

Falconer Central School District

District Reopening Plan 2020-2021



July 2020

FCS Reopening Planning & Preparation

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1. Introduction

Background

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

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

Based on the aforementioned guidance, we have developed procedures related to the Operations and Instruction for three scenarios: 100% student return, Hybrid, and Remote Learning. Understanding the ever changing nature of this pandemic, we have developed a plan to allow us to switch learning modalities if necessary.

Three Phases of Reopening & Maintaining Safety

1. Planning for September 2020
2. Launching the 2020-21 School Year
3. On-going monitoring & assessment during the 2020-21 School Year

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

Plan Development

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

- Administrators
- Falconer Teacher Representatives
- Falconer Secretarial/ Clerical Association
- Falconer Non-Teaching Bargaining Unit
- Dr. Michael Mitchell, District Physician
- Parent involvement via survey and Reopening Committee Membership
- Board of Education

Reopening Committee Members

Role	Accountability	Name
Superintendent of Schools	Chairperson of Reopening Committee	Stephen Penhollow
Director of Curriculum and Instruction	Chairperson of Teaching and Learning Subcommittee	Judith Roach
Director of Special Education	Chairperson of School Climate Subcommittee	Julie Widen
High School Principal	Chairperson of Health and Safety Subcommittee	Jeff Jordan
Middle School Principal	Chairperson of Technology Subcommittee	Terry English
Elementary Principal	Chairperson of Logistics Subcommittee	Gary Gilbert
Primary Principal	Chairperson of Transportation Subcommittee	Holly Hannon
Teacher/Union President	School Climate Subcommittee	Lisa Arnone
Board of Education President	Reopening Committee	Todd Beckerink
Primary School Secretary	Transportation Subcommittee	Beth Armstrong
First Grade Teacher	Technology Subcommittee	Lorraine Adams
AIS Reading Teacher	Logistics Subcommittee	Theresa Sue Arrance
HS Science Teacher	Logistics Subcommittee	Michelle Black
Second Grade Teacher	Teaching and Learning Subcommittee	Alicia Brandi
Elementary Music Teacher	Health and Safety Subcommittee	Kim Bunce
Parent	Transportation Subcommittee	Kayla Bidney
Parent	Reopening Committee	Karen Cross
Sixth Grade Teacher	Teaching and Learning Subcommittee	Jamie Glatz
Fourth Grade Teacher	Teaching and Learning Subcommittee	Jackie Bohall
MS/HS Music Teacher	Logistics Subcommittee	Michelle Battaglia
First Grade Teacher	Logistics Subcommittee	Vicki Boughton
MS/HS Media Specialist	Technology Subcommittee	April Binkley
Parent	School Climate Subcommittee	Jennifer Collins
Kindergarten Teacher	Teaching and Learning Subcommittee	Ashley Digirolamo
MS/HS Nurse	Health and Safety Subcommittee	Rosie Digirolamo
HS Guidance Counselor	Logistics Subcommittee	Tina Duliba
District Social Worker	Transportation Subcommittee	David Holt
AIS Reading Teacher	Teaching and Learning Subcommittee	Johneen Hoose
Elementary Psychologist	School Climate Subcommittee	Ashley Krywcun
MS ELA Teacher	Teaching and Learning Subcommittee	Danielle Lundgren
UPK/ AIS Teacher	School Climate Subcommittee	Jane Long
Personal Touch Site Coordinator	Logistics Subcommittee	Mary Lynch
HS Social Studies Teacher	Technology Subcommittee	Daniel McNeil
Technology Teacher	Technology Subcommittee	Jen Mikula
MS Guidance Counselor	School Climate Subcommittee	Krista Odell
Parent	Health and Safety Subcommittee	Nancy Payne
First Grade Teacher	Health and Safety Subcommittee	Cherise Penhollow
Second Grade Teacher	Health and Safety Subcommittee	Rosann Perry
MS STEAM Teacher	Teaching and Learning Subcommittee	Mary Plumb
HS Science Teacher	Logistics Subcommittee	Michelle Pitts
Parent	Logistics Subcommittee	Julie Pawlak

Parent	Health and Safety Subcommittee	Sandy Reynolds
Parent	Transportation Subcommittee	Stephanie Rhinehart
Third Grade Teacher	School Climate Subcommittee	Jamie Randazzo
Parent	Logistics Subcommittee	Carrie Roth
Kindergarten Teacher	Teaching and Learning Sub	Marissa Shields
Fifth Grade Teacher	Transportation Subcommittee	Ann Stearns
Parents as Teachers Visitor	School Climate Subcommittee	Rebecca Spinler
Parent	Technology Subcommittee	Pam Sigular
HS Guidance Counselor	School Climate Subcommittee	Tara Swan
Sixth Grade Teacher	Transportation Subcommittee	Barb Tordella
Elementary Media Specialist	Technology Subcommittee	Michelle Turecek
Parent	Transportation Subcommittee	Sandy Valvo
Parent	Teaching and Learning Subcommittee	Tara Vandavelde
Elementary Guidance Counselor	School Climate Subcommittee	Dea Voorhis
MS/HS Psychologist, CSE Chairperson	Health and Safety Subcommittee	Ashly Warner
HS Special Education Teacher	Teaching and Learning Subcommittee	Christine Wright
Fourth Grade Teacher	School Climate Subcommittee	Jessica Wilson

2. IMPORTANT CONTACT INFORMATION

For questions about...	Contact information
A course, assignment or resource	The Falconer Central School classroom teacher
A technology-related problem or question	Technical Support If any families or staff require technical support during the extended closure, please email itsupport@falconerschools.org and a member of our technology department will assist you as soon as possible.
Social-emotional, personal or academic concern	School counselor, social worker, or school psychologist, whose contact information can be found within the school contact information listed below.
Free/Reduced Breakfast & Lunch	Rosie Digirolamo at rdigirolamo@falconerschools.org

Falconer Middle/High School

Role	Contact Information
High School Principal	Jeff Jordan 716/665-6624 option 3
Middle School Principal	Terry English 716/665-6624 option 3
Guidance Department	High School Guidance Counselor: Tina Duliba 716/665-6624 Option 2 High School Guidance Counselor: Tara Swan 716/665-6624 Option 2 Middle School Guidance Counselor: Krista Odell 716/665-6624 Option 2 Social Worker: David Holt 716/665-6624 Option 2

Paul B. D. Temple Elementary School (716/267-3255)

Role	Contact Information
Principal	Holly Hannon
School Counselor	DeaDanna Voorhis
Social Worker	David Holt
School Psychologist	Ashley Krywcun
School Nurse	Melissa Town

Harvey C. Fenner Elementary School (716/665-6627)

Role	Contact Information
Principal	Gary Gilbert
Social Worker	David Holt
School Counselor	DeaDanna Voorhis
School Psychologist	Ashley Krywcun
School Nurse	Lisa Penhollow

3. Communication/Family & Community Engagement

District level

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

The District utilizes SchoolMessenger to send phone messages, emails, and/or text messages to families. The Falconer Central School District also utilizes the District's webpage, District's Facebook Page, the PTO Facebook Page, and the press to share information with the community.

School Building Leaders/Directors

The building principals and directors regularly send communications to families. The following tools of communication used may be, but not limited to:

- ClassDojo
- Email
- SchoolMessenger
- Schoology
- Facebook
- Cleartrack
- Telephone

Teacher Level

Teachers regularly send communications to families. The following tools of communication used may be, but not limited to:

- ClassDojo
- Email
- SchoolMessenger
- Schoology
- Facebook
- Cleartrack
- Telephone
- Communication Log

Home/School communications with Social Distancing constraints

- Virtual Open House
- Parent/Teacher Conferences via *Zoom*

4. Health and Safety

[FCS safety procedures to staff](#)

Personal Protective Equipment (PPE)

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

- Face coverings will be required at all times when social distancing cannot be maintained, except for meals.
- All individuals in our school facilities and on school grounds will be expected to wear face coverings if another person unexpectedly cannot socially distance; and for this reason, individuals - including students - must wear face coverings in common areas such as entrances/exits, lobbies, and when traveling in hallways around the school.
- Disposable face coverings will be available at each school and on school buses for students, staff and visitors in the event an individual does not have a face covering.
- Face covering breaks will be scheduled and available throughout the day.
- Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering.
- School personnel will assist students who have difficulty in adapting to wearing a face covering.
- The District will provide training to students, faculty, staff and families on how to adequately put on, take off, clean (as applicable), and discard PPE, including but not limited to, appropriate face coverings. This training will extend to contractors and vendors, if the District will be supplying the contractors and vendors with PPE.

Social Distancing

Social distancing (6ft, or 12ft during aerobic activity, band and chorus) will occur during instruction and whenever practicable. When social distancing cannot occur, all students/staff will wear cloth face coverings (ie, transitioning from class, walking in the halls, on buses, to and from school etc.)

Health Screenings

- All students will have his/her temperature screened prior to boarding the bus/entering the school and complete a weekly checklist provided by the district. If the child presents with COVID-19 symptoms the parent/guardian is requested to contact the building nurse. In addition, all other “non-COVID-19” absences should be reported to the school nurse in each building.
- Staff must self assess prior to entering the building. Checklists/Questionnaires will also be provided to staff and parents, and posted at each building main entrance for visitors/vendors/contractors to complete before being granted access to the building: using the Health Questionnaire for COVID-19 Screening linked below and in the Appendix of this plan.
 - Appendix N [Health Questionnaire for COVID-19 Screening](#)
- Each building will display and share with parents, age appropriate posters as reminders of proper hand washing, proper donning of face masks, how to stop the spread of COVID and

how to protect yourself and others. Resources, including those listed below, can be found in the Appendix of this document.

Isolation of Individuals Exhibiting Symptoms of COVID-19

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

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

If a student presents with symptoms related to COVID-19, the teacher should use their classroom phone to communicate with the school nurse that they are sending a student to the office for assessment. If needed, the student will be sent home to follow up with a healthcare provider. The district will follow this protocol for all students and staff that exhibit COVID-19 symptoms.

Please see Appendix P, [COVID-19 Fever/Symptom Flowchart](#)

Note to Parents when a child is sent home with COVID-19 symptoms:

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

Please refer to Appendix O, [Return to School Note when NO COVID-19 Test Performed](#)

COVID Points of Contact

- District Point of Contact: Dr. Michael Mitchell, District Medical Director
- Paul B.D. Temple Elementary: Melissa Town, School Nurse, RN
- Harvey C. Fenner Elementary: Lisa Penhollow, School Nurse, RN
- Falconer Middle-High School: Michelle Brunco, School Nurse, RN

Contact Tracing

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

- Attendance records to determine who was present and onsite (both students and teacher/staff attendance records).
- Bus route rosters.
- Substitute employee records (substitute teachers, aides, etc.).
- Sign in/out sheets with date and entrance/exit time of all visitors.

Conducting school safety drills amid COVID-19

- All required NYS school safety drills will be conducted with the consideration of the social distancing and face covering requirements. It is understood that evacuation drills will likely take longer than they would without social distancing.

- As part of the drill, students should be instructed that social distancing is part of the **drill**, however, in a real situation (i.e. fire) social distancing is secondary to the immediate need to evacuate. In that event, students and staff will wear face coverings if possible.

Medically Vulnerable/High Risk Groups (adults)

The following groups are at increased risk for complications from COVID-19 and may need added or alternative provisions for social distancing. Persons in these groups should consult with their healthcare provider and the district regarding prevention:

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
- Initial information to all employees within FCS regarding medically vulnerable/high risk groups will be delivered prior to September 1, 2020. Individual plans will be developed in conjunction with the employee and their medical providers for those who qualify as a vulnerable adult. All applicable laws and contractual rights will be addressed during this process.
- ***Information regarding vulnerable students is located later in this document***

Monitoring of attendance

- Student attendance
 - Nurses will monitor student attendance for COVID-19 related absences using a log sheet. NO personally identifiable information will be contained on the log sheet, just numbers of students exhibiting symptoms. (Appendix Q).
 - Staff attendance will be monitored through nVision.
- During virtual or hybrid instruction, student attendance will be monitored and entered through PowerSchool.

5. Facilities

Summer preparations

- To prepare for the arrival of students, teachers and staff, the following safety enhancements will be completed in each school building prior to the first day of teacher attendance:
 - Markings to indicate 6' social distancing where applicable
 - Signage installed at entrances and throughout buildings to inform and remind occupants of proper hygiene recommendations
 - Remove all gathering rugs and furniture (i.e. couches, tents, etc)
 - Removal of excess furniture to create additional space for social distancing of students and staff
 - Additional hand washing stations will be added to increase hand washing opportunities for students and staff
 - Provide hand sanitizer (60% alcohol or greater) in all classrooms as well as common areas. Hand washing with soap and water should be taught and encouraged especially when hands are visibly soiled. Hand sanitizer can be used if soap and water is not available. **Alcohol based hand sanitizer should only be used by children under adult supervision*
 - Review all HVAC settings to ensure all spaces are provided adequate ventilation
 - HVAC filters will continue to be changed at recommended regular intervals.

Capacity

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

Spaces (communal spaces, gathering spaces)

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

Visitors to the Building

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

Special considerations

- Water fountains - traditional water fountains will be disabled to avoid potential sharing however, bottle filling stations will remain operational.
- Restrooms
 - Frequent cleaning of restrooms
 - Limit capacity in restrooms
 - Face coverings will be worn in restrooms

Cleaning/Disinfecting Procedures

- Disinfecting should never be done by children (i.e. wipes, spray bottles for desks)
- Cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs.
- Ventilation
 - The building and grounds department will ensure ventilation systems operate properly and are being controlled as designed. Circulation of outdoor air will be increased as much as possible through both natural and mechanical means. Establish HVAC inspection and maintenance requirements will be followed that will preserve our system's ability to achieve proper ventilation of our buildings.
- During the School Day
 - Clean and disinfect high touch areas such as door handles, stair railings, elevator buttons, etc. after arrival and mid-day. All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable.
 - Bathrooms will be cleaned and disinfected frequently during the school day
- Lunches
 - Cafeterias - If the cafeteria is used for lunch periods
 - Tables will be wiped down and disinfected by cafeteria monitors after each lunch period
 - Garbage will be emptied after each lunch period
 - Classrooms - if eating in classrooms, cleaning to protect students with life threatening food allergies
 - During the school day, shared spaces will be cleaned between usage (i.e. desks)
 - When necessary teachers will tie up garbage bags and leave them in the hall after lunch where custodial staff can then pick them up.

- After the School Day
 - Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day
 - Routine cleaning includes:
 - Clean all high touch items such as light switches, door knobs, handrails, desk tops, counters, handles, faucets, etc.
 - Dust mop and/or wet mop floors
 - Empty trash receptacles and replace liners

- Clean restrooms
- Dust
- Vacuum carpeted areas
- Disinfecting will occur after routine cleaning is completed
 - Spray disinfecting should not be done when the space is occupied by children. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to leave.
- Outdoor Areas
 - When accessing other outdoor learning spaces, hand sanitizing stations will be available outdoors or as students exit the building.
 - Maintain per CDC guidelines for outdoor areas: *Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people.*
- *School Run before and after care programs*
 - The school district does not run before or after care programs. However, the district maintains contact with community run before and after care programs regarding safety of students.

Community Use of Facilities

Initially and upon reopening, the District facilities will not be open for community use. Our priority will be safely supporting the academic and instructional program while focusing efforts on cleaning and sanitation. Therefore, general community use of our school facilities will not be permitted. The District will communicate its temporary suspension of facility use by the community, which includes but is not limited to Community Education, Village of Falconer Recreation, Boys/Girls Scouts, District-affiliated community events (i.e. PTO events), and the use of gymnasiums by community organizations.

6. Child Nutrition

Food service (breakfast and lunch)

- Breakfast and lunch procedures - Students will eat in the cafeteria and classrooms (if necessary). Students will sit six feet apart and will wear a mask when not seated. Lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance. Lunch periods will run as per the usual school schedule.
- Sharing of food and beverages (e.g., buffet style meals, snacks) is prohibited, unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.
- Falconer will provide meals for all students who require food assistance.
- In collaboration with the school nurses, students who have food allergies will be monitored and protected in spaces outside the cafeteria.
- Each building will provide hand sanitizing stations outside of each cafeteria. Students will be required to use hand sanitizer or thorough hand washing before entering the serving and/or dining areas and upon leaving. Meals will be provided maintaining a social distance of 6 feet between students.
- All areas will be cleaned and disinfected prior to the next group of students entering the meal area.

7. Transportation and Arrival/Dismissal

Transportation Planning and Bus Capacity

- During the planning phase, a community survey provided input regarding family transportation of students to and from school. Families that opt to transport children to and from school will increase the flexibility in our bus capacity. Transportation for traditional bus riders at reduced bus capacity is part of our transition and hybrid plans.
- Transportation Supervisor will review the annual transportation refresher training process and staff on proper use of PPE, social distancing, and signs/symptoms of COVID.
- Transportation Supervisor will establish a list of students who require consistent bus transportation and provide those lists to bus drivers to take daily attendance.
- School bus drivers, aides, and mechanics will complete a daily health assessment prior to arriving to work.
- Transportation services will provide regular meals to district students who are not attending in person.
- Transportation Supervisor checks all buses to ensure that hand sanitizer is not on any bus.
- Hand sanitizer will be provided to all transportation staff in all areas of the bus garage.
- Bus Drivers, monitors, and attendants will be notified that they cannot carry hand sanitizer on all buses.

Daily Transportation Procedures and Health & Safety Procedures

- Students will be required to wear facial coverings at all times while on the bus. Disposable face coverings will be provided to students who do not have their own when boarding the bus. Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.
- All drivers and Aides who must have direct physical contact with a child, must wear gloves. Gloves will be provided by the district and available on all buses.
- Students will have their temperatures checked prior to boarding the bus.
- All bus drivers and bus attendants will be monitored on a daily basis, including responding to self-monitoring protocol.
- Buses will be cleaned and disinfected on a daily basis. Drivers will wipe down high touch surfaces between bus runs.
- Windows will be open to increase air flow during bus runs.
- In order to reduce the density of students on buses, no more than two students will be assigned to each seat. Students will have assigned seats.
- Bus drivers will be required to wear facial coverings at all times. Students and staff should wear face coverings at bus stops and on buses.
- We will instruct and train students and parents regarding how to maintain 6-foot distancing at bus stops and while loading and unloading and proper use of PPE.
- Aides will be assigned to ride buses and will take temperatures of students at bus stops. Instruction will be provided to parents and students regarding how to check student temperatures before boarding the bus.

- Buses will be disinfected after the morning and afternoon bus runs.

Alternate Bus Routing

- Allow all students in grades 11 and 12 to drive to/from school.
- Encourage walking and family provided transportation when possible.
- Bus routes have been altered from previous years in order to minimize bus density.

Arrival/Dismissal Changes for Parent Drop off and Pick up

- Traffic flow patterns and procedures for drop off and pick up have been developed to ensure density control. Specific procedures, by building, will be shared prior to the start of the school year with all constituent groups.
 - Drop off and pick ups procedures will be detailed specific to each building
 - Students' temperature will be checked before exiting the parent's vehicle
 - Parents will remain in their vehicle
 - Staff at the Primary level will assist with students exiting and entering vehicles
 - Staggered drop off and pick up times to ease congestion

Other Considerations

- Work based release at the high school
 - On a case-by-case basis, high school students may be released from the building early with prior approval from the high school principal.
- AM UPK Pick up and PM UPK Drop off will occur in the middle of the school day. Staff will be assigned to take students to their parents' vehicles for pick up and out of their vehicles for drop off. Detailed times will be specific in Temple's plan.
- Falconer will provide transportation to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in-person session education when/if the district is not.

8. Social-Emotional Well Being

Mental Health of students, faculty/staff, families

The Falconer Central School is committed to supporting the mental well-being of students, faculty/staff, and families. Prior to the Covid-19 pandemic, the district maintained a Comprehensive Counseling plan that was met on regularly and overseen by an Advisory Committee comprised of staff, counselors, community agencies, and Board of Education members. The Falconer Central School District Counseling Plan has been updated and will be approved prior to the start of the 2020-2021 school year.

Social Emotional Learning will be prioritized during the return to learn timeframe. At all levels, an emphasis on relationship-building and managing emotions will be woven into existing curriculum on a daily basis. In addition, the school utilizes the Second Step curriculum for grades Kindergarten through eighth grades. At grades Kindergarten through fifth grade, all students will be screened and support services will be implemented based on individual need. At each building, members of the Student Support Team (SST), which include school psychologists, social workers and counselors, will identify at-risk students. A member of the Student Support Team will check in with these students (at minimum) on a weekly basis.

When a teacher newly identifies a student at risk, based on behaviors such as lack of engagement, the teacher is the first level of intervention with the family. If concerns are still present, the teacher makes a referral to the SST team. The Student Support Team will develop an action plan based on individual needs.

Parent Information Series & Professional Development 2020-21

Resources to support families and staff on relevant topics such as stress management and anxiety will be provided. Resources will include webinars and the sharing of community-based resources via our website and communications.

The district is also committed to the social well-being of it's staff. The School Climate subcommittee of the Reopening committee will provide opportunities for staff to regularly practice and reflect on their social and emotional competencies. Professional development opportunities will be provided to staff on trauma-informed practice and morning meetings.

Instructional and/or Social Emotional Supports

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

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

9. School Schedules

Master Scheduling

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

Students in all grade levels have been split into two cohorts, Blue and Gold, and will attend on alternating days during the Hybrid Learning Plan.

District-wide (all schools/buildings)

- Buildings have developed student cohort groups to limit movement at each level as much as possible.
- Whenever practicable, teachers will change classrooms while the students remain in the classroom to reduce hallway traffic.
- For Physical Education and Music (vocal and band), NYSDOH indicates 12 feet of social distancing for activities requiring exertion or projecting of voice/breath (i.e. aerobic exercise, singing, playing some woodwind and brass instruments, etc.). These parameters will be followed in the scheduling of these classes.
- Physical Education
 - Outdoor Physical Education will be encouraged as much as possible. PE outdoors in winter will occur as the weather permits (cross country skiing, snowshoeing, etc.), and we will communicate with families to ensure appropriate outdoor clothing/attire.
 - Locker rooms will be closed.
 - Aerobic activity will require 12 feet of social distancing.

Elementary Specific Procedures

- With restructuring of staff and using available classroom spaces, our goal is to have as small of class sizes as possible for the 2020-21 school year.
- Alternatively, if conditions necessitate, students would attend school every other day (in a hybrid instructional model) to allow reduced density. The District will continue to work with stakeholders to determine which option is the best solution given the myriad of factors to consider.
- Elementary classrooms can accommodate up to 12-16 students 6 feet apart.

Falconer Middle-High School Specific Procedures

- For hybrid instruction, FCS will have half of the student population in attendance each day to decrease student density. Students in special class 12:1:3 will be in attendance daily.
 - Students will be divided into Blue Group and Gold Group, with one cohort in the building each day.
 - While in school students will attend their classes in their 8 period schedule.
 - Throughout the school day, students will remain in groups for the majority of their day to reduce mixing of student populations where feasible.
 - Middle-high school classrooms can accommodate up to 14-16 students 6 feet apart.
 - Time in hallways will be limited and staggered.
 - Homeroom will meet daily to check-in with students, make announcements, etc.
 - While at home in the hybrid model, students will follow the same daily schedule as when they are in school. Assignment type for that timeframe may vary by teacher, but the timeline will be the same. Students need to check in and complete assigned tasks (showing participation in learning) for attendance in daily scheduled classes.
 - School announcements will be posted on Schoology for those remote during hybrid learning.
 - Office hours will be offered by each teacher throughout the day. Office hours for remote students in hybrid learning will be posted on Schoology.
- For remote instruction
 - Elementary remote instruction schedules will be developed and communicated to students and families.
 - Middle/High School remote instruction schedules will attempt to follow daily schedules to the extent possible, and when finalized will be communicated to students and families.

SCHEDULES

The District is planning for three instructional plans (in-person, remote learning, or hybrid learning) for the 2020-2021 school year. Stakeholder input will be gathered and considered for each plan, especially those plans that require students to participate in remote instruction (i.e., at home in a virtual setting).

In any of the three instructional plans, students at each of the Falconer schools will be taught in accordance with the applicable New York State Learning Standards.

- **In-Person Plan** All staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be present and involved in the school environment. In addition, instructional programs, for the most part, will maintain their current integrity.
- **Hybrid Plan** Elementary students will attend school on a daily basis, with reduced class sizes to ensure compliance with social distancing and DOH and CDC guidance. Middle and High School students will attend school with an altered schedule to reduce the student population within the building and each classroom to approximately 50% (Blue and Gold Cohorts). Middle and High School students would alternate attending school in-person and engaging in remote instruction. Social distancing measures will be in place and masks are to be worn for in-person instruction.

- There will be periods of time (for example, the first week of school) where elementary students will also attend at 50%. This is intended to provide opportunities for students and staff to adjust to the new learning environment. Families with multiple children in multiple buildings will be scheduled in the same cohort (Blue and Gold) to the extent possible.
- Using the hybrid plan, students will be present and in the school building participating (for a portion of the time) in learning activities in a smaller group setting. During the time that students are not present for in-person instruction, they will receive a combination of asynchronous and synchronous instruction from a certified teacher. Students and teachers will have regular substantive interaction that includes routine scheduled times for students to interact and seek feedback/support from their teachers. Attendance will be taken during remote instruction to monitor teacher and student interactions and maintain progress.

Elementary Transition (short term) and MS/HS HYBRID (on-going)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Blue Cohort	In person	Remote	In person	Remote	Alternate in-person/remote every other week, Blue and Gold
Gold Cohort	Remote	In person	Remote	In person	

The District will publish a calendar that identifies days as “BLUE” and “GOLD,” and will notify families of cohort and class assignments. In the hybrid model, elementary students will follow their regular school day schedule. Students in the MS/HS will follow their regular schedule for both in-person and remote learning.

**Draft Middle/High School Hybrid Schedule
(times are for demonstration only and are subject to change)**

	IN PERSON	REMOTE
Homeroom	7:35 - 7:45	
Period 1	7:50 - 8:30	<p align="center">REMOTE CHECK INS for INSTRUCTIONAL PERIODS</p> Remote students must check in for all instructional periods based on teacher instructions posted in Schoology. Activities may be synchronous or asynchronous.
Period 2	8:35 - 9:15	
Period 3	9:20- 10:00	
Period 4	10:05 - 10:45	
Period 5a	10:50 - 11:10	
Period 5b	11:15 - 11:35	
Period 6a	11:40 - 12:00	<p align="center">VIRTUAL OFFICE HOURS</p> All teachers will post their virtual office hours on Schoology. These hours will be based on each teacher’s instructional schedule.
Period 6b	12:05 - 12:25	
Period 6c	12:30 - 12:50	
Period 7	12:55 - 1:35	
Period 8	1:40 - 2:20	
Dismissal	2:20 - 2:35	

- **Remote Plan** Students will not attend school in the physical building. Instruction will be conducted digitally through online methods. The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will be explained. Students will receive a combination of asynchronous and synchronous instruction from a certified teacher. Students and teachers will have substantive interaction and attendance will be taken. Students at each of the Falconer schools will be taught in accordance with the applicable state standards.
 - Elementary schools will publish schedules based on grade level and student needs prior to the start of school.
 - The Middle/High School will publish schedules that are closely aligned to the schedules of the hybrid model. The following draft is for discussion purposes moving forward. The fully remote plan can run two different ways. First, we could follow our traditional four-day rotation (Sample Month 1). Second, we could shift the Blue/Gold cohort calendar to a Middle/High School calendar, alternating between live remote instruction and remote learning tasks (Sample Month 2). Learning will still occur daily with attendance being taken for all MHS students.

DRAFT MS/HS REMOTE LEARNING SCHEDULE
 (times are for demonstration only and are subject to change)

		Sample Month 1 Regular 4 Letter Day Rotation				
Per	Time	Mon	Tues	Wed	Thurs	Fri
HR	8 - 8:10	A	B	C	D	A
1	8:15 - 8:50	B	C	D	A	B
2	8:52 - 9:27	C	D	A	B	C
3	9:30 - 10:05	D	A	B	C	D
4	10:08 - 10:42	If holiday, days would shift forward (like we do traditionally do with snow days)				
5a	10:45 - 11:02					
5b	11:02 - 11:19	Sample Month 2 Alternate Live Instruction Days / Remote Learning Tasks				
6a	11:19 - 11:36	MS A	HS A	MS B	HS B	Office hours, professional development and other remote learning opportunities
6b	11:36 - 11:53	MS C	HS C	MS D	HS D	
6c	11:53 - 12:10	MS A	HS A	MS B	HS B	
7	12:12 - 12:47	MS C	HS C	MS D	HS D	
8	12:50 - 1:25	Indirect instruction happens for alternate groups.				
Office Hours	1:25 - 2:30	Teachers are on line available for questions and extra help. Kids drop in as needed to get clarification,, etc.				

In any of the above mentioned models Falconer understands the need for equity and accessibility. The District will work with families to ensure access to reliable internet connection and technology to the extent possible. Where not possible (no cellular service exists, for example), alternate means of delivering remote instruction will be explored.

High-Needs Students Students considered high-needs will be prioritized for full-time in-person learning when feasible. For example, if a school is not providing in-person instruction, certain programs and services may be provided in person on a limited basis to high needs students to meet their unique needs for instruction and other supports.

10. Budget & Fiscal Matters

School District Fiscal Preparedness

- As of the filing of this plan, the District is ready with a balanced budget, based on all known financial information at this time.
 - Our 2020-21 revenue budget was based on state aid projections from the April 1, 2020, adopted state budget. It includes the projected CARES Act Restoration funding of \$374,333 that replaces the state aid reduction in the state budget. We will be sure to allocate CARES Act funding to help provide equitable services to non-public schools as required.
 - As we hear of further reductions in state aid based on the “look-back” periods in the state budget, we will have to adjust expenditures and/or use more fund balance and reserves, provided the state gives us the flexibility to use those funds in any capacity besides the original designation of those funds into the reserves they are currently in.
 - While we consider any further use of reserve funds during any single school year or crisis, we need to remember that this situation has the potential to be long-lasting over a number of school fiscal years.

180 Day Calendar and Attendance Reporting for State Aid Purposes

- The District will be providing a minimum of 180 days of student attendance as outlined in other sections of this plan and as currently required by law.
- Under regulatory changes adopted as an emergency rule by the Board of Regents on July 13, 2020, the District may be eligible to apply for a waiver from the minimum instructional hour requirement for both the 2019-20 and 2020-21 school years. If this is needed we will apply for the waiver once that need is discovered.

Flexibility for Budgetary Transfers

- There will be many costs in 2020-21 that the district did not budget for in the correct account codes, not knowing what many of our needs were going to be when we adopted our budget in May: in particular, the need for additional equipment. Flexibility for budget transfers in the 2020-21 school year for additional equipment needed (associated with re-opening and the cleaning/disinfecting of buildings primarily) would help the school district greatly. Historically, school districts have been advised that money cannot be transferred into an equipment account code because equipment is considered a non-contingent expense (generally) and transfers into non-contingent line items are prohibited. If this restriction can be lifted (even temporarily for a few years), this would be helpful for all Districts.
- The District will be sure to maximize our state-aided hardware in order to ensure that all necessary equipment is being purchased.

Tax Collection

- We will work with the county and towns who collect school taxes on the District’s behalf to ensure our community has the ability to make timely payments in the period without penalty.
- The District will be reviewing our 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.

Other Considerations

- We will meet all existing state aid reporting requirements and deadlines; the content of data submissions will largely remain consistent with past practice, except where modified by law, regulation, or executive order. Additional costs for PPE, transportation, food service, and other mitigation needs will likely be necessary. The District is not assuming additional state or federal support will be available beyond what has already been budgeted for the 2020-21 school year and will plan for those needs accordingly.

11. Attendance & Chronic Absenteeism

Attendance

- Daily attendance will be recorded for any required remote learning sessions in PowerSchool by teachers/nurses as we would during face-to-face instruction. Parents will be able to see their child's attendance in the Parent Portal.
- Participation grades (which can include participation in remote learning, participation in discussion forums, engagement during office hours, etc.) may be a component of grading.

Chronic Absenteeism

During the spring 2020 school closure, some families chose to disengage and not participate. In an effort to provide additional layers of support to families and to increase participation and engagement, we will utilize Student Support Teams (SST). This will consist of our school psychologist, school counselors, principals, building nurses, and their family to increase engagement and participation/attendance.

Students identified by the building principal (in consultation with the SST) will be provided support from teacher aides to assist students and families in removing barriers to education. This could include technology support, time management support, motivation/encouragement, opportunities for connections with a school staff member for social-emotional benefits, and academic support.

Students who are absent due to medical/health reasons may be eligible for Remote Learning.

12. Technology & Connectivity

Student access

Students in grades 3-12 are provided a Chromebook, which allows students to engage with our Learning Management system (Schoology), email teachers via their District provided email, and access supplemental instructional programs and resources included, but not limited to online textbooks, websites and programs to reinforce skills.

The Technology Department placed an additional order of Chromebooks in May 2020 to provide a Chromebook for every student in 2nd grade. As a result of the COVID-19 pandemic, there is a nationwide shortage of Chromebooks and they may not be available until after the school year starts.

Teacher access

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

Streamlining computer-based resources

Falconer Central School Board of Education adopted a new Data Privacy and Security Policy which addresses the requirements for Education Law 2d and part 121 regulations. As a district, we are committed to vetting online resources, websites and software prior to using it with students. If a resource, website or software will collect personally identifiable information (PII) of students, the company is required to sign a contract ensuring the protection and security of student data and PII.

Teachers are required to utilize online instructional resources that are on the list of *Approved District Resources*. If a teacher wishes to use a website or software that is not approved, there is a privacy review process prior to using the resource.

Technology Support for Families

- Orienting families to our LMS (Schoology) through a knowledge base page with directions and videos
- On-going tech support and troubleshooting for families through access to our district Technology Help Desk

Connectivity

- The District will work with families to ensure access to reliable internet connection and technology to the extent possible. Where not possible (no cellular service exists, for example), alternate means of delivering remote instruction will be explored.

Technology Support for Teachers/Staff

- We are committed to supporting teachers to effectively teach in the hybrid/remote learning environment. Since March 2020, we have held and will continue to hold professional development learning opportunities for staff. In addition, we will:
 - Support teachers in shifting to Schoology and capacity for online instruction with:
 - Technology coaching support;
 - Webinars and other learning opportunities hosted by the District, BOCES, and state/national organizations.

13. Teaching & Learning

Curriculum and Instruction

The Falconer Central School District has focused on ensuring alignment of curriculum vertically, horizontally, and to the applicable standards to provide clarity around what is to be taught and what students should learn. Regardless of the delivery model, the expectations that students will be provided with the same content knowledge and skills from all the teachers of the given course/grade level.

Communication - Families and Students

Clear communication to families and students will be provided to share course/grade level expectations with may include, but not limited to, remote learning protocols, class expectations, office hours, class participation guidelines, and technology.

Room configuration considerations

Preparation to reconfigure classrooms with a focus on increasing social distancing as much as possible occurred in the summer of 2020. These steps include:

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

Instructional Equipment and Supplies

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

Academic Intervention & ENL programs

- It is recognized that gathering baseline formative assessment information is critical, given the varying degrees of academic engagement during the closure of spring 2020. This is particularly critical given the cancellation of 3-8 assessments, Regents exams and local final assessments. Falconer will consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:
 - Developmental reading assessment
 - Benchmark and lesson embedded assessments
 - Common formative assessments
 - Unit and lesson assessments
 - Results of psychoeducational evaluations
 - Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioner's Regulations Part 117

Online/Remote Learning

Falconer Central School will utilize Schoology as its Learning Management System (Pre K to grade 12) for the posting of assignments and instructional resources.

The Falconer Central School District will utilize the following [FCS Remote Learning Instructional Framework](#) (Appendix R), outlining the expectations for teachers and students.

Additionally, student behavior expectations for participation in remote learning sessions are outlined in the [Expectations for Video Conferencing](#) (Appendix S).

Access to Instructional Resources during Remote Learning

- Textbook and material distribution in the fall will be reflective of practices to avoid sharing of materials as much as possible. In mathematics, for example, K-5 students may be provided a personal set of math manipulatives, which are stored in student tool boxes, rather than distributing/collecting materials daily. Similarly, student materials will be distributed with a mindfulness that such materials could be taken home in the event of remote learning.
- Students in grades 3-12 turned in Chromebooks in the Summer 2020 to complete necessary updates. Upon returning to school, devices will be distributed to all grades 3-12 students.
- In grades UPK-2 arrangements will be made to provide instructional packets aligned to the NYSED Learning Standards.
- Students will take home all needed supplies prior to switching to a remote learning environment. The transportation department will deliver such supplies, if needed.

Vulnerable Student Populations

Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children. Further, students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety.

During the month of August 2020, information will be sent to all students and families within Falconer Central School that believe their child may meet the criteria for a vulnerable child per the NYSED guidelines ([Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools - Reopening Guidance](#)).

If a family and student would like to transition their child to face to face/hybrid instruction, planning and coordination regarding specific health and educational needs will be developed on a student by student basis.

Finally, if the parents/guardians choose not to send their child back to school after consulting with the district and their medical professionals, vulnerable students with a documented medical excuse will be offered a virtual instructional model.

14. Special Education

- **Provision of Free Appropriate Public Education (FAPE):** In developing our reopening plans, the District has considered the Individuals with Disabilities Education Act (IDEA) and the needs of our special education students to the fullest extent possible in order to ensure the provision of a Free and Appropriate (FAPE). In planning for reopening, the Least Restrictive Environment (LRE) has been central in the decision making to ensure that every student has access to grade-level standards and demonstrates educational progress.
 - The Student Support Services Department has maintained frequent communication with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
 - Plans for in-person, hybrid, and remote learning will generally follow previously noted District plans, but individualization of these modes of instruction may be necessary to deliver specific programs and services. Also, NYSED guidance in March 2020 indicates that IEPs need not be amended if schools convert to online or virtual learning platforms.
 - For students attending BOCES, approved school-age, approved preschool special education programs, and county-wide CSPE programs, the District will remain informed regarding the planned nature and delivery of instruction and related services by these schools.
- **Communication and Parental Involvement:** The district recognizes that 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 school closures, parents will be contacted through multiple methods or modalities, including phone calls, text messages, emails, home visits, and letters. It will remain a priority to ensure parental participation in CSE meetings and all discussions related to their children's progress. The district will continue to conduct virtual or phone meetings until such time the health and safety of all participants can be ensured. The district will work with the parents/guardians to establish a mutually agreeable timeline for those who prefer to meet face-to-face.
- **Child Find:** The district will continue to adhere to the Child Find Regulations. It is the district's responsibility under IDEA to identify, locate, and evaluate all students with disabilities who are in need of special education and related services. The district will also consider the impact that school closures may have had on all students.
- **Referral:** The district will take into consideration all factors that may have influenced the student's progress during school closures due to COVID-19. If the district suspects a student of having a disability, it will refer the student for an initial special education evaluation and obtain parent consent. The district will also consider that a referral may not be warranted if the reason for underperformance is due to the school closures and the resulting change in the provision of education. All parent referrals and requests for referrals will still be considered as usual.
- **Evaluations:** The district has developed a plan for conducting evaluations in order to adhere to special education timelines, with the health and safety of all individuals in mind.
 - **Initial/Reevaluation 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 components of the initial evaluation that may require face to face and work with the parents to conduct the evaluation at a mutually agreeable time, when health and safety measures can be satisfied.
 - Classroom observations will be conducted when school is in session.

- In order to reduce delays in evaluations, the district is researching alternative evaluation protocols that can be administered virtually.
- **Transition from CPSE to CSE:**
 - CPSE meetings will be held for all preschoolers with a disability who are transitioning to school aged. For those who are referred to the CSE, a meeting will be held to discuss eligibility (May or June).
 - A Special Education evaluation team will review the student's file to determine what additional evaluative information is needed. This can be in the form of classroom observations, targeted evaluations, teacher/therapist checklists and interviews, as well as parent input.
 - The district will continue to plan for a safe testing/meeting environment. In the event of another school closure, the district will shift to a remote platform.
- **IEP Implementation:** The district will ensure that all students with disabilities are provided with a free and appropriate public education. Special education programs and services will be provided in accordance with each individual student's IEP to the maximum extent possible. The district will also take additional steps to ensure that all students' needs are met within the **Least Restrictive Environment (LRE)** possible.
 - Documentation will be provided in the Cleartrack Management System
 - Parental Involvement through on-going discussion
 - On-going data plans maintained by case managers
- **Provision of Services:** Due to health and safety requirements that must be in place, the district recognizes that they may not be able to provide all services in the same mode or manner as usual. The district will utilize flexible options to increase participation and access to instruction (ie. virtual individual/group sessions, phone calls, videos, access to adaptive equipment, home visits, etc.), which will be documented and communicated with the parents/guardians.
- **Mandatory accommodations, modifications, supplementary aids, technology to meet the unique disability needs of students:**
 - Teacher, 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.
 - Access to accommodations, modifications, supplementary aides, and technology will be provided as indicated in individual IEPs. If instruction is provided remotely, flexibility in providing this access will be necessary.
 - Progress monitoring of individual goals will be maintained throughout all school contingency plans.
- **Recovery Services:** The purpose of recovery services is to place the student in a position that he or she would have been, if schools were not closed. The district will assess student's present levels of performance and regression of skills when students return, particularly those skills that are related to their IEP goals. This will include collaboration with parents/families. A determination of recovery services will be based on whether the student was able to make appropriate progress, in light of school closures.
 - **Determination for Recovery Services will encompass:**
 - Upon returning to school, building level treatment teams will meet to review all students with disabilities. These teams will discuss student needs using all relevant data, including benchmark assessments, progress monitoring data, parent input, and/or student observation. For those students that may need recovery services, the CSE will schedule a meeting with the parents to discuss the potential for additional services and supports.

- **Tools for documentation:**

- *Learning Services* Log - a record of contacts and communication
- Progress Monitoring
- Screenings and/or observations

15. Bilingual Education & World Languages

Communication with families

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

Instructional Support to English Language Learners

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

16. Staffing

Staffing - general considerations

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

Vulnerable Employees

Employees with health concerns, those considered to have vulnerabilities, and/or staff who are at increased risk for severe COVID-19 illness are encouraged to contact the Head School Nurse, Michelle Brunco, for additional information and guidance in response to their unique situation so appropriate accommodations may be considered.

Teacher and Principal Evaluations

Teachers and principals will be evaluated in accordance with the Falconer Central School District APPR plan. The District will continue to provide feedback and support to teachers and principals through the evaluation process.

Appendix

Appendix A [Hand Washing Poster for Elementary Schools](#)

Appendix B [Hand Washing Poster for Secondary Schools](#)

Appendix C [Hand Washing Poster for the Workplace](#)

Appendix D [Hand Washing Poster for Parents/Community](#)

Appendix E [Hand Washing "Health is in Your Hands" Poster](#)

Appendix F [Prevention Info Sheet](#)

Appendix G [Share Facts about COVID-19 Info Sheet](#)

Appendix H [COVID-19 Info Sheet](#)

Appendix I [Stop the Spread of Germs Poster](#)

Appendix J [Stop the Germs! Wash Your Hands Poster](#)

Appendix K [Cover Your Cough! Poster](#)

Appendix L [Cloth Face Covering Info Sheet](#)

Appendix M [How to Safely Wear Face Covering Info Sheet](#)

Appendix N [Health Questionnaire for COVID-19 Screening](#)

Appendix O [Return to School Note when NO COVID-19 Test Performed](#)

Appendix P [COVID-19 Fever/Symptom Flowchart](#)

Appendix Q [School Nurse Log Sheet for COVID-like Symptom](#)

Appendix R [FCS Remote Learning Instructional Framework](#)

Appendix S [Expectations for Video Conferencing](#)