used to guide decisions.
- Throughout the planning process, the NYS DOH, NYSED and FAQ guidance documents were shared with stakeholders at meetings and through district communications (links to emails, website, and social media). The guidance documents were instrumental in creating the categories to address our needs and construct the components of this plan.

Health and Safety

NYSED Mandate: Districts/schools must review and consider the number of students and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction:

- Ability to maintain appropriate social distance
- PPE and cloth face mask availability
- Availability of safe transportation
- Local hospital capacity– consult your local department of health.

HCS D Action:

- The Holley Central School District will develop a parent questionnaire to determine how many students will or will not be returning.
- We will have extra masks available if someone does not have one, but staff and students are able to wear their own.
- We will consult our parent questionnaire to know how many students will be attending in-person, which will determine the number of buses needed in order to space out the children.
- We will receive updates from the Orleans and Monroe County Health Departments, which includes hospital capacity, to inform our decision making.
- When social distancing is not possible, PPE equipment will be required for all staff and students.

- We have purchased, and will continue to purchase, disposable and cloth masks for staff and students.
- In addition, there will be face shields and disposable gloves available for staff.
- Safe district transportation will be available and designed according to all mandates.

NYSED Mandate: District/school plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.

HCS D Action:

- The Holly Central School District Leadership Team facilitated small group discussions with staff representation on the re-opening components.
- District administration will analyze both the parent and staff survey data in order to engage the community at large in the decision-making process.
- We have created a COVID-19 landing page on our district website to ensure all information is in an easy to access location: <http://www.holleycsd.org/COVID-19Information.aspx>
- We have utilized our BOCES Communications staff to design all communications in the same format to aid in consistent messaging.
- Visitors:
 - We will be notifying the community through our website, social media, and email that visitors will have to sign a paper health assessment form.

NYSED Mandate: District/school plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.

HCS D Action:

- The Holley Central School District plans to use one Professional Development day at the return to school to go over new procedures around COVID-19.

NYSED Mandate: District/school plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.

HCS D Action:

- The Holley Central School District has plans for a secure health assessment form using a third-party app.
- The health assessment form includes screening questions regarding temperature.
- We are exploring purchasing a new product from Frontline for Student Health Management which includes an app for Staff as well. This would make the implementation of this guideline more efficient. In the event we do not purchase this product, we will continue to use a secure form created from Office 365.
- The student health assessment form for all parents to answer for their children will be available on the school website.

NYSED Mandate: District/school plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.

HCS D Action:

- During our professional development day on the new COVID-19 procedures, teachers and support staff will be trained on what symptoms to watch for. If any of those symptoms are observed by a staff member, they will send the child to the nurse.
- The school nurse will assess students arriving to the office. Students identified as having COVID-19 symptoms will wait in the isolation room until parents are called. Parents will be advised to contact their primary care doctor.
- The location of an overflow COVID-19 isolation room will be identified for each school building. The COVID-19 isolation room will be staffed with a Teacher Aide/Assistant or LPN.

NYSED Mandate: District/school plan has written protocol to:

- require students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.

- address visitors, guests, contractors, and vendors to the school which includes health screening.
- instruct parents/guardians to observe for signs of illness in their child that require staying home from school.
- instruct staff and students in correct hand and respiratory hygiene.
- ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.
- detail how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.
- require all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.
- provide for students taking mask breaks.
- take certain actions if there is a confirmed case of COVID-19 in the school.
- comply with CDC guidance for the return to school of students and staff following illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.
- to clean and disinfect schools following CDC guidance.
- conduct required school safety drills with modifications ensuring social distancing between persons

HCSD Action:

- We have identified a room in each school, near the nurse's office, to be the COVID-19 isolation room.
- Any visitor, contractor, or vendor who enters the building will have to sign a paper health assessment form.
- In the Superintendent's back-to-school communication, it will include information on what parents' responsibilities will be to monitor symptoms on a daily basis and to complete the health screening on behalf of their child.
- Building signage will address staff hand washing and hygiene. Teachers will spend the first day going over new procedures which will include kid-friendly hand washing hygiene video clips. (ex. BrainPop) They will include time during the day to hand-wash as needed.
- Building signage, including floor stamps, will show six-foot social distances.
- Building signage will remind employees, visitors, and students to wear a mask when it is not possible to socially distance.

- Students who are living with someone who is at higher risk for COVID-19 will have the option to utilize remote learning. Staff who are at higher risk will have to request telework or additional accommodations in writing. If they are requesting to work remotely, they will have to submit a doctor note for their own serious health condition. The District will then review the doctor's note and evaluate the duties of the position to decide if working remotely is a possibility, and offer additional accommodations to make their workplace even safer.
- Students will be trained that they can take their mask off at their seat, as long as their seats are six feet apart.
- When there is a confirmed COVID-19 case in school, the District will take the following steps: Holley will follow the guidance of the Department of Health. Per NYSDOH guidance, the following cleaning and disinfection will occur that aligns with CDC guidelines:
 - The area used by the person who is suspected or confirmed to have COVID-19 will be closed off (e.g., classroom, restroom, hallway).
 - Outside windows will be opened to increase air circulation in the area.
 - After 24 hours, the areas will be cleaned and disinfected.
 - Once the area has been appropriately cleaned and disinfected, it can be reopened for use.
- When there is a mandated quarantine of a student or staff member in school, we will take the following steps:
 - Student: The school nurse will track the dates and require a doctor's note and/or negative test result to return to school. In all cases, the 14-day quarantine period will occur.
 - Staff: The Human Resources Manager will track the dates and require a doctor's note and/or negative test result to return to work. In all cases, the 14-day quarantine period will occur.
- Our Facilities Supervisor has developed a plan to add staffing (substitute cleaners) in order to meet the cleaning and disinfecting guidelines during the school day.

NYSED Mandate: District/school has plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.

HCS D Action:

- We have purchased enough masks to provide students and staff who don't come to school with one: We currently have 18,000 masks on hand and have plans to order

more, in order to keep an adequate stockpile. Each teacher, office, and entrance will have extra masks. We will order N95 masks and other required PPE for nurses.

NYSED Mandate: District/school must designate a **COVID-19 safety coordinator** (administrator) 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.

HCS D Action:

- Holley's COVID-19 Safety Coordinator will be the Superintendent of Schools, Brian Bartalo.

Facilities

General Health and Safety Assurances

NYSED Mandate: School districts or other applicable schools must follow all guidance related to health and safety. This will include meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. These requirements will be addressed in more detail in other parts of the NYSED Re-Opening Guidance. The Facilities portion of the district's, or other applicable school's, reopening plan will seek assurance that school districts or other applicable schools will meet all requirements associated with building space related changes that they may elect to make.

HCS D Action:

- Our Director of Facilities will continue to purchase student and staff masks to keep up with the demand.
- The Director of Facilities and Principals will work together to get age appropriate signage for walls to have constant reminders of mask wearing, hand washing and social distancing.
- Floor stamps will also be used to ensure social distancing.
- All classrooms will be cleaned daily with appropriate disinfectants, specifically all surface areas such as desks, chairs, door handles/light plates, bathroom faucets, telephones, desktops, computer keyboards and mice.
- All trash will continue to be removed from rooms.
- All floors will continue to be swept and mopped.

- Our Director of Facilities will continue to purchase hand sanitizer that meets all requirements.
- All classrooms will also have a disinfectant bottle and/or wipes, to be used by staff when students are not in the room, to sanitize high traffic counters, tables, and desks.
- All restroom toilets, counters, and sinks will be disinfected.
- All isolation rooms will be labeled and will be occupied by isolated students and authorized personnel.
- Hallways will be swept and mopped; filler stations will be sanitized along with any railings; soiled spots on walls will be wiped.
- The Director of Facilities will work with the Principals to continue to conduct school safety drills with modifications to ensure social distancing between persons.

Fire Code Compliance

NYSED Mandate: Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. In their plans, districts or other applicable schools will provide assurances that, should alterations be made, districts and other applicable schools will submit the proposed changes to the OFP for review and approval - just as with any other project.

HCSD Action:

- Holley Central School District will not be making any changes or additions to the facilities.
- In the event the District decides to make a change, the Office of Facilities Planning will be notified for approval.

Doorways

NYSED Mandate: 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.

HCS D Action:

- Holley Central School District will continue to operate corridor doors as mandated, in an open position, such that if a fire alarm is activated, the automatic release will occur and close those doors.

Emergency Drills

NYSE D Mandate: Districts or other applicable schools shall conduct standard operations and procedures to the best of their abilities without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they must be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills are ultimately the district's or other applicable school's decision and responsibility. Those changes must be included in the Fire Safety plans.

HCS D Action:

- The Director of Facilities will work with the Principals to revise the Fire Safety, Evacuation and Lockdown Plans to include methods to promote social distancing during drills.

Inspections

NYSE D Mandate: Statute has not been changed to provide an extension to the submission deadline for the Building Condition Survey or Visual Inspections. These deadlines must be met.

HCS D Action:

- The Holley Central School District will continue to meet the scheduled timelines for submitting the District Building Condition Survey and Visual Inspection.

Lead Testing due in 2020

NYSE D Mandate: At present, the statutory requirement that lead testing occur in 2020 continues. NYS DOH regulation 67-4, Lead-In-Water 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 due to COVID-19 closure. 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.

HCS D Action:

- We will be conducting the lead testing upon student and staff returning in September/October, 2020.

Child Nutrition

NYSED Mandate: District/School Plan must provide all students enrolled in the SFA with access to school meals each school day. This must include:

- students in attendance at school; and
- students learning remotely.

HCS D Action:

- The Director of Facilities, Food Service Manager, and Principals will be working on a plan for in-person and remote access to meals.
- Seating will be socially distanced in the cafeteria or other areas of the building (i.e. classrooms, hallways) with markings to show where seating is available.
- Students that eat in other areas will have meals delivered via cart from the food service personnel or other staff members.
- We are developing plans on how meals will be distributed for hybrid remote learners and 100% remote learners.
 - This may entail hybrid students taking remote meals home on their second day.
 - Or, a pickup time will be established for hybrid and 100% remote learners.

NYSED Mandate: District/School Plan must address all applicable health and safety guidelines.

HCS D Action:

- The Holley Central School District contracts with Personal Touch Food Service, Inc. for food preparation and serving. They will continue to follow all meal patterns and guidelines established through the NYS Child Nutrition and the National School Lunch Programs.
- All food temperatures and storage will be maintained whether eating in the cafeteria, classroom or at the point students/parents take home or pick up meals.
- Condiments, utensils, and other items normally self-served will be individually packaged and distributed to prevent communal use.

- Personal Touch disinfects all counters and handles daily.
- Personal Touch employees are required to wear masks and gloves at all times.
- Our custodian/cleaners take care of trash and washing the floor in the kitchen area.
- In the cafeteria or other areas where students will be eating, monitors will be disinfecting tables and chairs between each use.
- Cafeteria monitors will be required to wear masks and gloves.
- All students will be required to wear a mask upon entering and exiting the cafeteria, as well as going through the serving line. Once they reach a table seat, they may remove their mask to eat as long as they are socially distanced.

NYSED Mandate: District/School Plan must include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.

HCS D Action:

- Elementary School: The Food Service Manager, Prek-6 teachers, and cafeteria monitors are supplied with student food allergy information, prior to the start of the school year, by the school nurse. Teachers, cafeteria monitors and Teacher Aides will assist in monitoring meals and snacks for allergens to ensure student health and safety. The school nurse will be consulted when there is a question or concern about an allergy or food item.
- Middle/High School: Teachers are informed about students with food allergies by the school nurse at the beginning of each school year. They are updated as needed throughout the year. Students are also empowered to advocate for themselves about food allergies. The school nurse is our resource when we have questions about students with allergies. The Food Service Manager is also informed about students with food allergies and makes sure that appropriate alternatives are provided to these students.

NYSED Mandate: District/School Plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.

HCS D Action:

- Elementary School: Students in grades Prek-6 will receive explicit instruction in hand hygiene procedures and protocols. The students will engage in hand washing before and after meals. Handwashing stations are available in most classrooms and will be

utilized. For classrooms that do not have a built-in handwashing station, children will use common restrooms before and after meals for hand hygiene. The Elementary School will continue to enforce the existing practice of not sharing food, utensils or beverages. Cafeteria monitors and Teacher Aides will assist in enforcing this practice during mealtimes. Classroom teachers and Teacher Aides will enforce this practice during class snack times and throughout the school day.

- Middle/High School: Students in grades 7 – 12 will be given instruction on proper hand washing and protocols. Students will need to wash their hands before and after meal and snack consumption. Students will be instructed to wash their hands in the lavatories throughout the building. All lavatories will be open and accessible to maintain appropriate social distancing.

NYSED Mandate: District/School Plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.

HCS D Action:

- Elementary School: Prek-6 cafeteria monitors will maintain disinfecting protocols for cafeteria tables and seating between each group of students. Monitors will wear gloves and masks during mealtimes as they assist students.
- Middle/High School: Cafeteria aides will maintain cleaning and disinfecting protocols for all meals between each group of students. Three separate lunch periods will exist with students being assigned to a lunch period. Monitors will wear appropriate PPE while disinfecting and cleaning the lunch areas. Monitors and teachers who assist students in the dining halls will wear face coverings and gloves throughout the lunch period.

NYSED Mandate: District/School Plan must ensure compliance with Child Nutrition Program requirements.

HCS D Action:

- Personal Touch Food Service Inc. is our contracted food service company who prepares and serves our meals.
- They will continue to ensure all Child Nutrition requirements are followed.

NYSED Mandate: District/School Plan must include protocols that describe communication with families through multiple means in the languages spoken by families.

HCS D Action:

- All communication to families is translated in writing, in-person and/or with a contracted translation service into the native language of families. These communications are available to families at the same time as English versions.

Transportation

NYSED Mandate: School districts and other applicable schools are expected to fulfill existing mandates regarding the safe and effective transportation of students who are homeless (McKinney-Vento), in foster care, have disabilities and attend non-public schools and charter schools. Although meeting these obligations will certainly pose challenges, these expectations continue to be in place. Districts and other applicable schools should plan accordingly.

HCS D Action:

- Holley Central School District will continue to transport students who are homeless, in foster care, have disabilities and attend non-public schools according to NYS Pupil Transportation guidelines.
- All buses will be sanitized before and after each run.
- All drivers and bus attendants will wear masks at all times and gloves if necessary.
- All drivers cleaning their buses will use a proper spray disinfectant before and after each run.
- Accommodations will be made to ensure social distancing.

School Bus Mandatory Requirements

NYSED Mandate: Assurances of the following will be required when submitting the Reopening Plan:

- Students who are able will be required to wear masks and social distance on the bus;
- All buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers must be cleaned/ disinfected once a day. High contact spots must be wiped down after the am and pm run depending upon the disinfection schedule. (For example, some buses might be cleaned between the am and pm runs while other buses may be cleaned/disinfected after the pm run);
- School buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district. School bus drivers, monitors

and attendants must not carry personal bottles of hand sanitizer with them on school buses;

- Wheelchair school buses must configure wheelchair placement to ensure social distancing of 6 feet.

HCS D Action:

- All students being transported will require a mask unless medical issues deem it unnecessary.
- If students do not load the bus with a mask on, the driver or attendant will give them a disposable mask to wear.
- A seating chart will be made to ensure social distancing is maintained as much as possible. For example, the first student on goes to the back and each student works toward the front. This will occur for pickup to school and from the school to home/daycare.
- All buses/vehicles will be disinfected prior and after each bus run to ensure cleanliness.
- Hand sanitizer will not be permitted on buses/vehicles, including personal items brought on by a driver or bus attendant.
- When the wheelchair bus is in use, social distancing will be maintained.

School Bus Staff Mandatory Requirements

NYSED Mandate: School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer and seek medical attention.

HCS D Action:

- We have plans for a secure health assessment form or will use a third-party app for school bus drivers, bus attendants, mechanics and office staff to perform a self-health assessment for COVID-19 symptoms each day before work.
- The health assessment form includes screening questions regarding temperature.
- Staff will be trained on related symptoms and how to notify the District in the event such symptoms occur.

NYSED Mandate: School bus drivers, monitors, attendants and mechanics must wear a face covering along with an optional face shield.

HCS D Action:

- All bus drivers, bus attendants, mechanics and office staff shall wear a mask.
- Face shields for bus attendants will be available upon request.

NYSED Mandate: Transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

HCS D Action:

- All transportation staff will be periodically reminded of the importance of personal protective equipment along with the signs and symptoms of COVID-19 through professional development, verbal discussion, and posted signage in the break room.

NYSED Mandate: Transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses as well as hand sanitizer for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.

HCS D Action:

- The District will provide for all PPE items to all transportation employees, including hand sanitizer in offices, break rooms, and bus garage.

NYSED Mandate: Drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.

HCS D Action:

- Protective gloves will continue to be available for all drivers and bus attendants who may have direct physical contact with a student.

Students on Transportation Mandatory Requirements

NYSED Mandate: 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.

HCS D Action:

- All parents/guardians will be required to self-assess their children prior to boarding the bus.
- The Holley Central School District is in the process of reviewing a program that would allow parents/guardians to enter a daily self-assessment of their children's health.
- Once the student arrives at the school, we will also have a procedure to assess/review student health information as they enter the building.

NYSED Mandate: 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.
- social distance (six feet separation) on the bus.

HCS D Action:

- The bus driver and/or bus attendant will ensure all students entering, seated and exiting a bus will have a mask on.
- We will socially distance as mandated.
- In the event a student cannot wear a mask due to medical reasons, they will be socially distanced.

NYSED Mandate: Students who do not have a mask:

- Cannot be denied transportation
- Must be provided one by the district.

HCS D Action:

- Students will not be denied transportation if they medically cannot wear a mask. A transportation arrangement will be made with the transportation department.
- If a student does not have a mask, one will be provided by the bus driver or bus attendant.

NYSED Mandate: Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

HCS D Action:

- Students with a disability which prevents the wearing of a mask will not be forced to wear a mask or denied transportation.
- The transportation department will make arrangements for transporting to and from school.

Pupil Transportation Routing Mandatory Requirements

NYSED Mandate: If the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when/ if the district is not.

HCS D Action:

- If the District practices 100% remote learning or hybrid (portion of remote learning), out of district transportation to nonpublic, private, parochial schools (including students with an IEP) will continue to transport according to the out of district school calendar.

NYSED Mandate: All students are entitled to transportation by the district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

HCS D Action:

- Students who are in foster care, homeless or attending private schools, will not be denied transportation due to a late submission with a reasonable excuse.

Social-emotional Well-being

NYSED Mandate: Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.

HCS D Action:

- The Holley Central School District currently has a comprehensive developmental school counseling program plan in place. This plan addresses the District’s vision for guidance counseling, individual student planning, responsive services/counseling, school guidance activities, system support, leadership and advocacy, advantages to our comprehensive plan, and our K-12 program activities timeline.
- We will update this plan to ensure that the plan meets current needs, as well as outlining what adaptations need to be made to support remote learning experiences.

NYSED Mandate: Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter 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.

HCS D Action:

- The Holley Central School District holds a variety of advisory and shared decision-making teams.
- Current teams that meet are the Elementary School Improvement Team, the Middle/High School Improvement Team, and the District Improvement Team.
- Students will be added to these teams to ensure that their voice is heard.
- The established teams will examine COVID-19-related concerns and our learning models as agenda items to constantly evaluate the progress and impact of our actions.

NYSED Mandate: Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

HCS D Action:

- The social emotional well-being of our students is of paramount importance to us. We are committed to meeting the mental health, behavioral, emotional, and social needs of all of our students, as we know that those needs must be met to ensure academic success.

- We will continue our referral processes for staff members and families who are concerned about their student's/child's mental health. Additionally, counselors will work with families to make referrals to outside agencies when needed.
- The Holley Central School District will also survey families prior to the start of the school year to learn what social emotional needs their child has, so that interventions and resources can immediately be put in place to begin the school year with a successful start.
- Our mental health team will regularly check in on students to provide support.
- We will continue to collaborate with Orleans County Mental Health to provide additional mental health referrals and services.

NYSED Mandate: Address 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.

HCS D Action:

- Holley Central School District's 2020-2021 District Comprehensive Improvement Plan (DCIP) has made social-emotional learning a main priority for our school improvement efforts.
- The District will provide social-emotional learning professional development to instructional staff to understand the five social-emotional learning competencies and to meet the three NYS social-emotional learning goals:
 - Develop self-awareness and self-management skills essential to success in school and in life.
 - Use social awareness and interpersonal skills to establish and maintain positive relationships.
 - Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.
- Teachers will understand how to embed the five social-emotional learning competencies into their curriculum.
- The elementary school will continue to use the Positivity Project to promote social-emotional learning, while the middle/high school will develop their own program that connects to the work done in the elementary school.

- The mental health team will offer suggestions on how to talk with students about traumatic topics, such as losses, negative impacts, and more that have occurred during the COVID-19 emergency.
- District administrators will regularly check in with staff to assess how they are handling the new learning experiences and to determine what additional supports they need. Staff will be encouraged to share their feelings and to seek support from their colleagues and supervisors often.

School Schedules

NYSED Mandate: Plans should address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year. In cases where in-person instruction is not feasible, phased-in and hybrid models of education will need to consider if certain students will be prioritized for in-person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), and must balance this with equity, capacity, social distancing, PPE, feasibility, and learning considerations. These priorities if applicable shall be determined at the individual school or district level based upon the needs of student populations within such schools or districts.

HCS D Action:

- At the Prek-12 level, the District priority is to return students to in-person instruction in the safest manner possible. Because of the social distancing guidelines, requirement for masking, and facility limitations, the District will adopt an alternating model of in-person instruction. Families may also opt for remote learning only. A plan for remote only will be further developed based on community need and district resource capacity.
- In-person instruction will be coordinated with Prek-12 splitting grade levels into two equal groups (by alpha if possible) so that students may attend classes two days per week on the same days as siblings or household members. Three days per week will be a combination of remote synchronous and non-synchronous instruction as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In Person	In Person	All Remote Synchronous and/or asynchronous	Remote	Remote
Group B	Remote	Remote		In Person	In Person

NYSED Mandate: If COVID-19 cases develop, schools/districts may consider restricting access within school facilities and across school grounds, particularly in affected areas to avoid full school closures. In such instances, schools/districts may choose to 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. To maximize in-person instruction, Schools/districts should consider measures that can be implemented to decrease density and congregation in school facilities and on school grounds, when possible.

HCSD Action:

- **Elementary School:**
 - District administrators will assign cohorts for days that are in-person to better account for tracking in the event of exposure; however, social distance will be planned for in every programmed educational space. The District will make reasonable efforts to ensure that cohorts are fixed – meaning contain the same students – for the duration of the COVID-19 public health emergency. Faculty may instruct more than one cohort as long as appropriate social distancing is maintained.
 - The Prek-6 schedules will optimize movement of adults rather than cohorts with the exception of physical education, art, music, lunch, and recess.
 - Attendance at the Prek-6 level will be recorded daily in SchoolTool during in-person instruction days and through Schoology (3-6) or Seesaw (Prek – 2) during remote learning.
 - Limitation will be placed on the following Prek-6 school functions:
 - Large Groups – Not able to be scheduled, unless social distancing can be maintained in large space – (gym, auditorium, cafeteria).
 - Homerooms will be split into two cohorts to limit the amount of students per class.
 - Administrators will review all classes to determine that classes are evenly split up to an acceptable level.
 - Restrictions on homeroom changes may be required depending on class loads and ability to accommodate limited social distancing with acceptable face coverings.
 - Each classroom or other instructional space shall configure furniture and fixtures to maximize social distance between students and adults within a defined classroom space.

- Arrival and dismissal times will be staggered to allow for decreased student traffic to and from buses.
 - Classroom teachers will sign up for playground use time to avoid overcrowding.
 - Meals will be served in the cafeteria and in assigned classrooms to allow for social distancing.
 - When Art, Music and PE classes need further division for social distancing, Instructional Aides will provide supervision of students not in attendance for special classes.
 - Additional adults will be assigned to arrival and dismissal duty to assist with enforcing social distancing, traffic flow and wearing face coverings.
 - Grades 5 and 6 – hall passing time will be staggered to allow for only one homeroom in the halls at a time. Passing time will include locker use at a scheduled time (one homeroom at a time).
 - Lockers will be assigned to allow for social distancing.
- Middle/High School:
 - District administrators will assign cohorts for days that are in-person to better account for tracking in the event of exposure; however, social distance will be planned for in every programmed educational space. The District will make reasonable efforts to ensure that cohorts are fixed – meaning contain the same students – for the duration of the COVID-19 public health emergency. Faculty may instruct more than one cohort as long as appropriate social distancing is maintained.
 - The 7 – 12 grade student schedules will provide for movement around the building to meet the daily schedule needs of both the students and the teachers. The cohort will be the students to attend school on the same days of the week. Movement of both students and staff will be monitored and will require masking and as much social distancing as possible.
 - Attendance at the MS/HS level will be recorded daily in SchoolTool. On days of in person instruction, period by period attendance will be taken for those students in attendance. On remote learning days, Schoology will be used to track attendance which will need to be transferred to our student management system, SchoolTool. One or more staff members will be assigned to track remote attendance daily.
 - Limitation will be placed on the following school functions:

- Large Groups – Not able to be scheduled unless social distancing can be maintained in large space (gym, auditorium, cafeteria).
- Administrators will review all courses to determine that classes are evenly split up to an acceptable level.
- Restrictions on drop/adds may be required depending on class loads and ability to accommodate limited social distancing with acceptable face coverings.
- Each classroom shall configure furniture and fixtures to maximize social distance between cohorts within a defined classroom space.
- Arrival and dismissal times will be monitored to allow for decreased student traffic to and from buses. Use of multiple supervised entrances or exits can be used to diminish the number of students using each area.
- Meals will be served in the cafeteria, and if necessary, in assigned classrooms to allow for social distancing.
- Lockers will be assigned to allow for social distancing.

NYSED Mandate: Schools/districts should collaborate with stakeholders including, but not limited to, teachers, staff members, parents, and community groups when considering alternate schedules. Plans must include how schedules will be shared and made available to the school community. Schools should share their scheduling plans with students, families, and staff as soon as possible before the start of the school year and anytime a change is required in order to allow families to plan childcare and work arrangements. If schools/districts begin to implement in-person and hybrid learning models, they must also be prepared to shift back to fully remote learning models should circumstances change and school buildings are required to close.

HCS D Action:

- The Holley Central School District collaborated with teachers, staff, parents, students and community members when planning an alternate schedule. Focus groups, surveys and a Reopening Advisory Group was used to design the alternate schedule. Considerations for family work schedules, childcare needs and optimizing in-person instruction were made.
- Elementary School:
 - Schedules for Prek-6 will be shared with students and families through individual summer mailings, summer teacher communications, and scheduled orientations for parents and students. Student schedules will be available to families on SchoolTool and Schoology. The design of the hybrid schedule allows for an easy transition into full in-person as well as full remote, if the need arises.

- **Middle/High School:**
 - Schedules for 7 – 12 will be shared with students and families through individual summer mailings, summer communications, and scheduled orientations for parents and students. Student schedules will be available to families on SchoolTool and Schoology. The design of the hybrid schedule allows for an easy transition into full in-person as well as full remote, if the need arises.
 - The MS/HS was moving to a new daily schedule for the 20/21 school year. This schedule provided for one day a week for students to cycle through all of their classes. While in hybrid or total remote, we will maintain an I/J schedule so that all students meet all classes when in person at school or to maintain for a synchronous remote schedule if necessary. When we are able to return all students back to school, we will return to our 4 day modified block, 1 day all class schedule.

NYSED Mandate: Regardless of the instructional model implemented, equity and access must be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

HCS D Action:

- K-12 self-contained special education students and non-English speaking English Language Learners will come in every school day except for Wednesdays. The district will continue to provide our homeless children with transportation, food service, academic and social emotional support and resources.

Budget and Fiscal Matters

School District Fiscal Preparedness

NYSED Mandate: Another major factor in the fiscal outlook for school districts is the availability of undesignated reserve funds, which districts set aside for times of fiscal hardship. Again, the individual district circumstance can vary widely. According to the most recent data available to the Department, overall unexpended fund balances total 13.83 percent of all school spending outside the big five city school districts,10 but the level available in individual districts ranged from 0.04 percent to 86.19 percent.

These reserves are approximately two thirds capital, retirement, and employee benefit accrued liability reserve (EBALR) reserves. Unrestricted reserves total approximately 4.5% of total proposed spending, again excluding the five dependent city school districts. Relaxing rules around withdrawals from certain purpose driven reserves would provide districts additional

flexibility in budgeting for the upcoming years with a diminished prospect of increases in state aid, but such changes would require enactment of legislation.

When districts consider how much of those reserve funds should be tapped into during any single school year or crisis, they should remember that this situation has the potential to be long-lasting.

HCS D Action:

- Although the Holley Central School District has reserves set aside for particular purposes, it is also understood how fast they can be depleted when not monitored.
- With COVID-19 implications, the expenses continue to grow until such time it can be controlled.
- Careful and consistent monitoring will be required as the concern for mid-year cuts and future year State Aid reductions is implicated.
- As the year progresses, types of expenses and volume will be determined to assist in future budgeting.

2020-21 Enacted State Budget

NYSED Mandate: Governor Cuomo’s Executive Budget proposal in January 2020 initially called for a statewide increase in school aid for the 2020-21 school year of \$825 million, or 3 percent. As the COVID-19 crisis emerged prior to the enactment of the final budget, that planned increase did not materialize, resulting in a school aid apportionment that held unrestricted funds flat for districts and maintained reimbursements at statutory levels. A reduction in state-funded aid was partially offset by an increase in emergency federal funds.

HCS D Action:

- Our budget was adjusted and planned with the reduction in state aid.
- We will utilize the federal CARES Act money according to the established guidelines.

Pandemic Adjustment and CARES Act Funds

NYSED Mandate: State Aid was reduced in the 2020-21 school year by a total of \$1.13 billion through a “Pandemic Adjustment”, which reduced school district aid allocations at their bottom line, commensurate with the amount of federal Coronavirus Aid, Relief and Economic Security (CARES Act) funds each district was projected to receive. Districts were then allocated an amount of federal funding through the combination of the CARES Act Elementary and

Secondary School Emergency Relief Fund (ESSERF) and the Governors Emergency Education Relief Fund (GEERF). As a result, school districts will experience a decrease in state aid payments but will be eligible to apply for an amount from these federal grants. However, it should be noted that the CARES Act requires a portion of the funds to be used to provide equitable services to non-public schools.

HCS D Action:

- We will be applying for the federal CARES Act funds according to the established guidelines to assist in making up for that reduction in state aid.
- There are no non-public schools located in the Holley School District.

Potential Further Aid Reductions

NYSE D Mandate: 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. The actions noted above reduced this gap by nearly \$1.2 billion.¹¹ 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.

HCS D Action:

- The Holley Central School District understands the next evaluation of State finances is December 31, 2020 where the possibility of another cut in our 2020-21 State Aid may be possible.
- The District continues to monitor its expenses for 2020-21 understanding the reality of an additional cut.
- The District at that time would have further discussions of expense cuts, whether programs (including staffing) or other expenses.

180 Day Calendar and Attendance Reporting for State Aid Purposes

NYSE D Mandate: 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.

HCS D Action:

- The District currently has greater than the 180 required student attendance days; however, we will continue to monitor throughout the year especially if further Executive Order(s) are issued that may prohibit such days from being met.

Impact of Low Attendance on State Aid

NYSED Mandate: 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-19-specific change to such regulations in September for consideration by the Board of Regents.

HCS D Action:

- The District has put measures into place to record daily attendance whether in-person learning or remote learning occurs.
- The District understands the importance of tracking attendance and how it relates to our state aid calculation.

Flexibility in Non-NYSED-Governed Activities

NYSED Mandate: While budget and fiscal matters have implications in nearly all operational and instructional program areas, the laws, regulations, and business rules are largely outside of the discretion of the State Education Department. Below are a few areas where recommendations have been made to NYSED staff that deserve further consideration by state policymakers:

- Reserve funds: consideration for providing temporary flexibility in the immediate use of designated or restricted reserve funds, and requirements to repay funds over a set period of time;
- Transportation issue: as mentioned in the Transportation section of this guidance, providing flexibility on the adoption of contracts with providers and pursuing a streamlined bus driver licensing process with the Department of Motor Vehicles to ease the burden of hiring new bus drivers;
- Personal Protective Equipment (PPE) and technology purchases: provide more avenues for shared service agreements and ease burdens on BOCES to expanding service in this area.

HCSD Action:

- The District agrees with further considerations in the areas of reserve fund individual requirements, the transportation bus driver licensing process with the Department of Motor Vehicles, and the possibility of shared service agreements for PPE and technology purchases.

Flexibility for Budgetary Transfers

NYSED Mandate: It is anticipated that there may be costs in 2020-21 that districts did not budget for in necessarily the correct account codes. In particular, the need for additional equipment has been noted above. Flexibility for budget transfers in the 2020-21 school year only for additional equipment needed (associated with re-opening and the maintaining of buildings primarily) would help school districts in that position. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is considered a non-contingent expense (generally) and transfers into non-contingent line items are prohibited. This determination appears to be based primarily on Formal Opinion of Counsel No. 213

(www.p12.nysed.gov/mgtserv/budgeting/handbook/appendixg.html). In addition, school districts are encouraged to maximize their state-aided hardware in order to ensure that all necessary equipment is being purchased.

HCS D Action:

- Further consideration would be appreciated by the District for equipment code budget transfers, which would ensure recording expenses in the correct account code.
- The District will monitor its state aid line items of technology equipment to ensure full maximization.

Tax Collection

NYSED Mandate: School districts that rely on banks or other outside entities, such as a town, to collect school taxes, could face an issue of capacity for in-person collection. Limited staffing or hours may make it more difficult for taxes to be paid in the period without penalty. In addition, at least one instance of a bank not wanting to have citizens coming in to pay taxes and bank staff having to handle all of that paper has resulted in a district needing to have to come up with a new process. Having to change to a collection process that is all in-district may not be feasible, either due to costs or staffing. Districts should be reviewing their tax collection process to try and anticipate any issues or problems that they may face based on the ability of residents to pay taxes in person and without penalty.

HCS D Action:

- The District has reviewed its tax collection process and will allow tax payments to be mailed directly to the school address.
- Payments may also be put in an outside, locked drop box which is located near District Office.
- This will ensure safe and secure delivery of tax payments.

Attendance and Chronic Absenteeism

NYSED Mandate: Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

HCS D Action:

- Teachers will record daily class period attendance via SchoolTool. Clerical support will continue to monitor daily attendance via homeroom/first period attendance.
- Attendance at the Prek – 6 level will be recorded daily in SchoolTool for in-person instruction days and through Schoology (3-6) or Seasaw (Prek – 2) during remote learning. On remote days, attendance will be transferred into SchoolTool.
- We will utilize SchoolTool, the District’s student information system, to record attendance on a daily basis, whether face to face or remote. When learning is hybrid/remote, this may include systems which record student participation in asynchronous learning situations by completion of assigned tasks. Clear expectations will be established for participation in each of the learning environments. We will communicate and continually reinforce to both parents and students the importance of attendance in school regardless of setting.
- We will continue to create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. Student attendance (as defined previously) will be carefully monitored through our student information system.
- The Building Principal will work in conjunction with the building attendance clerk and other designated staff in routinely reviewing attendance records. This review is conducted to identify individual and group attendance patterns and to initiate appropriate actions to address the problem of excessive absences.
- Responses to student absences (measuring over 10%) will have us identify causes for absences and intervene to improve attendance and encourage students to complete the academic requirements of the course.

NYSED Mandate: Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required.

HCS D Action:

- Attendance of all school-age students of compulsory age who attend an out-of-district placement will be recorded and reported.

NYSED Mandate: Attendance must be reported by any reporting entity that is required to take attendance.

HCS D Action:

- The District will utilize SchoolTool for Prek-12, the District’s student information system, to record attendance on a daily basis, whether face to face or remote. When learning is hybrid/remote, this may include systems which record student participation in asynchronous learning situations by completion of assigned tasks. Clear expectations will be established for participation in each of the learning environments. We will communicate and continually reinforce to both parents and students the importance of attendance in school regardless of setting.

NYSED Mandate: Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma.

HCS D Action:

- The District will continue to maintain and report attendance records for all students of compulsory age until they have met the requirements of unenrollment.

NYSED Mandate: 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.

HCS D Action:

- Attendance records will be maintained and reported for students who drop out while still of compulsory school age until they exceed compulsory school age or move out of the District.
- The Holley Central School District will continue to do all that it can to make sure that students of compulsory attendance age remain in school. We will provide alternative school options and utilize our mental health staff to offer support and resources for students to complete school.

Technology and Connectivity

NYSED Mandate: School and District Reopening Plans must include information on how the school will:

- Have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence.
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

HCS D Action:

- The Holley Central School District values the role technology can play in engaging students in learning and offering opportunities to connect. Technology will continue to be utilized to support in-person, hybrid, and remote learning experiences.
- We will provide all students with a device for the 2020-2021 school year.
- All families will be surveyed to obtain an accurate understanding of families' technology and connectivity needs. This survey will inform us on not only if families have internet access, but the quality of their internet access (i.e. a family that has internet access may experience frequent lagging if there are multiple children in the home trying to connect at the same time). Based on survey responses, the District will work with families to provide internet access to the extent practicable.
- We will continue to provide all instructional staff members with a device.
- All instructional staff members will be surveyed to obtain an accurate understanding of their connectivity needs if a school closure results in having instructional staff members teach remotely. This survey will inform us on not only if teachers have internet access, but the quality of their internet access. Based on survey responses, the District will work with teachers to provide internet access to the extent practicable.
- Educational technology programs and platforms will be streamlined to avoid overwhelming families and students.
 - Learning Experiences
 - Grades Prek-2: Seesaw
 - Grades 3-12: Schoology
 - Formal Assessments
 - Grades K-2: I-Ready, eDoctrina

- Grades 3-12: I-Ready, eDoctrina, Castle Learning, Turnitin
 - Videoconferencing
 - Grades Prek-12: Zoom
 - Communication
 - Grades Prek-12: Parent portal, email, phone, newsletter, district website, a consistent messaging app from each school building
- We will provide professional development to staff on technology programs and platforms to develop an ease of use, to ensure consistency of use, and to examine how instructional best practices relate to certain technology features and components. Professional development will also be focused on using technology to enhance instruction, collaboration, and connection for in-person, hybrid, and remote learning.
- A list of instructional staff members that other staff members can turn to for support and new ideas regarding the use of different technology programs and platforms will be compiled.
- We will provide information to families and students on technology programs and platforms to develop an ease of use, to ensure consistency of use, and to detail steps that should be taken to troubleshoot technology issues.
- Technical support for students, families, and staff will continue to be provided.
- The District will, to the extent practicable, limit the number of sheets and activities that need to be printed by families.
- In instances where students do not yet have sufficient access to devices and/or high speed internet, we will provide alternative materials and resources so that students can still work towards mastery of the NY Learning Standards.

Teaching and Learning

NYSED Mandate: All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.

HCS D Action:

- The Holley Central School District will ensure a continuity of learning expectations, regardless of the educational setting (i.e. face to face, remote, or hybrid). This continuity will be accomplished using common units of study across a given grade or course, which have been developed and aligned to the New York State Learning

Standards for all subjects. All teachers will use these units and continue to collaborate on both the content and skills identified in each unit, and on the assessments that will be used to measure student performance.

- Curriculum work has occurred, and will continue to occur, to adapt units so that they can be taught face to face or virtually and to identify preferred strategies which will engage students in the learning process. The District has placed an emphasis on student engagement through professional development, and this will continue to be a priority across any and all learning models (face to face, remote, or hybrid). To aid in this process, teachers will receive feedback from administrative walk-throughs (at a minimum of two times per semester) to further reinforce the teaching of a rigorous curriculum using research-based methods. These can take place in-person via classroom observations, or remotely during synchronous instructional opportunities.

NYSED Mandate: Instruction must be aligned with the outcomes in the New York State learning standards.

HCS D Action:

- The District will continue to identify and prioritize the learning standards for each course/subject in order to efficiently plan for instruction for the 2020-2021 school year. This will be done by teachers who teach common subjects and the Director of Teaching and Learning. Year-long plans have been developed in anticipation of a variable school year which may include in person, remote or hybrid learning situations as well as the possibility of intermittent switching between those scenarios.
- Elementary School: Consistent review of the plans will take place during grade level meetings, department meetings, and K-6 PLC (Professional Learning Communities) meetings. The curriculum adjustments will be based on identified student need and performance on benchmark assessments.
- Middle/High School: Use of common teacher planning time will be used, no matter the teaching mode that we are in, to discuss curriculum and make adjustments. Teachers of the same course will collaborate to make learning situations consistent for all students of that course. PLC's will be established and the teachers will be instructed on the PLC model that we will use at the MS/HS. Curriculum will look at the priority and essential standards. Adjustments will be based on data, student need, and performance on student benchmarks.

NYSED Mandate: Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.

HCSD Action:

- The District will address the need for equity by adhering to the principles of engaging and rigorous experiences for all students. These include ensuring that all students have access to consistent opportunities to work on grade appropriate assignments, engaging and focused instruction where students do the majority of the thinking, teaching and practicing a growth mindset, and teachers who hold high expectations for all students, regardless of ability.
- The District requires that teachers use regular feedback cycles with students to communicate about their learning. In addition, students will also be afforded with routine opportunities to interact with one another as well as their teacher(s). In face to face and hybrid situations this will be accomplished in the classroom setting through discussions, individual meetings with teachers, and through ongoing, routine formative and summative feedback cycles. In a virtual setting, this will be accomplished through synchronous communication opportunities that will be regularly used to connect students with teachers and with each other. The SchoolTool and Schoology parent portals, as well as the grading and feedback tools inherent in Schoology and SeeSaw, will be used to support regular and consistent communication about student progress.

NYSED Mandate: Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).

HCSD Action:

- All instruction, whether in-person or remote, will be provided by appropriately certified teachers. Students will have direct access to their teachers regardless of the instructional delivery method. They will have access through whole group remote, small group in-person, small group remote, individual remote and individual in-person.

NYSED Mandate: Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple

languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

HCS D Action:

- **Elementary School:**
 - Each family will have an opportunity to participate in a small group orientation that will include setting up communication tools, introduction to technology, academic expectations, assessment procedures, daily schedules and health and safety protocols.
 - Parents will be able to use email, phone, SchoolTool Parent Portal, Schoology Parent Portal, remote teacher office hours and a messaging app to communicate with teachers.
 - Each Kindergarten family will have an opportunity to participate in a one-to-one home visit as an introduction to a full day school program. Parents and students will meet with school personnel to assist in the transition from a half day Prek program to a full day KDG program. The visits will include information that applies to an alternate schedule or full day in-person academic instructional day.

- **Middle/High School:**
 - Each family will have an opportunity to participate in a small group orientation that will include setting up communication tools, introduction to technology, academic expectations, assessment procedures, daily schedules and health and safety protocols.
 - Parents will be able to use email, phone, SchoolTool Parent Portal, Schoology Parent Portal, remote teacher office hours and a messaging app to communicate with teachers. If families are not able to participate in these orientation sessions, alternative options will be set up to assist all in being successful.

- Communication is essential to the success of all students. All communication will be in the family's preferred language. Needs will be met on an individual basis.

NYSED Mandate: Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.

HCS D Action:

- Prek classes will follow the same mandatory requirements outlined in all teaching and learning sections. The Prek classes are included in all Prek-6 practices.

NYSED Mandate: All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.

HCS D Action:

- Not applicable

NYSED Mandate: Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in this guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.

HCS D Action:

- No collaboration sites are expected to open in the 2020-2021 school year.

Athletics and Extracurricular Activities

NYSED Mandate: As schools plan for reopening in September, attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, schools might consider the creation of extracurricular activities that can be continued remotely in the event of another shut down.

HCS D Action:

- Athletics: Postponed until 9/21/2020 for all levels and all types of activities. Athletic events/practices shall adhere to guidance from NYS.
- Extracurricular Activities: Extracurricular opportunities for students in grades 3-6 will continue with small group in-person experiences while they maintain social distancing and face covering protocols. Large group in-person extracurricular gatherings will be temporarily postponed; however, groups will meet remotely for large group opportunities. Clubs and groups may also meet in-person and remotely before school hours in order to avoid increased congestion during arrival times. Additional extracurricular activities will continue to be explored and developed with the understanding that they may need to function completely remotely.

- Students in grades 7 – 12 have a variety of opportunities to participate in extracurricular activities, beyond athletics. Advisors have been appointed for the 20/21 school year. These activities can continue to happen in small group in-person situations provided masking and social distancing occur. Large group opportunities will be postponed in-person but may happen virtually. After school activities will be based on the availability of transportation and how that impacts the numbers on busses.

Special Education

NYSED Mandate: The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

NYSED Mandate: The school reopening plan must address meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

NYSED Mandate: The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

NYSED Mandate: The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

NYSED Mandate: The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

HCSD Action:

- **Provision of Services:**
 - IEP services are provided to the extent possible in order to protect the health and safety of students with disabilities and those providing special education services. Students whose IEP indicates 12:1:1 or 15:1 special programming for the majority of

their school day will receive in person instruction four days a week and one day of remote learning in a hybrid learning model.

- Students who receive ICT, consult services and one or two 15:1 special class on their IEP will follow the district's K-12 Hybrid model (Two days of in person instruction and three days of remote learning). Special education providers will monitor students during remote learning and will use online platforms to provide 1:1 support when necessary.
- Resource room will follow the district's K-12 Hybrid model and will include both in person and remote services.
- In the event of a full school closure, the remote learning plan will provide synchronous and asynchronous learning opportunities to meet the needs of individual students.
- Accommodations and Modifications: Students will receive the accommodations and modifications outlined in their IEP to the extent possible in order to protect the health and safety of students with disabilities and those providing special education services. Special education providers will differentiate instruction whether in person or remote. Special considerations and adjustments will be made based on each student's individual needs in order to ensure equitable access.
- Students with 504 plans will receive the identified accommodations and modifications on their plan.
- Documentation is kept by each special education provider on the delivery method of services for each individual student. Documentation will be kept in the student's cumulative folder in the CSE office.
- Progress monitoring is reported to families quarterly and documentation will be kept in IEP direct. Goals will be monitored regardless of in person, remote or hybrid learning.
- Technology will be provided for all students with disabilities who will participate in remote learning.
- **Related Services:**
 - Related services such as Speech, Occupational Therapy, Physical Therapy, Counseling, Assistive Technology, Autism services, etc. are provided in person and

remotely when necessary. For those families who choose remote learning and receive related services, synchronous tele-therapy sessions will be scheduled using an online platform. Related services providers will coordinate with special education providers and families to schedule sessions based on where students are receiving instruction. Services provided in person whenever possible and to the extent possible to maintain social distancing guidelines.

- Progress notes are maintained using IEP Direct and the mode in which services delivered will be documented.
- **Evaluations:**
 - Evaluations for the CSE/CPSE process are conducted in person to the extent possible in order to protect the health and safety of students with disabilities and those conducting the evaluations.
 - For those students who choose remote learning, evaluations will be conducted remotely using an online platform.
 - CSE/CPSE evaluations will continue to be conducted with the timelines outlined in the New York State Part 200 Regulations.
- **CSE/CPSE Committees:**
 - Committees will continue to meet for initials, reevaluations, program reviews (when necessary) and annual review meetings throughout the 2020-2021 school year.
 - Meetings are held remotely using Zoom in order to maintain social distancing guidelines.
 - Every effort will be made to ensure parent/guardian engagement during these committee meetings during the scheduling process.
 - Contingency Plans for full remote learning are being discussed as well as compensatory services when appropriate.
- **Communication:**
 - Communication around reopening plans will be provided to all families from the District.
 - Special education providers will reach out to families directly to communicate how services will be delivered in a hybrid and remote learning model.

- Back to School Night and Orientation are held for all families. Students and their parents will meet teachers, pick up technology and have the opportunity to ask questions about how instruction will be delivered. During this time, special education providers will meet with families to discuss the provision of services and discuss how special education services will be delivered.
- Communication is provided to families will be in their preferred language and mode of communication.
- Ongoing communication with families throughout the school year will be via phone, email, letters, Zoom, etc.
- **EI/CPSE Students:**
 - The District will continue to work with Orleans County to evaluate and identify children in need of early intervention and preschool services.
- **Out of District Students:**
 - The District will communicate with BOCES and other private placements regarding their school reopening plans and the impact that will have on our students who attend and receive services from those programs.
 - Transportation will be provided to and from these placements with proper social distancing guidelines and safety measures in place.
 - The District will ensure that all families of out of district students have information around the provision of services, reopening plans, transportation and will make every effort to engage families in the process.

English Language Learners and World Languages

NYSED Mandate: Qualifying schools that reopen using in-person or hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154.

HCS D Action:

- The English Language Learner (ELL) identification process will be completed within 30 school days of the start of the school year for all students who entered during the March 2020-September 2020 timeframe. Following this, we will resume regulatory identification processes, which require screening and identification to take place within ten school days after initial enrollment.
- We will continue to follow their established protocols for the identification of ELL students. The District has the home language questionnaire included in all registration materials. The District utilizes their certified ESOL teachers to provide the necessary assessments and make ELL recommendations.

NYSED Mandate: Provision of required instructional units of study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

HCS D Action:

- Identified English Language Learners will receive in person instruction up to four days a week in a hybrid learning model with one day of remote learning depending on student need. The District will provide all identified ELL students with regulatory services based on their English language proficiency level as measured by the NYSITELL (new entrants) or the 2018-2019 NYSESLAT assessment.

NYSED Mandate: Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process. Provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

HCS D Action:

- All communication to family members of ELLs will be provided in their preferred language and mode of communication. Teachers will regularly connect with families throughout the reopening process and school year to ensure families have an understanding around how instruction is provided. Equitable access provided for remote learning experiences. Back to School Night and Orientation held for all families. Students and their parents will meet teachers, pick up technology and have the opportunity to ask questions about how instruction will be delivered. During this time, families of ELL students will have the opportunity to meet with our ESOL staff.

Teacher and Principal Evaluation System

NYSED Mandate: Pursuant to Education Law 3012-d, each school district and BOCES must fully implement its currently approved APPR plans in each school year.

HCS D Action:

- The District will continue to implement our SED approved 3012-d compliant APPR plan in the 2020-2021 school year.
- The Observations/School Visits subcomponent for educators will also be adapted to meet local needs depending on whether instruction happens in-person, remotely, or in a hybrid model. For example, an observation may be conducted over Zoom during a synchronous learning experience.

Certification, Incidental Teaching, and Substitute Teaching

NYSED Mandate: Pursuant to Education Law 3001, individuals employed to teach in New York State public schools must hold a valid certificate. School districts, BOCES, and charter schools can review the SIRS 329 Staff Certifications report, which is available in Cognos for authorized users, to ensure that teachers hold the appropriate certificates for their teaching assignments. This report is refreshed weekly and lists all valid certificates for all staff identified in the school district, BOCES, or charter school Staff Snapshot.

HCS D Action:

- The Holley Central School District will continue to review the SIRS 329 Staff Certifications report regularly.
- The District will maintain the standards of certified teachers leading all classrooms.
- The District is going to hire more substitute teachers to prepare for teacher coverage in the event we have a high need due to absences.
- The number of days that uncertified substitute teachers have worked will be tracked. They will be able to work up to 90 days if needed.
- The District hires college students in a Teacher Immersion Fellow program to serve as teacher substitutes on a regular schedule each week. We will utilize our college students in the Teacher Immersion Fellow program who are currently in the District to substitute for an unlimited number of days.