

Bemus Point Central School District

3980 Dutch Hollow Road, Bemus Point, NY 14712

2020-2021 District Reopening Plan

Draft

August 31, 2020



Bemus Point Elementary School



Maple Grove Jr./Sr. High School

**Bemus Point Central School District
2020-2021 District Reopening Plan**

Table of Contents

Introduction and Development of Reopening Plan	3
Communication/Family and Community Engagement	6
Health and Safety	7
Facilities	11
Child Nutrition	11
Transportation	12
Technology Connectivity	14
Social Emotional Needs - SEL	14
Teaching and Learning	16
School Schedules	19
Bemus Point Elementary School	19
Maple Grove Jr.Sr High School	25
Special Education	33
Bilingual Education and World Language	36
Teacher and Principal Evaluation System	36
Certification, Incidental Teaching, and Substitute Teaching	36
New York State Resources and Guidance Documents	37
Appendix	39

Introduction and Development of Reopening Plan

Introduction

Bemus Point Central School District has created this reopening plan to ensure our employees, students and families feel safe returning to school, and to reduce the impact of COVID-19 conditions upon our return. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (DOH), and the New York State Education Department (NYSED). Updates will be made periodically based on new information and guidance provided by CDC, DOH, NYSED and the World Health Organization (WHO), and any other federal, state and local agencies.

Development of Reopening Plan

The Bemus Point Central School District engaged with numerous school stakeholders regionally and locally, (e.g., administrators, faculty, staff, students, parents/legal guardians, local health departments, local health care providers, and affiliated organizations such as unions, and E2CC BOCES

Reopening and Rethinking Taskforce

Numerous Regional Stakeholders

Bemus Point Board of Education

Michelle A. Spasiano, Interim Superintendent

Carrie Yohe, Director of Student Programs and Data, and Special Education

Julie Verdonik, Maple Grove Principal

Sonja Dubois, Elementary Principal

Holly Griffith, Business Executive

Tim Rowan Director of Facilities

Joseph Dwayne Dustin, Director of Transportation

Mary Osgood, School Psychologist

Bill Arthurs, Director of Technology and Communication

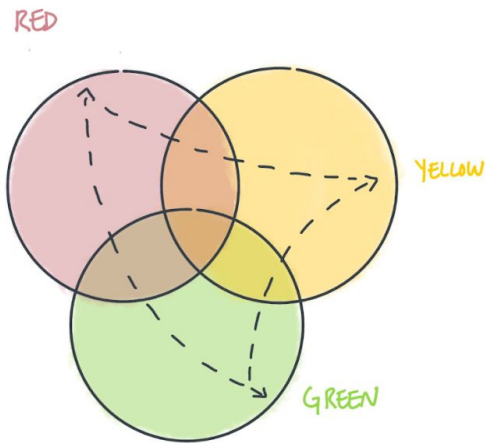
Faculty and Staff

Jena Calph, Sarah Davis, Elizabeth DuBois, BPFA Co-President, Kelly Filkins, Amanda Grack, Jacob Harvey, Tammy Haas, Johanna Hedin, Lisa Kahle, Andrea Bryant, Tanya Lockwood, Linda Morton, Melinda White, Shannon Lingle, Jenell Long, Ryan Lucas, Cindy Martin, Ashley Mayle, Katie Prindle, Amanda Purdy, Shaina Reynolds, Mary Osgood, Patricia Rizzo, Cheryl Russo, Timothy Shrout, BPFA Co-President, Kasey Way, Melinda White

Students and Parents

Sam Eimeller, Paxton Faulk, Jackson Gowan, Carling Lockwood, Christina Peppy, Hannah Tarbrake, Natalie Turcek, Erik Kraft, Courtney Darr, Nicole Lombardo, Katie Schrantz, Michelle Turcek

POSSIBLE SCENARIOS FOR REOPENING



Green 100% In-Person | In-person learning with social distancing requirements from or significant limitations to interactions with others. (State guidance as of July 17, 2020: Schools may be open if the region is in Phase 4 and the daily infection rate remains below 5% using a 14-day average.)

Yellow Hybrid/Split | Hybrid learning with a limited number of students in buildings at one time and others learning remotely

Red 100% Remote | Extension of distance learning. (State guidance as of July 17, 2020: Schools will be closed if the infection level of the region rises to 9% or greater before the day school opens.)





BEMUS POINT ELEMENTARY -

GREEN on Sept. 9th

MAPLE GROVE JR/SR HIGH-

YELLOW on Sept. 9th

BIG ROCKS

Operations	Instructional Support	Student Support	Wellness
			
<i>We organize our people, time, and resources for a successful return.</i>	<i>We support our staff's ability to teach in the "new normal."</i>	<i>We support the academic needs of our diverse populations of learners.</i>	<i>We support the wellbeing of our stakeholders and non-academic needs of our students.</i>
Modules: <ul style="list-style-type: none"> Hiring and Staffing Transportation Food Services Digital Devices Communication Tools Facilities Procedures Health and Safety Technology Systems Budget 	Modules: <ul style="list-style-type: none"> Flexible Instructional Models Scheduling, Attendance, and Accountability Professional Development Equitable Experiences Trauma-Informed Instruction & Addressing Learning Loss 	Modules: <ul style="list-style-type: none"> SpEd./IEP and 504 Plans SEL support ENL Education Student Engagement Tiered Supports (AIS/RtL/MTSS) Specialized Communication and Family Support 	Modules: <ul style="list-style-type: none"> Mental and Physical Wellness for Staff Mental and Physical Wellness for Students Building and Maintaining Culture

Values for Reopening

This BPCSD plan has mirrored the E2CCB Regional Reopening Workgroup's values for reopening; Equity, Safety, Communication and Collaboration.

Equity - a plan that leads to more equitable and consistent experiences for our students , staff, and community while recognizing the unique needs of the district.

Safety - a plan that ensures the mental and physical safety of our students, staff and community by using local, state, and federal guidance.

Communication - a plan that communicates to our community members about the reopening plan, using the most up-to-date information available.

Collaboration - a plan that allows for collaboration across stakeholder groups from the region and locally to elevate the scale of best practices for reopening.

Capacity Assessment

Bemus Point Central School District's top priority during the planning process was maintaining the health and safety of the entire school community. This plan considered the number of students and staff allowed to return in person while following the guidance on social distancing of the above named agencies. The District worked with architects from Clark, Patterson, Lee Architecture, Engineering and Planning, to determine usable square footage of the current classroom configurations, as well as usable space in other locations such as cafeterias, libraries, gymnasiums, music and art rooms, and auditoriums. We also referred to the guidance provided by NYSED to advise our spacing plans for social distancing.

The district considered the human resources available to instruct, supervise and/or provide required services to students. Concerns about labor shortages that may be due to the impact of COVID-19 are also being considered in the areas where faculty or staff are unable to return in-person to perform their job duties. See Guidance, CPL Drawings 1-5.

Communication/Family and Community Engagement

The district and schools have developed a communication plan for students, parents or legal guardians of students, staff and visitors. That plan includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider development of web pages, text and email groups, and/or social media groups or posts.

The District uses a variety of pathways for communication to our community to include:

Bemus Point Central School District

3980 Dutch Hollow Road, Bemus Point, New York 14712

Phone - 716-386-2375

Webpage - bemusptcsd.org

Bemus Point Central School District Newsletter

School Messenger

Board of Education Policy and Regulation

Zoom

Maple Grove Junior/Senior High School

PO Box 468, 3980 Dutch Hollow Road, Bemus Point, New York 14712

Phone - 716-386-2855

Web Page and Landing Page - bemusptcsd.org

Maple Grove Facebook Page

Remind App

Huddle App (Coaches)

School Messenger

Maple Grove Jr/Sr High School Student Handbook

Zoom

Bemus Point Elementary School

PO Box 468, 41 Liberty Street, Bemus Point, New York 14712

Phone - 716-386-3795

Web Page and Landing Page - bemusptcsd.org

Remind App

School Messenger

Bemus Point Elementary School Student Handbook

Bemus Point Elementary School Facebook Page

Zoom

The Maple Grove Jr./Sr. High School and Bemus Point Elementary School will amend their student handbooks and Code of Conduct to require students and staff to wear cloth masks where 6 feet of social distancing between staff and students is not possible. The expectation of the District shall be clear that unless seats in a designated area with six foot social distance achieved in programmed space configurations, all students, faculty and staff shall wear appropriate face coverings. Teachers may have discretion in a classroom setting and require the continued use of an appropriate facial covering. Additional information will be communicated

- Nurses' Webpage
- CDC and DOH signage throughout the facilities
- Utica National Insurance COVID -19 Safety Protocol Trainings
<https://www.uticanational.com/safety/schools/covid-19-resources/>

Health and Safety

Access to all School Buildings

Any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and DOH Guidelines for COVID-19 symptoms) will be excluded as per DOH guidelines.

Front office personnel will require visitors to screen as they enter the building. This will include completion of the daily health assessment, (Y/N for fever, sore throat, shortness of breath, close contact or cared for someone with COVID-19 and/or having traveled to another state or country in which there is a mandated self-quarantine period), temperature check, hand sanitization, and wearing of mask before a visitor is allowed into the school. Documentation will be maintained.

Screenings

All full and part time employees will complete a daily health screening document and temperature check when they first report to their building. There will be a health screening station for these checks at the employee entrances for the Bemus Elementary and Maple Grove campuses.

We are working with our parents to enable them to better identify the potential symptoms of COVID-19. All parents will be provided with a health screening questionnaire to use with their children before they attend school. The district will be requiring all parents to complete this health screening questionnaire on a regular basis.

All students will be temperature checked as they enter both the Bemus Elementary and Maple Grove building. There will be thermal cameras scanning the students as they enter their respective building. Students who identify as having a temperature will be escorted to the building's health office where they will be evaluated by the school nurse. If the symptoms are confirmed, the child will be sent home or isolated until he/she can go home. [Screening Flowchart](#)

Cleaning Protocols and Procedures

Bemus Point CSD will strictly adhere to the cleaning protocols and procedures outlined in the CDC Guidance for Cleaning and Disinfection. Our district works closely with Hillyard Janitorial, and they have provided professional development and guidance on highly effective methods for cleaning and sanitizing our classrooms, restrooms, locker rooms, common areas, medical offices, administrative offices, and athletic areas as follows:

- Clean and disinfect high touch surfaces (but not limited to):
 - Classroom and office desks and chairs
 - Door handles and push plates
 - Bathroom faucets
 - Light switches
 - Shared computer keyboards and mice
 - Shared telephones
 - Bottle fountains
 - Handrails
 - Buttons on vending machines
 - Shared telephones
 - Cots
 - Sinks, faucets, soap dispensers, paper towel dispensers
- Floors swept and dust mopped
- Floor spot mopped or full mopped
- Wipe clean: tables, furniture, and countertops
- Windows in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets vacuumed
- Be sure all windows are locked
- Clean/Disinfect classroom sink and toilet area
- Restock all paper, soap and sanitizer dispensers
- Clean baseboards- weekly
- Replace Lights - when needed
- Clean Light Fixtures - weekly
- All trash receptacles emptied and trash removed from the room

https://www.hillyard.com/Docs/Coronavirus_Prevention_0220v96.pdf

Cleaning and Disinfection Following a Suspected or Confirmed Case of COVID-19

The custodial and cleaning staff will perform cleaning and disinfecting of exposed areas, including all heavy traffic areas and high-touch surfaces. The District will follow the CDC guidelines on “Cleaning and Disinfecting Your Facility” and consult with the CCDOH.

The procedure will include:

- Closing off affected areas used by the individual
- Open outside doors and windows to increase air circulation in the affected areas
- Wait 24 hours before cleaning/disinfecting (or as long as feasible)
- Clean and disinfect all areas used by the individual

Once the affected areas have been cleaned and disinfected, the areas will be reopened for use. Individuals without close or proximate contact with the individual may resume activities in the areas immediately after disinfection. If more than seven days have passed since the individual used an area, additional cleaning/disinfection is not necessary, but routine cleaning and disinfection will continue.

Proper Handwashing & Respiratory Hygiene

Our Registered Nurses, faculty and staff will reinforce proper hand and respiratory hygiene with all students at the beginning of the school year and will continue to periodically remind the students all year. Educational training regarding hand and respiratory hygiene, face covering protocols, social distancing and other health measures will be made available to students and staff. Signage will be posted at appropriate places, i.e. restrooms, cafeteria.

Time will be provided during the day for students to wash their hands with soap and water and/or hand sanitizer at a minimum before/after the following events: See: Appendix A-M

- At the start of the day when the students enter the classrooms
- Before snacks and lunch
- After using the restrooms
- After touching, sneezing, wiping, and blowing noses
- After snacks and lunch, particularly if hands are sticky, greasy or soiled when students come from outdoor play or recess.

Face Coverings

The District will adopt protocols and procedures consistent with public health guidance for students, faculty, staff, and other individuals to ensure appropriate personal protective equipment (PPE) is used to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities.

Appropriate PPE means that at least an acceptable face covering, which is strongly recommended, to be worn by all individuals at all times, but is required to be worn anytime or place that individuals cannot maintain appropriate social distancing. Appropriate social distancing guidance states that at least six feet of space is maintained between individuals while in school facilities and on school grounds.

Guidance from NYSDOH states, *“As a baseline, face coverings are required to be worn any time or place that individuals cannot maintain appropriate social distancing. Further, face coverings are strongly recommended by the NYSDOH at all times, except for meals and instruction with appropriate social distancing. However, schools can require face coverings at all times, even during instruction; and it is strongly recommended in areas with higher rates of COVID-19 community infection.”* However, we will provide opportunities for students to remove their face coverings during meals and for short breaks so long as they are appropriate social distance, i.e. outdoors.

Social Distancing

Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household. To practice social or physical distancing, stay at least 6 feet (about 2 arms’ length) from other people who are not from your household in both indoor and outdoor spaces. All efforts to social distance in our buildings, classrooms, offices, and shared spaces will be made. Administration, faculty, staff, students, parents and visitors will be trained to observe social distancing. At Maple Grove Jr/Sr High School, social distancing will be achieved by bringing the students in utilizing an A/B hybrid schedule. Only 50% of the students will be in the building at one time. Bemus Point Elementary School will utilize all teachers to reduce class sizes to achieve distancing. If social distancing is not possible, i.e. passing in the halls, masks must be worn. www.cdc.gov

School Safety Drills

Schools must continue to conduct mandatory fire and lockdown drills in accordance with existing statutory guidance. When planning drills, consideration will be given to how each building may modify their drill procedures to minimize the risk of spreading infection. Social distancing may

take additional time to conduct drills, however, we recognize the importance of preparing for an emergency. In an actual emergency that requires evacuation or lockdown, safety will be the first priority.

Meetings

Faculty and staff meetings, department meetings, interviews, CSE meetings, training, professional development, and any other situation requiring a dense congregation of people will be held using video or tele-conferencing when possible. Situations requiring in-person gatherings will ensure appropriate social distancing is maintained and will be held in open, well-ventilated spaces. Masks will be required when social distancing is not able to be maintained.

Closure Plan

The Bemus Point Central School District will discuss each positive COVID-19 case with the Chautauqua County Department of Health to determine what remediation efforts need to occur including but not limited to: closing an area, a classroom, a building, or an entire school. The Chautauqua County Department of Health will monitor the percentage of students in each school building under mandatory isolation orders and will provide support to district administration in determining whether closure is necessary in conjunction with state guidelines. The district will internally communicate these recommendations with all stakeholders. In addition, we will communicate these decisions with our parents and community through our established communication channels.

Facilities

Bemus Point Central School District will comply with the following requirements of the mandatory assurances:

- 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.
- Compliance with the most recent Building Condition Survey and Visual Inspection
- Lead-in-Water Testing as required by NYSDOH regulation 67-4
- All existing Hand-Rub Dispensers which are installed in all locations are in accordance with FCNYS 2020 Section 5705.5
- All new building construction plans were submitted to OFP for full code review.
- The existing number of toilet and sink fixtures meet the minimum standards of the BCNYS.
- Each building provides one drinking fountain per 100 occupants or a reasonable plan for an alternate source of drinking water.
- Bemus Point Elementary School will utilize classroom sinks to refill student water bottles. We are also in the process of securing additional water bottle fountains for the school.

- Adequate, code required ventilation (natural and mechanical) as designed.
- All project submissions only dedicated to “COVID-19” will be labeled as such
- Any use of plastic dividers, tents or separators will comply with the 2020BCNYS Section 2606.

Child Nutrition

Bemus Point Central School District utilizes Personal Touch School Food Service, Inc., part of the Chautauqua Consortium #2600. The program follows the USDAQ guidance on developing food safety programs based on the HACCP Process Approach. All standards in this plan are based on the current New York State Food Code. The HACCP Based Food Safety Plan is housed in the District Business Office. A supplementary COVID-19 Safety Plan is in the process of development by Personal Touch School Food Service, Inc., and will be presented to the district on or about August 1, 2020.

New York State Department of Health (NYSDOH)

<https://coronavirus.health.ny.gov/home>

Transportation

The Bemus Point Central School District has documented its process and protocols for safely resuming Bus Transportation to students for the 2020-2021 school year. All current recommendations from the Center for Disease Control (CDC), Department of Health (DOH), New York State Education Department (NYSED), and the recommendation of our School Physician. The School Bus is an extension of the classroom; therefore, many of the recommendations that apply to school buildings will be applied to the school bus as well, (social distancing, facial covering and frequent cleaning and disinfecting).

Bus Driver, Attendant and Student - Health and Safety Guidelines

The CDC recommends limiting close contact with others by maintaining a distance of at least 6 feet when possible. If social distancing is not possible, face coverings must be worn.

- The BPCSD will provide proper PPE (face masks, gloves, face shields) to those students and staff who do not have their own.
- All students and staff will be instructed on wearing proper PPE use.
- All students will be required to wear a face mask on the bus at all times if they are physically able. Students who are unable to medically tolerate a face covering, including students where such coverings would impair their physical or mental health are not subject to the required use of a face covering. Students who do not have a mask cannot be denied

transportation. The BPCSD will provide PPE to those students who do not have any available.

- The parent should send the student with proper PPE, such as face coverings that are comfortable for the student to wear.
- Students from the same household would be permitted to sit together, as long as they are wearing face masks and are socially distanced from other students on the bus.
- All students will have assigned seats for contact tracing purposes.
- No students will be allowed to sit in the seat directly behind the bus driver.
- Social distancing of 6 feet from others will be observed whenever possible.
- Students will load from back to front and unload from front to back, to reduce contact.
- Face shields will be permitted if a student or transportation staff member chooses to use them. A face mask must also be worn with the shield.
- Disposable gloves must be worn by staff anytime contact with a student is required.
- The bus driver will only be required to wear a mask or proper face covering when a 6 foot distance is not maintained from others, such as boarding or disembarking the bus.
- Bus Drivers will not be permitted to wear a face shield when driving.
- The bus attendant will be required to wear a mask or proper face covering whenever there are students on the bus.
- Proper hand hygiene for all transportation staff is an important infection control measure. Before and after each bus run, staff will be expected to wash their hands with soap and water for at least 20 seconds.
- Staff and students will be instructed to avoid touching their eyes, nose or mouth.
- No food or drink will be allowed on the bus at any time.
- Attendance will be taken on every bus trip and the record will be filed with the transportation department.

Bus Cleaning and Disinfecting

Guidance on bus cleaning and disinfecting is in accordance with the CDC as follows:

Cleaning: removes germs, dirt and impurities from surfaces or objects.

Disinfecting: Uses chemicals to kill germs on the surfaces or objects.

Sanitizing: is a form of cleaning or disinfecting that lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements.

Using this information and following the most current guidance available, the following actions will be taken by the employees of transportation staff at Bemus Point Central School District:

- After each bus run, drivers and bus aids will clean all surfaces that were touched in the bus. This includes, but is not limited to seats, floors, steps, handrails, windows, and driver compartment.

- After cleaning, the interior will be sprayed with an EPA (Environmental Protection Agency) approved disinfectant. The bus driver will ensure that the product is applied correctly and that the proper dwell time (the time it takes for the disinfectant to work) is observed before proceeding to the next step.
- After dwell time, the driver and or bus attendant will go back on the bus to ensure that the surfaces are not sticky, and the windows are not foggy. Windows and surfaces will be cleaned again as needed.

COVID-19 Screening Guidelines for Transportation Staff

Transportation staff (drivers, monitors, attendants, nurses, mechanics and cleaners) shall perform a self-health assessment for symptoms of COVID-19 before arriving at work. If transportation staff are experiencing any symptoms they are to notify the Transportation Director and seek immediate medical attention. The district will immediately contact the CCDOH for further guidance. [Appendix C - COVID-19 Fever/Symptom Flowchart](#)

COVID-19 School Bus Screening Guidelines for Students

When the students board the bus symptom free, they will be asked to social distance and wear a mask. Students will be seated from the back of the bus, forward in the socially distanced seating. Students will exit the bus from the front of the bus.

If a student is displaying any other symptoms of COVID-19, such as cough, shortness of breath, body aches, sore throat, eye discharge, nausea or diarrhea, or if the student has been exposed to anyone diagnosed with COVID -19, they will not be permitted to board the bus until cleared by a doctor. The parent or guardian is to call the school and notify the nurse of the reason the student is not in attendance.

Technology Connectivity

Bemus Point Central School District has been 1:1 from Kindergarten through Grade 12. A survey was sent to parents and teachers asking for feedback on their ability to connect during the full remote learning time from March 17, 2020 through the end of the 2019-2020 school year. The District will provide hotspots to families in need of connectivity due to financial or locational restrictions Internet access is available at both schools parking lots as well as the local public library for those families that do not have access to the internet and in locations where cellular internet access is not an option.

A number of options will be available for parents and students for training and technology assistance. A comprehensive list of training videos and training documents will be made available for parents and students. Direct contact to technology support through a direct telephone line and live online chat will be available to assist parents.

Social Emotional Needs - SEL

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every Bemus Point CSD teacher, every classroom, extracurricular activity and athletic team if we truly want to prepare our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic activities and high levels of stress for many of our students, staff and families. The experience emphasizes the importance of social-emotional well being for all. We will need to have emotional recovery of students, staff, and families at the forefront of our planning and decision making.

During this time of COVID - 19 it is very important to place adult and student wellness first, to establish a positive, safe and supportive learning environment. Our students need social and emotional support as we navigate the unprecedented challenges of alternative learning experiences. The district advisory team has chosen to work with the CASEL Guide to SEL Essentials, schoolguide.casel.org.

- During a remote and/or hybrid learning scenario we will continue to encourage teachers, students and parents to communicate with our counselors any student concerns they may have.
- Additionally our counselors will use other indicators such as attendance and lack of engagement in online learning as reported by the teachers, to identify students who might be experiencing mental health issues.
- When a teacher newly identifies a student at risk, based on behaviors such as lack of engagement, the teacher is the first level of intervention with the family. The teacher will contact both the parents and the guidance counselor to share their concerns.
- We will work together to create a needs assessment and give it to all students in the district when the year begins. The results will help the counselors determine the type of interventions students may need so they can be successful throughout the school year.

Faculty, Staff and Family Support

The Bemus Point Counselors, Psychologist, Nurses, and Administrators will continue to serve as a resource for linking those in need to various outside agencies, specialized mental health providers, and other supportive professionals to better meet the need for specialized therapy and treatment. BPCSD will seek out community partners and access to mental health and trauma supports for students, families, faculty and staff members. The District has also secured the services of EAP, Employee Assistance Program that provides confidential counseling, coaching, assessment and referrals. It also provides professional development. www.EducatorsEAP.com

TEACHING AND LEARNING

Curriculum is the foundation upon which an education instruction builds its instruction program. A school district's curriculum is more than just a list of skills and concepts that students will acquire while attending a given class or grade level, but rather, it defines what the district believes are the essential components of the developmental cycle of the students in its charge. Never has this philosophy been more important. Whether our students are learning in face to face classrooms, remotely or in hybrid environments, we believe that our students deserve to be educated by highly trained staff, following a rigorous curriculum using rescheduled based methodologies which are engaging and lead to a lifelong love of learning.

Plan for Reopening

We will:

- Identify and prioritize the learning standards (power 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 team common subjects/grade levels during the summer professional mini grants as well as throughout the opening of the school year. Yearlong plans have been developed in anticipation of variable school year which may include in person, remote or hybrid learning situations as well as intermittent switching between those scenarios.
- Ensure a continuity of learning expectations, regardless of the educational setting (i.e. face to face, remote, or hybrid). This continuity will be accomplished through the use of common units of study across a given grade or course, which have been developed and aligned to 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 also on the assessments that will be used to measure student performance.
- Adapt units so that they can be taught face to face or virtually and identify preferred strategies which will engage students in the learning process. This will be done during summer professional development opportunities and well as through our curriculum workshops.

- Address the need for equity by adhering to the principles of rigorous learning for all Bemus CSD students. These include ensuring that all students have access to consistent opportunities to work on GRADE APPROPRIATE assignments, STRONG INSTRUCTION where students do most of the thinking, DEEP ENGAGEMENT in what they are learning, and teachers who hold HIGH EXPECTATIONS for students and believe they can meet grade level standards. Specific pedagogical practices that will be used in both face to face and virtual learning environments include the use of open ended, inquiry based learning experiences, promotion cultures of thinking through discourse and visible thinking strategies, and providing students with voice and choice in the learning that they are doing.
- Ensure 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 through classroom 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 with each other, The parent portal, as well as the grading and feedback tools inherent in Schoology and SeeSaw will be used to support regular communication about student progress.
- Utilize a clear communication plan to both parents and students in order to provide clarity and continuity of the learning expectations. All educators will establish a set time to connect at least once per week with parents. Educators will provide parents with information about how to contact the administration and/or teaching staff to answer questions about their child/ren's learning or the technology they are using.

Other considerations:

1. Use of culturally responsive practices: Faculty and staff have been learning about and incorporating elements of culturally responsive educational practices for the past three years. The district has updated its materials selection process to incorporate the analysis of bias of cultural representation in the textbooks and literature we select. In addition, the district will conduct a survey to gather my information on the district needs.
2. Diagnostic assessment and progress monitoring: For students in grades K-8, locally developed as well as standardized measures will be used to determine learning gaps. These include Iready, ESGI, American Reading Independent Level Reading Assessment as well as results of unit and lesson assessment. For students in grades 9-12, locally

developed measures will be used to determine gaps which may include unit and lesson assessments and common formative assessments that have been developed in conjunction with common units of study.

- a. Supporting students in learning loss: We will use a multi tiered system to address the learning gaps of our students resulting from spring 2020 closure. At Tier 1 level teachers have adjusted their curriculum to include those concepts and skills which were to be taught during the spring but may/may not have been learned by students. We will use a Response to intervention (RtI) approach to identify and address those learning gaps at Tier 1 level. The RtI model will include measures of progress (or lack thereof) for social, emotional and academic support. If necessary, students will be provided with academic intervention services, academic labs, and/or academic assistance time if it is determined that learning gaps cannot be addressed in the general education classroom. These services can be provided in both face to face as well as remote situations.
3. Parent orientation for select technological tools (SeeSaw, Google Classroom, Remind, and School Messenger) is being planned for late summer/early fall.
 4. Grading: Grading practices have been developed by each school building and will continue to be reviewed throughout the 2020-2021 school year. Grading practices will be consistent across the learning situations (i.e. in person, remote or hybrid). Grading systems will align to the district grading philosophy and will provide students and their parents with a measure of student progress toward meeting the academic goals defined by NYS learning standards. Wherever possible, grading systems will differentiate those grades of academic performance and nonacademic performance. This can be accomplished with the creation of an “at home learning” rubric which could be used as both learning and assessment tool.
 5. Specific faculty and material plans will be developed for the following areas:
 - a. Science laboratory requirements
 - b. Art
 - c. Music
 - d. Physical Education
 - e. CTE programs
 - f. Athletics/Extracurricular Activities
 - g. Athletics-Postponed until 9/21 for all levels and all types of activities
 - h. Library

School Schedules

Bemus Point Elementary School

GREEN PLAN:

100% Full Return - In person learning with social distancing requirements

Staff Hours: 8:00-3:30

Students Hours: 8:30-3:15

Students in Grades UPK - 5 **will attend school in person Monday through Friday**. This will only take place with the approval of the New York State Department of Education and Department of Health. NYS Guidance has been consistent that if we are in person, either face to face or hybrid, cohorting of students and limiting student interactions and limiting movement as much as possible will be the expectation.

Classrooms have been reconfigured to ensure that students have the opportunity to be 6 feet apart at any time, allowing for mask breaks. In an effort to lower the risk of virus spread, students will be grouped into cohorts. These groups of students will be together all day and will not intermingle with other groups. The plan will be continually evaluated to ensure safety and will be modified as needed.

Space Configurations

- Our goal is to have small class sizes for the 2020-21 school year. In order to accomplish this goal repurposing of staff and using all available classroom spaces is needed
- Classrooms have been reconfigured to maximize social distancing
- The use of a face covering is recommended to be worn by all individuals at all times, but is required to be worn any time that individuals cannot maintain appropriate social distancing.
- Students will be assigned seats in classes
- PE will utilize the gym and all activities will practice social distancing of 12 feet. When possible PE will take place outside and maintain 12 feet of distancing when engaged in activities.
- Activities that bring classes or grade levels together are eliminated (assemblies, dances, etc.)
- Music, Art, Computer, and Library classes will be held within the cohort's classroom
- Classes will be moved outdoors whenever possible
- Students will store their materials in assigned organizers within the classroom
- Breakfast will be grab and go.
- Lunch will be served in the cafeteria.

- Students with food allergies will eat in a safe environment with select peers from the cohort.

Cohorts

- Students will travel in cohorts to limit potential exposure to COVID-19 virus. Students will stay within a classroom, to the extent practicable, and special area teachers will instruct more than one cohort by moving between classes.
- Time spent in the hallway will be planned and staggered. Students will move in one direction each way. The district will use tape or signs with arrows in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate.
- Dismissal will be staggered (for pickup or bus). There will be no after school child care opportunities at Bemus Point Elementary School.
- The District will limit the sharing of objects and require students, faculty and staff to wash their hands with soap and water or an approved hand sanitizer before and after touching school materials
- Students will have frequent opportunities for brain breaks, stretching activities and outdoor walks

Communication

In an effort to provide the Bemus Point Elementary Community with consistency and clarity a common Learning Management System(LMS) will be used to share academic content, provide instruction and communicate with students and families. Video conferencing, sharing of links, applications, files, assignments, and record keeping will take place on these learning management systems.

Prk - Gr 1 = **SeeSaw**

Gr 2 - 5 = **Google Classroom**

Supplies and Materials

Classrooms will receive district purchased school supplies as planned. Shared student supplies will not be permitted. All students will need access to their own personal supplies. The district will provide families with a general supply list which they are responsible to purchase for individual use. All students UPK - Grade 5 will receive a district issued device, headphones, charger, and travel bag. These devices will remain in school, ready for daily use and will only be sent home if remote learning is required.

Curriculum & Assessment

Teachers will continue to implement our core instruction programs to support the instruction of grade level intended learning outcomes. At the elementary level, students' instructional needs are met through differentiated instruction using a variety of research based programs that align with New York Next Generation Learning Standards. Assessment and feedback continue to be a contributing factor of student achievement. Teachers will administer the following benchmark assessments:

- UPK: UPK Readiness Skills
- Grades K-5: Envisions Math Baseline collection, i-Ready math, American Reading Independent Reading Level Assessment

Lunch Procedures

Students will eat in the cafeteria and alternate spaces as needed to ensure all social distancing requirements are met. Classes with students with food allergies will eat in the cafeteria with social distancing practices in place. Students will wear masks when not seated. Lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance. Lunch assistance will supervise students.

Attendance

As per NYSED guidance, attendance is required daily for students. Student attendance will be taken in the traditional method using PowerSchool for all students whether in-person, hybrid, or remote. Students at the elementary school with attendance concerns will be contacted by the school to discuss solutions. If a family has questions about student attendance at the elementary school, the family should first contact the classroom teacher for assistance. Students that are chronically absent (more than 10% of the school year) will result in our typical procedures, which includes contact with home and school and necessary interventions. Proactive interventions will be attempted first, including restorative practices and increased use of counselor contact. Reports from PowerSchool will be used to identify students at risk for chronic absenteeism. We will develop an individual plan of action to assist the student and family. If additional support is needed, community-based organization referrals will occur.

Optional Virtual Instruction

This option is available for families for the 2020-21 school year. Families who choose remote learning for their students will be provided with materials necessary for instruction under the guidance of a certified Bemus Point Teacher. Interaction will include direct instruction, active learning checks for understanding, and meaningful and timely feedback on all assignments.

This option is provided for Bemus Point Elementary School Students grades PK-5. Families who indicated remote instruction on the survey have already been placed on the remote learning list. Please contact Mrs. DuBois at sdubois@bemusptcsd.org to add or omit from this list.

If you are interested in a homeschool option in which you would provide your child with home instruction and not utilize this remote learning option please contact Billie Swan at (716)386-2822 ext 2300 to complete the appropriate paperwork, i.e. a letter of intent and Individualized Home Instruction Plan.

Optional Virtual Instruction Schedule

Monday	Tuesday	Wednesday	Thursday	Friday

Synchronous	Wednesday	Asynchronous
Monday, Thursday	<ul style="list-style-type: none"> Remote Learning Social Emotional Learning Specials Daily reading 	Tuesday, Friday
<ul style="list-style-type: none"> Teacher engagement New learning provided Attendance recorded Zoom conferencing Daily reading 		<ul style="list-style-type: none"> Posted links and activities Task practice/completion Attendance monitored by completion of tasks Tasks submitted Daily reading

YELLOW PLAN:

Hybrid Learning Plan - to limit the number of students in the building at one time

Student rosters in grades PK-5 will be split into two sections in order to decrease the school capacity. Sections will alternate school days between Face to Face and At-home instruction.

Bemus Point Elementary School will have 50% of the general education students in attendance each day to decrease student density.

- Students will come to school two days a week and be remote three days a week.
- Students will be assigned to A Days (Monday and Tuesday) or B Days (Thursday and Friday).
- Students in 12:1:1 and/or 8:1:1 classes will be in attendance 5 days a week.

Hybrid Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A	A		A	A
B	B		B	B

Face to Face	Wednesday	At-home
<ul style="list-style-type: none"> • In school • Monday, Tuesday = A • Thursday, Friday = B 	<ul style="list-style-type: none"> • Remote Learning • Social Emotional Learning • Daily Reading 	<ul style="list-style-type: none"> • Remote Instruction • Monday, Tuesday = B • Thursday, Friday = A

RED PLAN:

Remote Learning Plan - Specific Procedures

During full remote learning, students will engage in both synchronous and asynchronous learning activities from their homes and not physically attend school. During synchronous activities students will engage in “live” instruction via video conferencing where the student and teacher have in-the-moment interactions. With asynchronous learning, the student will access content that is posted at his/her convenience, providing greater flexibility and the opportunity to replay and review content at any time.

Synchronous Learning

- Students will engage every day with teachers either as a whole group, small group or combination of both via video conferencing. In addition to being able to engage

in conversation with your child, teachers will use this time to facilitate new learning opportunities.

- Student attendance will be recorded during these interactions using PowerSchool
- Teachers may reference printed materials during this time and your student will be provided with those activities before the lesson
- Zoom video conferencing will be the tool used to connect with students
- Students can expect to engage with teachers and peers for approximately ___ minutes a day via video conferencing

Asynchronous Learning

- Teachers will post links to activities such as videos and interactive tools. These links will be posted on each child’s learning management system (**SeeSaw- PreK-1, Google Classroom 2-12**).
- All students in grades PK-12 will be enrolled in a learning management system (**SeeSaw- PreK-1, Google Classroom 2-12**). This is where students can access online materials and submit work for feedback.
- Attendance will be monitored by checking student progress on assignments and/or the completion of tasks using PowerSchool.
- Daily reading will also be a part of the remote plan and can take place any time

Remote Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous	Asynchronous	Social Emotional Learning Specials Daily reading	Synchronous	Asynchronous

Student Expectations for Remote Learning

A section has been added to the code of conduct/student handbook defining expectations. Time will be taken at the beginning of the school year to instruct and implement online learning skills and norms.

<p>Respectful Mute button unless requested Video on Raise hand to share Use tool appropriately and kindly</p>	<p>Responsible Be prepared Devices charged Distraction free area Participate Submit assignments</p>	<p>Safe Calm body Stay seated Appropriate location School dress code</p>
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Maple Grove Jr/Sr High School

There is no **Green Plan** for Maple Grove at this time.

YELLOW PLAN-

Hybrid Plan - to limit the number of students in the building at one time

Staff Hours: Monday & Wednesday 7:35 a.m. - 3:05 p.m.

Tuesday & Thursday 7:35 a.m. - 3:30 p.m.

Friday 7:35 a.m. - 2:30p.m.

Students Hours: Monday - Friday 7:43 a.m. - 2:26 a.m.

Grades 6-12

For hybrid instruction, Maple Grove will have 50% of the general education students in attendance each day to decrease student density.

- Students will come to school two days a week and be remote three days a week.
- Students will be assigned to A Days (Monday and Tuesday) or B Days (Thursday and Friday).
- Students in 12:1:1 classes will be in attendance 5 days a week.

Hybrid schedule considerations

- With the help of Power School, students will be assigned to houses. 50% student capacity in the building on any given day.
- Students will meet in the science lab (if necessary) and PE when in session. PE teachers will be encouraged to teach outdoors when appropriate. Social distancing for PE is 12'.
- At 50% student capacity class sizes will range from 6 - 12 students with the exception of Band and Chorus. Band and Chorus will take place in the auditorium and the Steam room to ensure the 12' social distancing guidelines.
- Staggered passing times and/or increase total passing time to limit hallway density.

Cohorts

- Students in grades 6 - 8 will travel in cohorts to limit potential exposure to COVID-19 virus. Students will stay within a classroom, to the extent practicable, and the teachers will instruct more than one cohort by moving between classes.
- Time spent in the hallway will be planned and staggered. Students will move in one direction each way. The district will use tape or signs with arrows in hallways, or spaces throughout the school, and post signage and distance markers denoting spaces of six feet

in all commonly used areas and any areas in which lines are commonly formed or people may congregate.

- Dismissal will be staggered (for pickup or bus). There will be no after school at Maple Grove at this time
- The District will limit the sharing of objects and require students, faculty and staff to wash their hands with soap and water or an approved hand sanitizer before and after touching school materials
- Students will have opportunities for brain breaks, stretching activities and outdoor instruction

Communication

In an effort to provide the Bemus Point Central School District Community with consistency and clarity a common Learning Management System(LMS) will be used to share academic content, provide instruction and communicate with students and families. Video conferencing, sharing of links, applications, files, assignments, and record keeping will take place on this learning management systems.

Prk - Gr 1 = **SeeSaw**

Gr 2 - 5 = **Google Classroom**

Gr 6 - 12 = **Google Classroom**

Supplies and Materials

Classrooms will receive district purchased school supplies as planned. Shared student supplies will not be permitted. All students will need access to their own personal supplies. The district will provide families with a general supply list which they are responsible to purchase for individual use. All students Grade 6 - 12 will receive a district issued device, headphones, charger, and travel bag. These devices will be transported to and from school on a daily basis.

Maple Grove Hybrid Schedule

Face to Face	Wednesday	At-home
<ul style="list-style-type: none"> ● In school ● Monday, Tuesday = A ● Thursday, Friday = B 	<ul style="list-style-type: none"> ● Remote Learning ● Social Emotional Learning 	<ul style="list-style-type: none"> ● Remote Instruction ● Monday, Tuesday = B ● Thursday, Friday = A

Hybrid Bell Schedule 2020-2021 (Beginning SEPTEMBER)

PERIOD	START	END
Warning Bell	7:43	7:45
Pledge/Announcements	7:45	7:48
Period 1	7:48	8:29
Period 2	8:34	9:15
Period 3	9:20	10:01
Period 4	10:06	10:47
Period 5L	10:47	11:17
Period 5/6	10:52	11:33
Period 6/7	11:22	12:03
Period 7L	11:35	12:05
Period 7/8	11:38	12:19
Period 8/9	12:08	12:49
Period 9L	12:19	12:49
Period 10	12:54	1:35
Period 11	1:40	2:24

Afternoon Announcements 2:24 - 2:26

Classes: 41 minutes

Passing: 5 minutes

Lunch: 30 minutes

Grade 6

- Sixth grade students will report to rooms 113 (Styers), 114 (E. Abbey), 115 (C. Abbey)
- Students will remain in their assigned classrooms for English, Science, Social Studies, Math, Teams and Steam. The teachers will rotate into the classrooms for their classes.
- Sixth grade students will report to the auditorium for General Music.
- Sixth grade students will report to the Steam room for Band.
- Sixth grade students will report to the gymnasium for Physical Education. Outdoor classes will be encouraged.
- Sixth grade students who receive special education services will leave the classroom for these services.
- At 50% capacity there will be 6 - 11 students in each classroom.

Grade 7

- Seventh grade students will report to rooms 215 (Davis), 216 (Burlingame), 218 (K. Orbaker)
- Students will remain in their assigned classrooms for English, Science, Social Studies, Math, Spanish, Teams and Steam. The teachers will rotate into the classrooms for their classes.
- Seventh grade students will report to the auditorium for Chorus.
- Seventh grade students will report to the Steam room for Band.
- Seventh grade students will report to the gymnasium for Physical Education. Outdoor classes will be encouraged.
- Seventh grade students who receive special education services will leave the classroom for these services

Grade 8

- Eighth grade students will report to rooms 203 (A. Zuroski), 105 (Burnett), 104 (B. Zuroski)
- Students will remain in their assigned classrooms for English, Living Environment, Social Studies, Math, Spanish, Teams and Steam. The teachers will rotate into the classrooms for their classes.
- Eighth grade students will report to the auditorium for General Music.
- Eighth grade students will report to the Steam room for Band.
- Eighth grade students will report to the gymnasium for Physical Education. Outdoor classes will be encouraged.
- 8th grade students who receive special education services will leave the classroom for these services

BOCES Vocational Programs (information to be provided)

- Boces is following the same schedule as Maple Grove. If students attend Maple Grove on A Days they will attend Boces on A Days.
- If students attend Maple Grove on B Days, they will attend Boces on B Days.

Breakfast Grades 6-12

- Breakfast will be “grab and go”
- Students will eat breakfast in their classrooms.

Lunch for grades 6-12

- Students will eat in the cafeteria. Four students per table. The tables will be divided in quarters by polycarbonate dividers.
- Students will be able to take their masks off while sitting at the lunch table. Students must wear a face covering when they are out of their seat (ex. throwing their garbage away, reporting to the next class).
- Lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
- Tables will be wiped down between lunch periods.
- Garbage will be emptied after each lunch period.

Lockers Grades 6-12

- Lockers will not be assigned for any students at this time.
- Students will be allowed to carry backpacks from class to class.
- Students are encouraged to use clear backpacks, but not required at this time.

RED PLAN:

Remote Learning Plan - Specific Procedures

During full remote learning, students will engage in both synchronous and asynchronous learning activities from their homes and not physically attend school. During synchronous activities students will engage in “live” instruction via video conferencing where the student and teacher have in-the-moment interactions. With asynchronous learning, the student will access content that is posted at his/her convenience, providing greater flexibility and the opportunity to replay and review content at any time.

Remote Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous	Asynchronous	Synchronous	Asynchronous	Synchronous

Synchronous Learning

- Students will engage every day with teachers either as a whole group, small group or combination of both via video conferencing. In addition to being able to engage in conversation with your child, teachers will use this time to facilitate new learning opportunities.
- Student attendance will be recorded during these interactions using PowerSchool
- Teachers may reference printed materials during this time and your student will be provided with those activities before the lesson
- Zoom video conferencing will be the tool used to connect with students
- Students can expect to engage with teachers and peers for approximately ___ minutes a day via video conferencing

Asynchronous Learning

- At times teachers will post links to activities such as videos and interactive tools. These links will be posted on each child’s learning management system (**SeeSaw-PreK-1, Google Classroom 2-12**).
- All students in grades PK-12 will be enrolled in a learning management system (**SeeSaw- PreK-1, Google Classroom 2-12**). This is where students can access online materials and submit work for feedback.
- Attendance will be monitored by checking student progress on assignments and/or the completion of tasks using PowerSchool.
- Daily reading will also be a part of the remote plan and can take place any time

Remote Learning Bell Schedule 2020-2021

PERIOD	MONDAY (A)	TUESDAY (B)	WEDNESDAY	THURSDAY (A)	FRIDAY (B)
Period 1 (7:48- 8:18)	synchronous	asynchronous		synchronous	asynchronous
Academic Advisement (8:18-8:29)	synchronous	synchronous	Science Department (8:30-9:45)	synchronous	synchronous

Period 2 (8:34-9:04)	synchronous	asynchronous		synchronous	asynchronous
Academic Advisement (9:04-9:15)	synchronous	synchronous	synchronous	synchronous	synchronous
Period 3 (9:20-9:50)	synchronous	asynchronous	English Department (9:45-11:00)	synchronous	asynchronous
Academic Advisement (9:50-10:01)	synchronous	synchronous		synchronous	synchronous
Period 4 (10:06-10:36)	synchronous	asynchronous		synchronous	asynchronous
Academic Advisement (10:36-10:47)	synchronous	synchronous		synchronous	synchronous
Period 5L (10:47-11:17)					
Period 5/6 (10:52-11:22)	synchronous	asynchronous	Social Studies Department (11:00 -12:15)	synchronous	asynchronous
Academic Advisement (11:22-11:33)	synchronous	synchronous		synchronous	asynchronous
Period 6/7 (11:22-11:52)	synchronous	asynchronous		synchronous	asynchronous
Academic Advisement (11:52 -12:03)	synchronous	synchronous		synchronous	synchronous
Period 7L (11:35-12:05)					
Period 7/8 (11:38-12:08)					
Academic Advisement (12:08-12:19)					
Period 8/9 (12:08-12:38)	synchronous	asynchronous	Math Department (1:00-2:15)	synchronous	asynchronous

Academic Advisement (12:38-12:49)	synchronous	synchronous		synchronous	synchronous
Period 9L (12:19-12:49)					
Period 10 (12:54-1:24)	synchronous	asynchronous		synchronous	asynchronous
Academic advisement (1:24-1:35)	synchronous	synchronous		synchronous	synchronous
Period 11 (1:40-2:10)	synchronous	asynchronous		synchronous	asynchronous
Academic advisement (2:10-2:21)	synchronous	synchronous		synchronous	synchronous

Student Expectations for Remote Learning

A section has been added to the code of conduct/student handbook defining expectations. Time will be taken at the beginning of the school year to instruct and implement online learning skills arningand norms.

Grading

- Regular grading procedures will be in effect for all forms of learning.
- PowerSchool will be utilized for grading purposes.

Attendance

As per NYSED guidance, attendance is required daily for students. Student attendance will be taken in the traditional method using PowerSchool for all students whether in-person, hybrid, or remote. Students at Maple Grove with attendance concerns will be contacted by the school to discuss solutions. If a family has questions about student attendance at Maple Grove, the family should first contact the classroom teacher for assistance. Students that are chronically absent (more than 10% of the school year) will result in our typical procedures, which includes contact with home and school and necessary interventions. Proactive interventions will be attempted first, including restorative practices and increased use of counselor contact. Reports from PowerSchool will be used to identify students at risk for chronic absenteeism. We will develop an individual plan of action to assist the student and family. If additional support is needed, community-based organization referrals will occur. For more information on attendance guidelines please see *The Student/Parent Handbook 2020 - 2021*.

SPECIAL EDUCATION (ALL BUILDINGS)

Due to the high frequency for program instruction and related service needs, students in BPE and MG who participate in self-contained classrooms will attend in person. Students who have program service in the 8:1:1 or/and 12:1:1 at Bemus Elementary School will attend 5 days a week. Students who have a program service at 12:1:1 at Maple Grove Jr./Sr. High School will attend school 4 days a week (Wednesday will be remote). Students attending BOCES Learning Centers will follow a hybrid schedule for the month of September. Those who attend Randolph Academy will attend in person 5 days a week.

All other students with IEPs and/504s will follow their designated building schedules.

Related Services (speech, counseling, occupational, and physical therapy) will be done in person whenever possible. When the number of services exceeds the number of days a student is in session, related services will also be offered remotely. This will be offered in two ways. Through activities for the days not in-person or by remote learning via video conferencing or phone consultation.

Resource Room- Resource rooms will be offered to students in person whenever possible. Resource Room can also be offered remotely via office hours with a special education teacher.

Consultant Teacher Services- Consultant teacher services will be offered in-person by a special education teacher whenever possible. Consultant teacher services can also be offered remotely via video conferencing or phone consultation as needed.

Our staff will be meeting the needs of all students and will follow the mandates of each student's Individualized Education Plan. We will ensure that all IEP requirements are implemented fully and will collaborate to provide best practices for use of face masks, social distancing and other safety considerations.

Physical Distancing in Special Education Settings

Special education personnel should remain flexible in determining physical distancing procedures for students with unique challenges in areas such as behavior, social-emotional levels, and activities of daily living.

- The District will develop any necessary adjustments for specific students with disabilities populations such as students with extensive support needs, behavioral challenges, etc.
- Procedures for safely providing related services and evaluating students will incorporate distancing or other safety precautions such as wearing face coverings, face shields, or using physical barriers.

- When considering distancing procedures, it is important to consider and allow students with disabilities access to peers in the least restrictive setting.

Mandatory accommodations, modifications, supplementary aids to meet the unique disability needs of students.

- Teachers, related service personnel, and teacher aides will wear facial coverings at all times when working with students who are unable to wear face coverings for medical or programmatic reasons.
- Some teachers or related service personnel may need face coverings that have a clear opening so that students can see their teacher or therapist’s mouth.

Special Education Services

The District has considered IDEA and the needs of our special education students to the fullest extent possible and ensures the provision of a Free and Appropriate Public Education (FAPE). Planning for the Least Restrictive Environment (LRE) has been central in the decision making on an individualized basis to ensure that every student has access to their grade-level standards and makes educational progress.

The district recognizes the role of the parent/guardian in the IEP process is critical. Parents and students with disabilities are always encouraged to be a part of the decision making process and attend the CSE meetings. During the closure parents were contacted with multiple attempts through various means (i.e. email, phone calls, certified letters, zoom meetings) to participate in virtual CSE meetings. The district will continue to conduct virtual or phone meetings until such time the health and safety of all parties can be ensured. The district will work with parents to establish a mutually agreeable timeline with those who wish to meet face-to-face.

- Communication logs, remind, powerschool, google classroom
- Prior written notices
- Email, phone class, certified letters
- Wellness visit

Communication to Parents/Guardians

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

Child Find

Child Find is governed by IDEA, 34CFR.311, Part 200.2 and section 4410 of the New York Regulations of the Commissioner of Education. The district continues to maintain its obligation to locate, evaluate and identify students with disabilities who are in need of special education and/or related services despite the challenges of the impact of school closures. With the health

and safety of all individuals in mind the district has implemented a plan for conducting evaluations.

Initial Evaluations:

- Identify evaluation components that may be performed remotely
- Utilize existing available information that may be appropriate to meet the required components of the initial evaluation and identify any additional information that might be necessary for determination.
- Identify any components of the initial evaluation that requires face to face and work with the parents to conduct the evaluation at a mutually agreeable time, when health and safety measures can be satisfied.
- Classroom observations will be conducted when school is in session.
- In order to reduce delays in evaluations, the district is researching alternative evaluation protocols that can be administered virtually.

IEP Implementation

The district has developed a plan to ensure continuity of services to support the IEP in the event of a school closure through the development of specific grade level virtual schedules that address IEP needs.

- Individual transition plans for students who will have difficulty transitioning back to the school environment will be developed as appropriate with parental collaboration.
- Anticipate additional sensory accommodations or modifications that may be necessary in the area of social distancing, personal safety (ie. masks), personal hygiene, or if it is not feasible.
- A plan for positive behavior interventions and supports to be in place before opening. Incorporate support of district Behavioral Specialists.
- Identify Special Education activities that were successful in meeting the unique needs of special education students during remote learning.
- Consideration for students who may require continued remote instruction full time due to underlying health conditions and are at risk. (We will gather information from parents of high needs students to assist with planning.) Check CDC's People Who Are at Increased Risks for Severe Illness site.)

Transition from CPSE to CSE:

- The typical transition from CPSE to CSE begins in September, meeting with parents to determine the next steps for preparing for Kindergarten.
- The special education building evaluation team reviews the students file and determines what evaluative information is needed. This can be in the form of

classroom observation, targeted evaluations, teacher/therapist checklists and conversation, as well as parent input.

- Moving forward the district will continue its plan as long as a safe testing/meeting environment can be created. If a safe environment is unavailable or there is a school closure, the district will shift to a remote platform.

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

Bilingual Education and World Languages

At this time Bemus Point Central School District does not have any students needing ELL services. Communications and translations to parents/guardians will be in their preferred language and mode of communication. Instructional Units of Study will be provided if the District has newly enrolled students needing ELL instruction. The units of study will be based on the most recently measured English Language Proficiency data.

Athletics

At the time of publication of the NYSDOH Interim Guidance (July 13, 2020), there are no interscholastic sporting events that are allowed to take place. Additional information on athletic activities is forthcoming.

Teacher and Principal Evaluation System

The approved APPR plan for teachers is the Charlotte Danielson model. The approved APPR plan for Administrators is the MPPR model. The district will utilize these plans to evaluate teachers and administrators unless there is NYSED guidance to alter this requirement.

Certification, Incidental Teaching, and Substitute Teaching

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

New York State Resources and Guidance Documents

New York State Department of Health (NYSDOH)

<https://coronavirus.health.ny.gov/home>

New York State Education Department (NYSED)

<http://www.nysed.gov/coronavirus>

New York State's "New York Forward" guidelines

<https://forward.ny.gov/>

Reopening Guidance

[/cms/lib/NY19001248/Centricity/Domain/286/NYSED Reopening Guidance.pdf](/cms/lib/NY19001248/Centricity/Domain/286/NYSED_Reopening_Guidance.pdf)

NY.gov Checklist for School Reopening Plans

[/cms/lib/NY19001248/Centricity/Domain/286/Checklist for Pre-K to Grade 12 School Reopening Plans.pdf](/cms/lib/NY19001248/Centricity/Domain/286/Checklist_for_Pre-K_to_Grade_12_School_Reopening_Plans.pdf)

NY.gov Guidelines for In-Person Instruction

[/cms/lib/NY19001248/Centricity/Domain/286/Guidelines for In-Person Instruction at Pre-K to Grade 12 Schools.pdf](/cms/lib/NY19001248/Centricity/Domain/286/Guidelines_for_In-Person_Instruction_at_Pre-K_to_Grade_12_Schools.pdf)

NYS Dept. of Health Interim Guidance for In-Person Instruction

[/cms/lib/NY19001248/Centricity/Domain/286/NYS DOH Interim Guidance for In-Person Instruction.pdf](/cms/lib/NY19001248/Centricity/Domain/286/NYS_DOH_Interim_Guidance_for_In-Person_Instruction.pdf)

Health Resources

Centers for Disease Control and Prevention (CDC)

[CDC Guidance for K-12 Schools](#)

Federal Occupational Safety and Health Administration (OSHA)

www.osha.gov

Find a Doctor

If you are feeling unwell and don't currently have a medical provider, please click here for more information.

[/cms/lib/NY19001248/Centricity/Domain/286/Find A Doc 8x11 Flier FINAL.pdf](/cms/lib/NY19001248/Centricity/Domain/286/Find_A_Doc_8x11_Flier_FINAL.pdf)

NYS Health Insurance Information

Information for families who may have lost employment or insurance.

[/cms/lib/NY19001248/Centricity/Domain/286/Health Insurance Info for Web - Meals.pdf](/cms/lib/NY19001248/Centricity/Domain/286/Health%20Insurance%20Info%20for%20Web%20-%20Meals.pdf)

Pediatric Multi-System Inflammatory Syndrome Information

Health advisory from the NYS Department of Health regarding with information on Pediatric Multi-System Inflammatory Syndrome is associated with COVID-19 in children.

/cms/lib/NY19001248/Centricity/Domain/286/2020-05-06_covid19_pediatric_inflammatory_syndrome.pdf

CPL Building Spacing Audit

[**Drawing 1**](#)

[**Drawing 2**](#)

[**Drawing 3**](#)

[**Drawing 4**](#)

[**Drawing 5**](#)

Appendix

- Appendix A [Cloth Face Covering Info Sheet](#)
- Appendix B [Contact Monitoring Protocol](#)
- Appendix C [Cover your Cough! Poster](#)
- Appendix D [COVID-19 Fever/Symptom Flowchart](#)
- Appendix E [COVID-19 Info Sheet](#)
- Appendix F [Hand Washing "Health is Your Hands" Poster](#)
- Appendix H [Hand Washing Posters for Elementary Students](#)
- Appendix I [Hand Washing Posters for Secondary Schools/Workplace/Parents/Community](#)
- Appendix J [How to Safely Wear Face Covering Info Sheet](#)
- Appendix K [Isolation and Quarantine Flowchart](#)
- Appendix L [Prevention Info Sheet](#)
- Appendix M [Screening Flow Chart](#)
- Appendix N [Share Facts about COVID-19 Info Sheet](#)
- Appendix O [Staff Roles Flowchart](#)
- Appendix P [Stop the Germs! Wash Your Hands Poster](#)
- Appendix Q [Stop the Spread of Germs Poster](#)