

# Global Concepts Charter School



**REOPENING MANUAL SEPTEMBER 2020**  
**Resilient, Refined, and Ready to Teach/Learn**

**July 31, 2020**

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Mr. William Kruger  
Ms. Vanessa Huff  
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### **Introduction:**

On March 16, 2020, Governor Andrew Cuomo issued an Executive Order 202.4 ordering all schools to close no later than March 18, 2020 due to the COVID-19 crisis. Subsequent Executive Orders closed schools for the remainder of the school year. This triggered monumental changes to New York's education system. Educators and students were forced to shift to remote learning overnight, parents had to convert their schedules and living space into classrooms and become teachers, and students needed to adjust to a new way of learning. As we look toward the next school year, we need to be mindful of the uncertain times we continue to face.

School leaders are now turning their focus on how to successfully plan for a safe and healthy start to the 2020–21 school year. The reopening committee at Global Concepts Charter School has met throughout the months of June and July to help plan the reopening of schools in the Fall of 2020.

Global Concepts Charter School is committed to communicating on how the district is following CDC and State Education Department guidelines on school reopening, as well as providing training and materials for employees during this transitional education period. An important part of successfully communicating will involve addressing the concerns of employees, students, and parents about their personal health and the health of their loved ones. While the COVID-19 pandemic has significantly impacted and altered so many areas of our lives, Global Concepts Charter School (GCCS) is committed to a reopening plan that will ensure that every child is supported, while addressing the concerns of stakeholders.

The COVID-19 pandemic has required all of us to approach education in an innovative way. This plan provides a comprehensive overview of how educators and administrators will ensure that school is reopened safely to meet the diverse needs of our students and families during these uncertain times.

Lastly, it is of the utmost importance that this plan be viewed as an evolving document with considerable energy being placed in its future evaluation and revision.

### **Reopening Guidance:**

- New York State Department of Health: Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools (July 13, 2020)
- Centers for Disease Control and Prevention (CDC): Considerations for K-12 Schools - Readiness and Planning Tool (July 1, 2020)
- World Health Organization (WHO): Key Messages and Actions for COVID-19 Prevention and Control in Schools (March 2020)
- Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency (June 26, 2020)
- New York State Education Department (NYSED) Presentation to the Board of Regents: Recovering, Rebuilding, and Renewing: the Spirit of New York's Schools Reopening Guidance (July 13, 2020)



## **Communication/Family and Community Engagement:**

- Maintain continuous communication through email, phone calls, on-line platforms, and print.
- Display signage throughout GCCS buildings demonstrating proper use of PPE, social distancing, hand hygiene, and respiratory hygiene.
- Outdoor town hall forum for parents to provide up-to date information on plans that are being considered and to hear concerns of parents (continues utilization of this forum through Autumn 2020). Town hall forums will be recorded and uploaded online for viewing.
- Outdoor town hall forum for teachers and staff to provide up-to-date information on plans that are being considered and to hear concerns of teachers and staff (continues utilization of this forum through Autumn 2020). Town hall forums will be recorded and uploaded online for viewing.
- Outdoor town hall forum for community leaders (i.e. religious, business, political, and community-based leaders) to provide information on reopening plans that are being considered (continues utilization of this forum through Autumn 2020).
- Multiple surveys to parents and teachers to consistently receive feedback on ongoing plans and developments.
- Monthly publications of the Gator Gazette will feature up-to-date information regarding the schools efforts to provide students and staff a safe learning environment.
- Gator Strong, a second newsletter publication, will be based solely on Social-Emotional Learning and be published and distributed quarterly.
- Use of Google Classrooms for the student support team that focus on up to date information about SEL, current trends in social-emotional learning, and supports for students and families to use both in and out of school. The support staff also has a website which contains information for families.
- Explicit training covering COVID-19 preventative protocols, including proper hand hygiene, respiratory hygiene, and social distancing, will be conducted with both staff and students at the beginning of the school year should in-person instruction occur.
- Resources for staff and families
  - ECDOH COVID-19 Information Line: 716-858-2929; *Foreign language interpreting available*
    - <https://coronavirus.health.ny.gov/home>
  - Childcare Resource Network (CCRN): 716-877-6666; *Clearinghouse for child care openings:*
    - [COVID 19 Resources - Languages Other than English](#)
    - [Real-Time COVID-19 Infection Rates](#)
    - [Contact Tracing](#)

## **Health and Safety:**

- GCCS has and will continue to engage with school stakeholders and community members when developing reopening plans including July 28th Stakeholder Meeting, and continuation of outdoor forums through the end of Autumn 2020 along with multiple surveys for staff and parents.
- Any and all reopening plans will be translated into additional languages spoken in the school community, including Arabic and Spanish.
- GCCS has developed protocols to screen students before entering school. Such protocols will meet CDC requirements for PPE and social distancing, have sufficient supplies to conduct screenings, along with ensuring waiting students are supervised.
- At both buildings within the district, two rooms have been designated for school health service personnel. One room will be for healthy students to obtain medications and nursing treatments. The second room will be for isolating ill persons.
- PPE will be provided to all personnel cleaning and engaging in disinfection at the school.

- GCCS will designate a staff member to be the COVID-19 resource person to assist each school building and the community. This person would be supported by a representative at each building.
- As stated above, any information regarding the health and safety of students and staff while conducting in person instruction will be communicated to all stakeholders.
- GCCS is implementing “No Barrier/PPE Only” Temperature Screenings
  - Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves.
  - Gowns available for extensive contact with a child
  - Take the child’s temperature using non-contact temporal or infrared thermometers
  - Clean non-contact temporal or infrared thermometers with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. Reuse of same wipe permitted as long as it remains wet.
  - Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
- Arrival /Dismissal - during arrival and dismissal students will use multiple entry and exit points rather than funneling all students through the same entry space to promote social distancing.
- Designated areas for student drop-off and pick-up are established to limit contact and entry of parents/ guardians into the building, to the greatest extent possible.
- GCCS will reduce in-school movement where possible by keeping students within a defined area or classroom and modifying class schedules or class transitions using these recommendations
  - K-8
    - If possible, have the same cohort of students with the same teacher each day
    - Special area teachers (e.g., music, art, physical education) may go to individual classrooms versus rotating all students through a shared space that is not able to be cleaned with each new use.
    - Whenever possible, hold physical education and music classes outside and encourage students to spread out.
    - Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.
  - High School
    - Students present in the high school and fine arts buildings will follow new protocols of one way travel in hallways and stairwells. Stairwells/Stairwell landings will be labeled as “Up Only” and “Down Only.”
    - Whenever possible, hold physical education and music classes outside and encourage students to spread out.
    - Stagger the use of restrooms, allowing use at other times when necessary. Bathrooms may be monitored by staff to ensure social distancing, that it is clean, and students are washing hands after use.
- GCCS will post signs throughout the school and regularly share external messages with the school community:
  - Stay home if they feel sick.
  - Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
  - Properly store and, when necessary, discard PPE.
  - Adhere to social distancing instructions.
  - Report symptoms of, or exposure to, COVID-19.
  - Follow hand hygiene, and cleaning and disinfection guidelines.
  - Follow respiratory hygiene and cough etiquette.

- Any in-building signage within GCCS Buildings will be placed in highly visible areas at both buildings:
  - Entrances
  - Restrooms
  - Cafeteria or other dining areas
  - Classrooms
  - Administrative offices
  - Auditorium
  - Janitorial staff areas
- Hand Hygiene - GCCS will encourage and expect the practice of good hand hygiene to help reduce the spread of COVID-19:
  - Promote traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds).
  - Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty.
  - Provide hand sanitizer throughout common areas, near high touch surfaces, and use touch free dispensers when able.
- GCCS will encourage and expect the practice of good respiratory hygiene processes and procedures:
  - Students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately.
  - Supply of tissues and no touch/floor pedal trash cans will be available in each room when feasible.
  - If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands.
  - Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.
- Social Distancing at GCCS will include the following measures:
  - Develop, implement, and enforce social distancing of 6 feet in all school facilities and on school grounds.
  - Ensure that student groupings are as static as possible.
  - When possible, turn desks (including teachers) to face in the same direction.
  - When possible, open windows to improve ventilation.
  - Keep individual student belongings separated
  - Students will keep their school given chromebook with them, including during any transitions within the buildings. Students will be expected to carry their chromebook back and forth from school each day.
  - Limit use of shared supplies to one group of students, clean between use by cohorts of students.
  - Assign lockers or other student storage areas by cohort or eliminate their use – however, students should not carry an unreasonable number of books or materials throughout the day.
  - Gathering spaces in which individuals cannot be socially distanced will be closely regulated.
  - Ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities requires projecting the voice, playing a wind instrument, or aerobic activity.
  - Explore the use of alternate spaces for eating lunch and breakfast within GCCS Buildings
  - Prohibit indoor student assemblies, athletic events/practices, performances, district-wide parent meetings.
  - Limit visitors to school buildings.
- Medically Vulnerable/High-Risk Groups - GCCS will provide reasonable accommodations on a case by case basis to staff and students.

- Persons in these groups should consult with their healthcare provider 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
    - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease
  - Alternate plans--created in consultation with school health personnel--may include:
    - Additional PPE for staff caring for such students
    - Assigning only one staff member to care for the student
    - Decrease students in a classroom
    - Change provision of related services to an individual instead of group setting.
- Personal Protective Equipment (PPE) - School-based health personnel will reference Healthcare Facilities: Managing Operations During COVID19 Pandemic Updated June 29, 2020 or any updates
  - Utilize standard precautions at all times.
  - Utilize Transmission-based precautions when assessing for COVID-19.
  - Ensure adequate supplies of PPE for use by school health professionals. GCCS will consult BOCES or County or City Emergency Manager and use the PPE Supply Estimator, a tool to calculate how much PPE is needed.
  - Such PPE includes, but is not limited to:
    - face masks (disposable surgical masks)
    - respirators (N95) masks that are fit tested
    - eye protection or face shields
    - gloves
    - disposable gowns
  - For optimal protection, when worn, the face shield must be used with a face mask
    - Extend below the chin anteriorly
    - To the ears laterally
    - No exposed gap between the forehead and shield's headpiece
    - Only be worn one person per shield
    - Be cleaned between uses
    - The wearer should wash their hands before and after equipping face shield
- Aerosol Generating Procedures
  - School health personnel will wear PPE when assessing ill persons or conducting certain respiratory treatments, consisting of:
    - Gloves
    - N95 or surgical facemask
    - In lieu of N95 - a surgical mask with face shield
    - Eye protection
    - A gown (if necessary)
  - Specifically, PPE will be used when
    - Suctioning
    - Administering nebulizer treatments



- Using peak flow meters
  - Treatments should be conducted in a room separate from others with nursing personnel wearing appropriate PPE.
  - For nebulizer treatments, if developmentally appropriate, the nurse may leave the room and return when the nebulizer treatment is finished.
  - Utilize metered dose inhalers (MDI) with a spacer or valved holding chamber instead of nebulizer treatments whenever possible.
- Cloth Face Coverings
  - All students and staff members must wear cloth face coverings and/or other approved face coverings that cover the nose and mouth:
    - When within 6 feet of someone
    - In hallways
    - In restrooms
    - In other congregate settings, including buses
  - GCCS will provide acceptable face covering to employees and students when they do not have one.
  - GCCS will have an adequate supply of face coverings on hand.
  - GCCS does not require employees to supply their own face coverings, however GCCS encourages staff to provide their own face covering that is best suited to them individually.
  - Allow employees with healthcare provider documentation stating they are not medically able to tolerate a face covering over their nose and mouth to work with a plastic face shield on.
  - Scheduled mask breaks will occur throughout the day when individuals can be six feet apart and ideally outside or at least with the windows open. Classrooms will establish a six foot mask-free zone in which students may take their masks breaks. If such zones cannot be safely established, other arrangements will be made to accommodate mask breaks.
- Monitoring Health Conditions
  - GCCS will provide resources to parents and staff to educate them regarding the careful observation of COVID symptoms and health screenings. These resources will be posted on the school's website, emailed as appropriate, and shared in staff training.
  - Students or staff with fever over 100°F and/or symptoms MUST stay home. Symptoms of COVID-19 include:
    - Fever or chills (100°F or greater);
    - Cough;
    - Flushed face;
    - Shortness of breath or difficulty breathing;
    - Fatigue;
    - Muscle or body aches;
    - Headache;
    - New loss of taste or smell;
    - Sore throat;
    - Congestion or runny nose;
    - Frequent use of the bathroom;
    - Nausea or vomiting; and/or
    - Diarrhea
- A Daily Health Screening Questionnaire will be used to determine whether individuals have:
  - knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19;
  - tested positive through a diagnostic test for COVID-19 in the past 14 days;

- experienced any symptoms of COVID-19, including a temperature of greater than 100.0°F in the past 14 days: and/or
- traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days.
- Staff screening:
  - Temperature checks and Daily Health Screening Questionnaires must be completed every day employees report to work.
  - Temperature checks and Daily Health Screening Questionnaires must be completed prior to entering the School. The School will provide the Daily Health Screening Questionnaire as an electronic document that can be e-signed, as well as in hard copy form that must be turned in immediately upon arrival.
- Student screening:
  - Students are required to have daily temperature checks. Each day, Parents/Guardians must complete the Daily Health Screening Questionnaire and perform a temperature check on their child.
  - Parents are to certify that the statements on the Daily Health Screening Questionnaire are ALL true and submit the screening by either submitting the screening electronically or by providing a hard copy signed document that the student can present immediately upon arrival.
  - Parents/guardians are required to complete the temperature check and Daily Health Screening Questionnaire for the student at home, before boarding the bus or before leaving for School.
  - All parents/guardians will be *required* to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.
  - Students who cannot be temperature checked at home will be temperature checked at school by the School Nurse in a confidential manner. Such temperature screening will occur upon arrival and before the student reports to their classroom.
- Students and staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours by contacting the Building Principal and/or the nurse
- The Front Desk Receptionist will be responsible for reviewing incoming screening reports.
  - Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

### **Containment of Potential Transmission of COVID-19**

- GCCS will comply with CDC guidance for illness, symptoms and suspected case (s) of COVID-19 for both students and staff.
  - Students and staff with symptoms of illness will be sent to the Isolation Room.
    - The Nurse will assess to determine if it is a chronic condition (e.g. asthma, allergies, chronic gastrointestinal conditions) that may present similar symptoms to COVID-19 but is not a public health threat.

- The Isolation Room will be cleaned and disinfected after each use. If possible, the School will wait at least 24 hours before cleaning and disinfecting to allow respiratory particles to settle.
- If a student exhibits symptoms of COVID-19 as diagnosed by the School Nurse, parents will be contacted and asked to pick up their child. Students will remain in the Isolation Room until the Parent/Guardian, Emergency Contact, or other designated person picks up the student.
  - Students exhibiting COVID-19 symptoms who have a suspected case of COVID-19, will not be permitted to travel home on the School bus.
  - Students sent home for this reason cannot return until the requirements under “Returning to School After Exhibiting Symptoms” or “Return to School After Confirmed COVID-19 Test or No-Test” (as discussed below) are met. Bus transportation will be suspended until those requirements are met.
- If the School Nurse is not available to assess, the Principal or Assistant Principal will immediately isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition. All dismissed students and staff are instructed to contact their health care provider for further guidance.
  - The Isolation Room will be cleaned and disinfected after each use. If possible, the School will wait at least 24 hours before cleaning and disinfecting to allow respiratory particles to settle.
  - GCCS will clean and disinfect all areas used by students/staff with a suspected or confirmed COVID-19 case. If possible, the school will wait at least 24 hours before cleaning and disinfecting to allow respiratory particles to settle. Once areas have been cleaned and disinfected, they can be reopened.
  - Parents/guardians will be contacted and informed if their child came into close contact with a person infected with COVID-19.
  - Staff members will be contacted and informed if they came into close contact with a person infected with COVID-19.
  - NYDOH considers a “close contact” to be someone who was within 6 feet of an infected person with COVID-19 for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated.
- GCCS will comply with CDC guidance for the return to school of students and staff following illness, diagnosis of a confirmed case of COVID-19, or quarantine due to contact with a confirmed case of COVID-19.
- Return to School after Exhibiting Symptoms with Negative COVID-19 test:
  - GCCS will follow CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider with COVID-19, they can return to school if all of the following are met:
  - Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;

- Documentation by healthcare provider following evaluation, negative COVID-19 diagnostic test result, and symptom resolution. If they have been diagnosed with another condition, they must have a note from a healthcare provider stating they are cleared to return to school.
- Return to School after Confirmed Case of COVID-19 or No-Test but Symptoms:
  - If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms, or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
    - It has been at least ten days since the individual first had symptoms;
    - It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
    - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.
- Return to School After Contact with Confirmed COVID-19 Case:
  - NYDOH recommends 14 days of quarantine for individuals within 6 feet of an infected person with COVID-19 for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated.
  - All asymptomatic students and staff who came into close contact with a student or staff person with a confirmed case of COVID-19 will be asked to quarantine for 14 days. If the individual becomes symptomatic, they are subject to the isolation requirements set forth above.
  - Quarantining after exposure: The CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.
  - Students on quarantine or choosing to self-quarantine will be offered distance-learning instruction during their absence.
- Contact Tracing
  - GCCS will notify the state and local health departments immediately upon being informed of any positive COVID-19 test result by a student, staff member or visitor. GCCS will follow all directives given by the state and local health department and will cooperate with the local health department to facilitate contact tracing.
  - GCCS will maintain a daily attendance log for staff, students, as well as a visitor log. These logs shall document all persons who entered the facility and who may have close contact with other individuals at the school; excluding deliveries performed with appropriate PPE or through contactless means.
  - The staff attendance log will be maintained by Human Resources.
  - The student attendance log will be maintained by PowerSchool.
  - The visitor log will be maintained by the Front Desk Receptionist. The log will include:
    - a list of all visitors present
    - the time the visitor entered and exited the premises
    - the purpose of the visit
    - the locations within the school that the visitor was present

- any known instances where the visitor participated in in-person meetings or other interactions where 6 ft. of social distancing was not feasible or maintained
- name of individual the guest is visiting

## **Cleaning and Disinfection**

GCCS will engage in robust cleaning and disinfection protocols that include classrooms, restrooms, cafeterias, library, and outdoor facilities, utilizing items such as Guidance for Cleaning and Disinfecting and Cleaning and Disinfection Decision Tool.

- General guideline for cleaning and disinfection practices include:
  - Normal routine cleaning with soap and water on surfaces and objects
  - Frequent disinfection of surfaces and objects touched by multiple people (EPA-Approved Disinfectants). When EPA-approved disinfectants are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions).
  - Keep all disinfectants out of the reach of children
  - Identify cleaning and disinfection frequency for each facility and area type
  - Maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area
- GCCS will clean and disinfect frequently touched surfaces more frequently throughout the day:
  - Tables
  - Doorknobs
  - Light switches
  - Countertops
  - Handles
  - Desks
  - Phones
  - Keyboards and tablets
  - Toilets and restrooms
  - Faucets and sinks
- Students should not be present when aerosol disinfectants are being used by cleaning staff to sanitize and disinfect a room. Disposable wipes will be provided so that commonly used surfaces (e.g., personal keyboards, desks, remote controls) may be wiped down by students and staff before each use. Employees and students are encouraged to wash hands with soap and water after cleaning surfaces. If soap and water are unavailable use a hand sanitizer with at least 60% alcohol.
- GCCS will establish a schedule for cleaning and/or changing heating/air conditioning system filters.
- Guidelines for cleaning and disinfecting specific items:
  - Clean and Disinfect:
    - Shared electronic devices: follow manufacturer's instructions and consider wipeable covers
    - Shared musical instruments: cleaned in between uses per manufacturer's instructions
    - Shared athletic/gym equipment (e.g., balls, protective gear) between use per manufacturer's directions
    - Desks, tables, and chairs between cohort usage

- Routine Cleaning but not Disinfecting
  - Playgrounds and outdoor areas
  - Outdoor, high-touch surfaces made of plastic or metal, such as grab bars and railings
- Cleaning and Disinfecting NOT Recommended
  - Wooden surfaces (play structures, benches, tables)
  - Groundcovers (mulch, sand)
  - Sidewalks and roads

### **School Health Office Cleaning**

- School health office cleaning must occur after each use of:
  - Cots
  - Bathroom
  - Health office equipment (samples below)
    - Blood pressure cuffs
    - Otoscopes
    - Stethoscopes
- Disposable items should be used as much as possible.
- More information on cleaning health office equipment is on the New York State Center for School Health's website under COVID-19.

### **Health Physicals and Screenings**

- Unless deemed necessary, hearing, vision, and scoliosis screenings will be waived for the 2020-2021 school year.
- Continue to accept proof of a health examination regardless of the form it is completed on for exams conducted on or before January 31, 2021.
- Provide parents/guardians with additional time to provide the completed health exam to the school.
- Student athletes are able to participate in the fall 2020 sports season even if they do not have a current health examination; a physical health examination from the 2019-2020 school year is acceptable.
- Beginning February 1, 2021 health examinations for schools are to be completed on the NYS Required Health Examination Form or an electronic health record equivalent form.

### **Safety Drills**

If providing in person instruction, GCCS will continue to conduct 8 evacuation and 4 lockdown drills.

- Communicate to students that during an actual emergency, getting to safety is the first priority, not social distancing.
  - Modify drill procedures to minimize the risk of spreading infection.
  - Acceptable modifications to evacuation drill protocols:
    - Conduct drills on a "staggered" schedule, where classrooms evacuate separately rather than all at once
    - The drill must be conducted with all students in the school building on that school day



- In a hybrid model, be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person.
- Acceptable modifications to lockdown drills:
  - Conduct a lockdown drill in classroom setting while maintaining social distancing and using mask
  - Conduct a lockdown drill on a “staggered” schedule with smaller numbers of students present
  - Ensure all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person
  - Conduct a lockdown drill in the classroom without “hiding” or “sheltering,” and instead provide an overview of how to shelter

## **Facilities:**

### **Before Opening:**

- Prior to reopening, school building and district administrators will consult the most recent guidance for school programs, including ongoing mitigation strategies, as well as prevention, support and communication resources.
  - GCCS has purchased and has a plan for continued procurement of PPE. The school will ensure that adequate PPE is on hand on a daily basis for students, faculty, and staff in accordance with the SED Guidance. Administrators will ensure that appropriate inventory of personal protective equipment (PPE) and cleaning/disinfection products have been purchased and are provided in accordance with this plan.
  - GCCS will post informational signs throughout each facility on staying home if feeling sick, how to stop the spread of COVID-19, proper hand washing procedures, social distancing, respiratory hygiene and cough etiquette, and how to properly wear a face covering.
  - GCCS will train all faculty and staff on health and safety protocols and proper hand and respiratory hygiene.
  - GCCS has trained custodial and cleaning staff on proper sanitizing protocols and product usage. Training will be ongoing and be reinforced.
  - GCCS will instruct all students on proper hand and respiratory hygiene, proper wearing of face covering, and provide parent/guardian resources to reinforce at home.

### **Daily Cleaning & Disinfection:**

- A thorough cleaning of all buildings will take place prior to students and staff returning for the school year.
  - GCCS will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19”. Disinfecting products that meet the EPA’s criteria for use against SARS-CoV-2 have been procured and will be used.

- Cleaning and disinfection frequency throughout each building will be identified and staff will be assigned responsibility. Custodial staff will maintain a daily cleaning/sanitization log that includes date, time, and scope and keep it on file at each building.
- Provide disposable wipes so that commonly used surfaces (e.g., keyboards, desks, remote controls, etc.) can be wiped down by students and staff before each use. Employees and students are encouraged to wash hands with soap and water after cleaning surfaces. If soap and water are unavailable use a hand sanitizer with at least 60% alcohol.
- The custodial and cleaning staff will provide regular building cleaning and disinfecting practices at the end of each school day, including routine cleaning and disinfecting of surfaces and areas in the school environment (restrooms, offices, break rooms, classrooms, and other spaces throughout each building). Daily cleaning and disinfecting will be conducted in high-touch areas, such as phones, keyboards, touch screens, controls, door handles, railings, copy machines, light switches, etc. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, if not more frequently.
- Custodial and cleaning staff will clean and disinfect routinely throughout the day, focusing on high-risk areas and frequently touched surfaces (e.g. restrooms, cafeteria tables, door handles).
- Disinfecting products will be provided in various locations throughout the building for faculty and staff to disinfect commonly used surfaces periodically throughout the day.
- Cleaning & Disinfection Following a Suspected or Confirmed Case
  - The custodial and cleaning staff will perform cleaning and disinfecting of exposed areas, including all heavy traffic areas and high-touch surfaces. GCCS will follow the CDC guidelines on “Cleaning and Disinfecting Your Facility” and consult with the ECDOH.
    - 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.
- Ventilation
  - The buildings 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. Established HVAC inspection and maintenance requirements will be followed that will preserve our system’s ability to achieve proper ventilation of our buildings.

- Hygiene

- To the best extent possible, GCCS will ensure adherence to the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19.”
- Information regarding hygiene will be used by GCCS medical professionals and administrators to train faculty and staff.
- Hand hygiene stations will be placed frequently throughout the building for easy access by both staff and students
  - Any hand sanitation stations will dispense alcohol-based hand sanitizer (60% alcohol or greater)
- GCCS will encourage and expect the practice of good hand hygiene to help reduce the spread of COVID-19:
  - Promote traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds)
  - Use of alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty.
  - Provide hand sanitizer throughout common areas, near high touch surfaces, and use touch free dispensers when able

- Visitors

- Visitors to the buildings will be limited to those having essential business to conduct. In general, the buildings will be open only to District employees, service providers, contractors, vendors , and delivery people. Parents, building/classroom volunteers, and other guests will not be allowed unless extenuating circumstances are present.
- Visitors who buzz for entry to any building will be communicated through the buzzer system only. Office staff will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail. If they are dropping something off, they should be advised to leave the item at the door.
- As a general rule, only visitors with scheduled meetings with an employee in the building will be allowed in. Visitors will be required to sign in and complete GCCS’s health assessment, sanitize their hands upon entry to the building and wear a face covering. Disposable masks will be available for those who need one.
- To the extent possible, video and tele-conferencing will be used to accomplish district and student business. Every attempt will be made to avoid in-person meetings.
- Visiting vendors will be requested to wear a face covering when entering the building. Social distancing is expected to be practiced.

### **Employee Accommodations**

- Accommodations for employees with underlying medical conditions or who have household members with underlying health conditions will be provided reasonable accommodations to the extent practicable. Employees should contact their supervisor to initiate the discussion. Accommodations may include telework, modified work setting, or additional PPE.

### **Meetings**

- Faculty and staff meetings, department meetings, interviews, CSE meetings, training, professional development, and any other situation requiring dense congregations 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.

### **Safety Drills (Fire & Lockdown Drills)**

- The safety of our employees and students are the top priority. Safety drills (i.e., fire and lockdown drills) will be performed as required, students and staff will wear face coverings and social distance at exit and gathering points outside the building, including modifications to ensure distances between persons.

### **Building Access - All Schools**

- Any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and DOH guidelines for COVID-19 symptoms) will be excluded from entering as per DOH guidelines.
- Parents will receive reminders that contain building access questions for each of their children who attend school. Unless parents contact the school nurse to report an issue with a child, receiving the email/text message is indicative of passive agreement on the school screening procedures.
- Front office personnel will require screening of visitors as they enter the building. This will include completion of the daily health assessment, temperature check, hand sanitization, and wearing of a mask before a visitor is allowed into the school. Documentation will be maintained.
- Use of building requests will be vetted to conform with proper social distancing protocol. GCCS will evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and relevant guidance.

### **Considerations: Student Flow, Entry, Exit, & Common Areas**

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Create "one-way routes" in hallways.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts, when feasible, as an effective strategy to limit exposure and contact.
- Limit mingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- When using the staff lounge, staff must maintain 6 feet of social distancing.
- Provide hand sanitizer at school entrances.

- Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.

### **Building Considerations for Central Office, K-8 Building, High School Building, Fine Arts Center**

#### **Building Access**

- Ensure that students and families are educated and engaged in the new expectations related to all health policies and protocols. Communication plans will include video presentations with complementary written materials (i.e. Handbook), as well as defined times at the beginning of the school year to teach health & safety protocols, with frequent reminders, to review the new policies and procedures.
- Familiarize all participants with areas being used to help prevent the spread of diseases. These practices include, but are not limited to:
  - social distancing,
  - frequent hand washing and use of hand sanitizer,
  - use of face coverings that completely cover the nose and mouth,
  - respiratory and cough etiquette, and
  - enhanced cleaning/disinfection of surfaces.

#### **Arrival and Dismissal**

- Parents are not to drop their student(s) off prior to the start of school.
- Parent Drop-off/Pick-Up will be a designated location outside of each building, coordinated and implemented according to guidelines by designated faculty/staff.
- Vehicle flow and logistics will be considered to accommodate anticipated increase in parent transports.
- Limited numbers of buses will unload at a time in the designated area.
- Limit before/after school activities to ensure time for daily sanitizing and teaching of new health and safety protocols and schedules.
- Students must report immediately to their classroom upon arrival.
- Teachers will monitor students' use of lockers [if at all] at both arrival and dismissal.
- If parents are signing out at a time other than arrival or dismissal, the procedure will take place through the Main Office of each building.
- Drop-off of items to students will be limited to emergency reasons.

## **Bathroom Facilities Protocols (In-classroom and Shared)**

- The school floor plan will be used to determine the best way to use, assign, and access bathrooms.
- Schools will create plans to maximize social distance in multi-stall shared bathrooms, hand-washing and daily bathroom protocols will be reviewed with students and supported by teachers.
- Schools will designate a time each day where a sanitizing of multi-stall bathrooms is completed. Buildings will increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines.

## **Hall Traffic**

- Masks must be worn at all times by students and staff.
- Single line flow of students - Elementary teachers will line students up in the classroom to leave and monitor the hallways when passing.
- Limit face-to-face encounters by designating foot-traffic patterns — such as one-way hallways and by designating entrance-only and exit-only doors, when feasible.

## **Shared Spaces – Specials (PE, Library, Art, Music)**

- Develop plans for the implementation of a physical education, art, and music curriculum that considers the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.
- Sanitizer stations will be available.
- Cafeteria capacity will be reduced and identified cohorts may be scheduled to eat in classrooms on a weekly scheduled rotation.
- Protocols will be developed for student-purchased meals, sanitizing of tables, monitoring of bathrooms and traffic flow for social distancing and sanitizing procedures.

## **Outside Space & Playground**

- GCCS will follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess.
- Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.
- Recess times will be staggered for each class/cohort.
- Plan increased supervision to monitor social distancing, as appropriate.
- All building project needs will be submitted as "COVID-19 Reopening."



## **Child Nutrition:**

Personal Touch Food Services, Inc. has developed a list of assurances regarding child nutrition, outlined below.

### **Global Concepts Charter School District Covid-19 Reopening Plan Child Nutrition – Mandatory Assurances 2020-21 School Year**

***Breakfast and Lunch Meals*** - “Each School and /or district reopening plan must provide all students enrolled in the SFA with access to school meals each day. This must include students in attendance at school and students learning remotely.”

**Response:** Personal Touch Food Service Inc., the vendor for the Global Concepts School District will provide breakfasts and lunches to all enrolled students as follows.

- A.) In the event the Global Concepts School District is at 100% attendance in each school. In all district schools Breakfast for the following school day will be sent home with each student at the end of the school day and will meet the Child Nutrition Program requirements. Lunches will be served in accordance with social distancing policies set forth by the NY State Governor’s Office, NY State Health Department, Erie County Health Department and any requirements or needs of the Global Concepts School District.
- B.) In the event the Global Concepts School District opens with only a percentage of students in each school, breakfast and lunches will be available at the Global Concepts Elementary School on 1001 Ridge Road for Distribution on Mon, Wed and Fridays.
- C.) In the event the Global Concepts School District opens with a distant learning model for all student’s breakfast and lunches will be available at the Global Concepts Elementary School on 1001 Ridge Road for Pickup on Mon, Wed and Fridays.

***Health and Safety Guidelines*** - “Each School and/or district reopening plan must address all applicable health and safety guidelines.”

**Response:** All Personal Touch Food Service Inc., the vendor for the Global Concepts School District and all district kitchen personnel will be provided with training involving all NY State Health Department, Erie County Health Department, CDC recommended food and safety standards. In addition to the above training, any new standards will be addressed immediately with all staff members. Monthly food and safety meetings will take place before the last day of each month.

This will apply in whatever formation Global Concepts School District decides it will operate in for the 2020 – 2021 school year.

***Food Allergens*** - “Each school and or district reopening plan include measures to protect students with food allergies if providing meals in spaces outside the cafeteria.”

**Response:** Personal Touch Food Service Inc., the vendor for Global Concepts School District in conjunction with each district school currently follows an allergen plan. Students with food allergies are required to give written documentation for a physician stating what allergy the student has and what foods they must avoid. The nurse’s office contacts the Director of Food Services to inform him/her of the student’s dietary needs. Accommodations for a separate eating area will be made for any such student.

- A.) In the event the Global Concepts School District are at 100% attendance in each school or any percentage of participation or if school pick up is necessary all accommodations will be made for any such child upon request.

**Hand Hygiene** - “Each School and /or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted and how sharing of food and beverages will be discouraged.”

**Response:** Personal Touch Food Service Inc., the vendor for Global Concepts School District, in conjunction with each district school will adhere to the following policies.

A.) In the event the Global Concepts School District at 100% attendance in each school or any percentage of participation, hand sanitizers will be placed at the openings of any doorways leading into the cafeteria for easy access to all students, teachers or staff members to use. Education will be provided via signage, morning announcements and an employee of the Food Service Department will be stationed at the doorways reminding students to sanitize their hands. An announcement after all children are at cafeteria tables will also be down daily to explain daily sanitizing of their hands when they exit the cafeteria.

B.) In the event the Global Concepts School District opens with a distant learning model for all students or a percentage of students, an informational flyer will be delivered with each meal bag explaining proper hand sanitizing techniques to be used at home before and after eating their meal.

**Cleaning and Sanitation of all common eating areas** - “Each school and or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.”

**Response:** Personal Touch Food Service Inc., the vendor for Global Concepts School District in conjunction with each district school will adhere to the following policies.

A.) In the event the Global Concepts School District are at 100% attendance in each school or any percentage of participation, the cafeteria will be cleaned and sanitized before the first meal period and every meal period thereafter. One final cleaning and sanitation of the cafeteria area will be performed at the end of the last meal service period for the day. A cleaning and sanitation document will be developed with tasks that must be performed and the times those tasks must be done. The document will include, the day and date, school location, name of the cafeteria, tasks to be completed along with the initials of who completed state tasks.

**Cleaning and Sanitation of All Common Eating Areas** - “Each school and or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA) – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).”

**Response:** Personal Touch Food Service Inc., the vendor for Global Concepts School District in conjunction with each district school is a NY State Certified Participant of the USDA Child Nutrition Program. There are no charter schools attached to the Lackawanna City District.

**Communication with Families** - “Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.”

**Response:** The Global Concepts School District will be sending multiple robo calls to all district Families. Along with robocalls all procedures pertaining to the Food Service operation will be posted on the district web page.

***Socially Distant Meals*** - “Each school and/or district reopening plan must require that students must social distance (six feet) while consuming meals in school unless a physical barrier is provided.”

**Response:** Personal Touch Food Service Inc., the vendor for the Global Charter School District in conjunction with each district school has developed a plan to socially distant students while consuming meals on school premises.

Global Concepts School District is applying for grant monies to purchase plexiglass barriers for each table in the cafeterias of both Elementary and High School--allowing students to eat safely while sitting at a cafeteria table. In the event the cost or delivery time will not make it affordable or practical to purchase before the start of the new school year students will consume meals in socially distant classrooms.

### **Transportation:**

Transportation is provided by various local home districts [Lackawanna, West Seneca, Frontier, etc.] to the students residing in those home districts. GCCS provides transportation for City of Buffalo residents. At this time, GCCS is awaiting full information on transportation from students who live in home districts outside the City of Buffalo. For students/families that live in the City of Buffalo, [please see this document that outlines the COVID 19 Response Plan for Student Transportation of America](#), the vendor for City of Buffalo busing.

- Students will wear face coverings on the bus. Students who do not have a mask must be provided one.
- Students must social distance on the bus. Siblings and children who live in the same household should be encouraged to sit together.
- All buses will be cleaned/disinfected daily.
- School bus drivers, monitors, and attendants will wear a face covering.
- Drivers, monitors, and attendants who have direct physical contact with a child must wear gloves.

(Please see above document for more detailed information).

### **Social Emotional Well-Being:**

- Administration, Counselors, and the School Social Worker will further develop a comprehensive district wide SEL Support Plan and review monthly to ensure that it continues to meet the needs of students and staff that will be accessible to all stakeholders.
- Weekly meetings between staff and administration to keep all parties informed of the process and decisions being made.
  - Staff can express any concerns and anxieties about returning to school.
  - Meetings will continue throughout next year, whether in person and socially distanced or virtually.
  - These meetings serve to remain connected with each other and keep staff from feeling isolated.
  - They provide a way to give information about any changing information about schools and the pandemic, as well as an emotional support system.
- There will be morning check-ins for students with staff members via homerooms or community time. This will be a chance for students to make a connection with staff.
- The counselors and the social worker are available throughout the day and will continue to meet with students in individual or group sessions.
- The K-8 building provides a community time, which allows students and staff to interact in positive ways that increase the social and emotional health of all students.

- Training on what socially distancing in the school looks like, proper hand washing techniques, and what the expectations are for the new school year. The teaching of daily operations will increase the feeling of security and help ease anxiety for students who are not accustomed to the changes. With clear expectations and guidelines, students will understand the new normal.
- Trauma Informed Teaching
  - Address the physical and emotional safety of students
  - Understand, respect, and appropriately respond to trauma.
  - Decreases the possibility of triggering or exacerbating trauma symptoms
- Decrease re-traumatization
  - Conducts early trauma screening and assessments for all
  - Address any potential retraumatizing policies and procedures
  - Planning and evaluation of services
  - Introductory training for staff
- Therapeutic Crisis Intervention
  - Crisis Prevention
  - Deescalation Strategies
  - Improve/ Develop coping strategies for students
  - Training for certain staff who could then deliver information to rest of staff
- Monthly Newsletters tailored specifically to COVID updates from health officials, CDC, state and local guidance, and supports built by Social Worker and Guidance Counselors, Nurse or Medical Advisor, APs,
- Gator Strong SEL newsletter put out by K-12 counselors, and social worker
- Weekly Email from CEO to the district (even just to say that we've got you) - quick fluent reminders
- PESI or Erie 1 BOCES training on Trauma Informed Care and Trauma Informed Teaching for certain staff members to turnkey a training for the rest of staff
- Develop core intra- and interpersonal competencies, including the fundamental competencies of Social Emotional Learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making,
- 1Page sheets for staff on teaching through a trauma based lens and de-escalation techniques
- Create a google phone number for the mental health staff so they can more easily reach out to parents and parents can contact them if they are working remotely.
- Creating safe spaces for students who are in crisis in each building.
- Creating safe spaces for adults who may need some time and space for mindfulness or decompression during the day.
- Using summer staff development days for training/discussions on mental health, teaching from a trauma lens, and well being.

### **Attendance and Chronic Absenteeism:**

- GCCS will consider reasonable flexibility when monitoring attendance in a remote or hybrid model of school return. Parent schedules or other barriers may preclude students from connecting with teachers at a certain time.
- At the elementary level, each teacher will be assigned a caseload of students as a daily point of contact for attendance purposes. High school teachers will monitor their students by class.
- Students participating in distance learning must log in daily for attendance; attendance is not based on assignment completion.
- The district social worker, counselors, teachers, and administration will use a variety of methods to reach out to students who are not engaged in distance learning and/or have not attended in person instruction.

## **Technology and Connectivity:**

- GCCS will survey parents regarding access to internet service essential for educational equity.
- GCCS will survey teachers for technological needs.
- Make hotspots available to families in need.
- Provide computing devices (Chromebooks) to each individual student and teachers who currently do not have a sufficient device.
- Provide instruction on using technology and specific instructional programs for students.
- Increase engagement of on-line, real time teaching.
- Provide instruction on using technology and IT support for students, teachers, and families.
- Provide professional development for teachers on designing effective online/remote learning experiences and best practices for instruction in online/remote settings.
- Purposeful Remote Education is highly structured, including considerations for daily attendance taking, incorporating high quality instruction with a focus on access to for synchronous learning, using benchmark assessments and providing meaningful feedback to families.

## **Teaching and Learning:**

- GCCS will prepare for in-person, remote, and hybrid models of instruction.
- Instruction at GCCS will be aligned in accordance with the District's NYSED approved alternative instruction plan required by Executive Order 202.4.
- Equity is at the heart of GCCS instructional decisions. All instruction is developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students at GCCS. Such opportunities are aligned with State standards and include routine scheduled times for students to interact and seek feedback and support from their teachers.
- Instruction aligned to the academic programs will include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
- GCCS will create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).
- GCCS has developed reopening plans that adhere to the principles set forth in the GCCS charter. GCCS will be required to comply with authorizer specific requirements including, but not limited to, authorizer approval or review of GCCS's re-opening plan.
- In the event of a full return to school, parents who make the decision to keep their children at home rather than attend school, will be encouraged to enroll in an approved home schooling program.
- This model builds upon the model of instruction that took place beginning March 18, 2020 and lasting until the final day of school – June 15, 2020.

## **Hybrid Models:**

### ***Alternating Cohorts - Hybrid Model #1 (4 days in person, 6 days virtual):***

- Students, district-wide, will be assigned in groups to attend during Week A designation or Week B designation. This will allow for reduction of classroom size by 50% at any given time to increase social distancing.
- High School students will be limited in transitions as much as feasible to accommodate graduation requirements.

- Students will attend Monday-Thursday (4 days) and participate in remote learning Friday-Friday (6 days). While one group is in the building, the other group is participating in purposeful remote learning.
- Students not in the building will be responsible for participating in distance learning provided by the district.

***Alternating Cohorts - Hybrid Model #2 (5 days in person, 15 days virtual):***

- Students, district-wide, will be separated into four cohorts and assigned to attend school in person during 5 designated consecutive days. Students then will attend purposeful remote learning virtually at home for 15 designated days. This option will allow for reduction of classroom size by 25-33% at any given time.
- High School students will be limited in transitions as much as feasible to accommodate graduation requirements.
- When not in the building, students will be responsible for participating in distance learning provided by the district.

***Alternating Cohorts - Hybrid Model #3 (2 days in person, 3 days virtual):***

- Students, district-wide, will be separated into cohorts and assigned to attend school in person during 2 designated consecutive days. Students then will attend purposeful remote learning virtually at home for 3 consecutive designated days. This option will allow for reduction of classroom size by 50% at any given time.
- High School students will be limited in transitions as much as feasible to accommodate graduation requirements.
- When not in the building, students will be responsible for participating in distance learning provided by the district.

**Students Participate Fully in Purposeful Remote Education:**

- Students in grades K-12 participate in distance learning. Students will remain at home, and teachers will instruct via an online platform. GCCS will follow the guidelines developed in the Spring of 2020. This document will be updated to reflect changes for Fall 2020.

**Students Return Fully to School for In Person Instruction:**

- All students in grades K-12 attend school each day school is in session.
- Students in grades K-8 will follow the cohort model. Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- High School follows the regular schedule with additional time and considerations for transitions.
- Limit mixing between groups wherever possible.
- Supports for Cohorting:
  - Teachers rotate to classrooms to avoid students transitioning.
  - The use of “student pods”
  - Utilize outdoor spaces, or unused spaces when possible (i.e., school auditorium if necessary).



### **Methods of Instruction:**

- Hard copy learning packets aligned to grade level state standards
- Textbooks and workbooks when appropriate - i.e. each student will be provided with a consumable math workbook
- Teacher-posted assignments in Google Classroom
- Activities from district instructional platforms courses such as iReady, Zearn, emathinstruction, RAZ Kids, MathBits, New Horizons Curriculum, etc.
- Live, virtual lessons or videotaped lessons
- Readings or videos accompanied by a means to verify participation, including responding to questions, completing assignments or exit tickets, or student participation in Google Classroom
- Emailed communication, assignments
- Virtual conferencing, office hours
- Virtual laboratory experiments
- Telephone conversations and consultations

### **Career and Technical Education (CTE):**

GCCS will continue to develop innovative and constructive pathways to reach all students. Career and Technical Education will be a pathway of the future and will continue its evolution and creation through the 2020-2021 school year regardless of how school returns in the fall.

### **Athletics and Extracurricular Activities:**

- Once interscholastic athletics are permitted, they may operate in accordance with forthcoming State issued guidance.
- Restrict and/or limit use of school/district facilities to district or school sponsored extracurricular activities and groups.
- Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or have limited person-to-person contact.

### **Special Education:**

- In person instruction and services for students with disabilities will be considered a priority whenever possible. Students with disabilities will be prioritized to return to in-person instruction first and more frequently based on their educational needs.
- Consider contingency plans developed by the Committee on Special Education to address remote learning needs in the event of intermittent or extended school closures.
- Review the student's IEP and determine whether any changes are needed as a result of changes in a student's educational progress and achievement, including progress toward meeting his or her IEP goals, and ability to participate in the general education curriculum.
- Utilize progress monitoring tools to measure proficiency toward annual goals.
- Maintain continuous communication with parents regarding the provision of services to their child through email, phone calls, on-line platforms, and print.

### **Bilingual Education and World Languages:**

- Use diagnostic tools and formative assessment practices in order to measure ELLs content knowledge as well as new and home language development to inform instruction.

- Develop progress monitoring tools to provide data that identifies gaps in student learning towards English language proficiency and towards content area proficiency in both English and students' home languages.
- Continue utilizing technology in ELL instruction.
- Maintain continuous communication with parents regarding the provision of services to their child through email, phone calls, on-line platforms, and print in their preferred language.
- Afford the opportunity for full and equal participation whether it be through an in-person, remote, or hybrid model of instruction, taking into consideration their unique needs.

### **Staffing:**

- Ensure all teachers, school and district leaders, and pupil personnel service professionals hold a valid and appropriate certificate for their assignment.
- Continue to utilize incidence teaching when determining how to staff classrooms.
- Employ substitute teachers to address staffing needs for the allowable number of days.

### **Teacher and Principal Evaluation System (Education Law §3012-D/APPR):**

The measures that are used as part of the implemented teacher and principal evaluation provide useful information to district administrators and the educators that are being evaluated. This also helps to ensure equitable access to effective educators for all students so that they are given the skills to succeed. The School will continue to provide feedback and support to teachers through the evaluation process that will support them as we transition to distance learning. Both the student performance and observation subcomponents increase the quality of discussions taking place and focus on student growth and learning. GCCS will continue to provide targeted professional development opportunities and feedback on how to adjust instruction to meet the needs of all students whether in the classroom or the virtual environment.

### **Student Teaching:**

Student teachers will continue to be welcome at GCCS. They will undergo the same screening process as staff. If a remote learning environment is established, the student teacher will play a vital role in working with the teacher to bridge any technology gaps, and work to develop critical distance learning skills through the various platforms.



# Counselor Dashboard 3.6

Krone, Jady Lee 9 450000911 B GCCHS

Today is: 08/15/2023

District Office

23-24 Year

## Cumulative Info

Value	
Cumulative GPA (Weighted)	96.8750
Cumulative GPA (Simple)	95.5217
Cumulative % GPA (Weighted)	
Cumulative % GPA (Simple)	
Cumulative Class Rank	Not Ranked
Cumulative Credit Hours	15.40
Q1 GPA	96.8750
Q2 GPA	96.8750
Q3 GPA	96.8750
Q4 GPA	96.8750

## PowerSchool Test Scores

Test	Test Date	Grade Level	Description
			No PowerSchool test scores available for Krone, Jady Lee at this time

## Regents Scores

Jady has **PASSED** the following Regents Exams:

Subject	Exam Grade	Date Stored	Score Code
Algebra 1	70	07/10/2023	R6

Jady has **FAILED** the following Regents Exams:

Subject	Exam Grade	Date Stored	Score Code
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## Graduation Plan Progress

This student has no Graduation Plans selected.

## Quick Lookup

Attendance By Class													
Exp	Last Week						This Week						Course
	M	T	W	T	F	S	M	T	W	T	F	S	
1-1(A-D)													SOC 100: Global Studies 9 Mackiewicz, Anthony
2-2(A-D)													ELA 100 English Language Arts 9 Demeir, Adam J.
3-3(A-D)													LOT 200 Spanish 2 Diaz, Claudia
4A-4B(A-C)													Global Pivot McGee-Ross, Christie
4C(A-D)													Lunch 9 Staff, Staff
5A-5B(A-D)													SCI 100 Biology Greer, Jared
6-6(A-D)													MAT 300 Algebra 2 Trig Weppner, Anita M.
7-7(A-D)													HON 9th Grade Honors Seminar Lewis, Kelly A.
4A-4B(B,D)													HPE 100 PE 910 Female Atkins, Nicole E.
GT(B)													Gator Time Peasland, Jennifer
8-8(D)													SCI 100 Biology Lab Greer, Jared
Attendance Totals												0	0
												0	0
												0	0

Daily Attendance (Absence Totals)

2020 - 2021: ( Days) 2021 - 2022: ( Days) 2022 - 2023: ( Days) 2023 - 2024: ( Days)

## Historical Grades

Year/Term	Grd Lvl	Course number	Course	Earned Credit	I1	I2	I3	I4	L6	Q1	Q2	Q3	Q4	R6	Y1
22-23 YR	8	02052CC	Algebra 1	1.00	96	100	96	100	96	100	94	100	94	100	95
22-23 YR	8	ART8	Art 8	0.00	100	98	96	100	100	99	97	100	97	100	99
22-23 YR	8	HTH8	Health 8	0.00	100	100	100	100	100	100	100	100	100	100	100
22-23 S1	8	HCR8	Home & Careers 8	0.00	100	98	98	100	100	98	98	100	98	100	100
22-23 YR	8	Orch7	Orchestra 7	0.00	84	93	86	94	91	95	90	94	90	93	93
22-23 YR	8	GYM8F	PhysEd 8f	0.00	100	100	100	100	98	100	100	100	100	100	99
22-23 YR	8	RW8	Reading Workshop 8	0.00	100	94	97	91	97	95	95	100	98	95	98
22-23 YR	8	803	Science 8	0.00	91	94	83	92	93	85	92	96	92	92	92
22-23 YR	8	804	Social Studies 8	1.00	83	100	85	100	90	100	100	85	100	96	96
22-23 YR	8	ESP8	Spanish 8	0.00	100	100	100	100	100	100	100	100	100	100	100
22-23 S2	8	TECH8	Technology 8	0.00	88	87	99	87	83	88	98	90	90	89	89
22-23 YR	8	VW8	Writing Workshop 8	0.00	88	87	99	87	83	88	98	90	90	89	89

# School Year Plan Post COVID-19

Global Concepts Charter  
School Board of Trustees  
and Administrative Team

2020-2021 School Year



# Global Concepts Charter School Board of Trustees and Administrative Team

## Board of Trustees

- Mr. Dawan Jones, Chairman
- Mr. Antonio Estrada, Vice Chairman
- Mr. William Kruger, Secretary
- Ms. Suzie Mazella, Treasurer
- Mr. Anthony Demarco, Jr., Board Member
- Mr. Daniel Wilczewski, Board Member

## Administrative Team

- Mr. Tracy McGee, CEO
- Mrs. Liz Mastromatteo, High School Principal
- Mr. Jack Turner, K-8 Principal
- Mr. Kyle Yelich, Assistant High School Principal
- Mrs. Katie Storey, Assistant Middle School Principal
- Mr. Barry Shuab, Jr., Assistant Elementary Principal
- Mrs. Jennifer Furhman, Director of Special Education
- Mrs. Deanna Maley, Director of Human Resources



# School Year Action Plan & Overview

What is the “New Normal?”

- ☐ New Administrative Philosophies/Policies
- ☐ Safety Protocols
- ☐ District and State Reporting

Three Return to School Plans

- ☐ Option A
- ☐ Option B
- ☐ Option C

Cross Committee Collaboration

- ☐ Shared Vision
- ☐ Distributed Leadership
- ☐ Meaningful Directionality





# School Year Action Plan & Overview

## Whole School Culture

- ☐ Student Climate and Participation
- ☐ Staff Climate
- ☐ Administrative Team

## Total Team Improvement & Growth

- ☐ Data Analysis
- ☐ Data-Driven Culture
- ☐ Professional Development

## Effective Communication

- ☐ Student Communication
- ☐ Teacher & Staff Communication
- ☐ Families and Community



What is the “New Normal?”

What is Global Concepts definition of the “New Normal” for our entire learning community?

# New Administrative Philosophies/ Procedures

- ❑ Analyze and restructure our facilities with guidance from NYSED, the CDC and Erie County Department of Health and ensure compliance
- ❑ Enforce guidelines in a fair and equitable manner to all staff and students
- ❑ Provide a contingency plan for each measure given by each governing body in accordance with the Board of Trustees adherence to State provided standards
- ❑ Define Administrative Team Philosophies of Leadership: post new and evolving philosophies for all of the Global Community to see
- ❑ Create pathways for questions and answers in a “Town Hall” setting  
(July 27th Stakeholder meeting)

## Return to School Plans

Present and understand each option on the table to return to school in a safe and successful manner

## Return to School: Option “A”

- ❑ The first option being researched is the option of returning to school with all staff and students present in each building, wearing masks at all times
- ❑ Understand the difference between Emergency Remote Learning (ERT) and Purposefully Remote Education (PRE)
- ❑ We are now a 1:1 device school: GCCS will use the research provided to flip classrooms and teach digital literacy/citizenship to all staff and students for the 2020-2021 School Year
- ❑ Define Administrative Team Philosophies of digitizing learning as well as being in classrooms and implications for our entire community as we move into the post-COVID world
- ❑ Create pathways for questions and answers in a “Town Hall” setting to answer all stakeholder concerns
- ❑ Utilize research conducted by the various committees to support Option “A”

## Return to School: Option “B”

- ❑ The second option being researched is the option of a “Hybrid Model” of school: Proportional attendance to meet the requirements from the Federal, State and Local level
- ❑ Define what attendance will look like for all staff and students
- ❑ Create pacing guides for students and define teacher roles in monitoring and measuring student pacing
- ❑ Implement hybrid attendance models and tracking
- ❑ Provide relevant staff professional development to achieve full capacity with regards to pertinent knowledge of online and in-person learning cohesion
- ❑ Utilize research conducted by the various committees to support Option “B”

## Return to School: Option “C”

- ❑ The third option being researched is the option of a “Fully On-line” model of school: Re-define what and how we have been operating currently during the pandemic from Emergency Remote Learning to Purposeful Digital Learning
- ❑ Define what attendance will look like for all staff and students
- ❑ Create pacing guides for students and define teacher roles in monitoring and measuring student pacing
- ❑ Improve attendance models and tracking for staff and students in a unified method to report to the state
- ❑ Provide relevant staff professional development to achieve full capacity with regards to pertinent knowledge of online learning in their subject areas
- ❑ Utilize research conducted by the various committees to support Option “C”

## Cross Committee Collaboration

Present and understand each option on the table to return to school in a safe and successful manner



# Shared Vision

- ❑ Under the Distributed Leadership model, the following committees have been formed: Curriculum, Instruction and Assessment (CIA) Committee, Professional Learning Committee (PLC) at the High school and the Safe and Civil Team (K-12)
- ❑ A cross committee team has met together with representatives from each committee to discuss a shared vision for the district under Distributed Leadership
- ❑ The vision moving forward under the cross committee team is to clearly define roles and purposeful work to ensure that each team is set up for success in their respective fields
- ❑ This team will continue to meet in order to share the work being done and ensure that overlapping work does not interfere with each other, rather enhances all work being done
- ❑ Provide relevant staff professional development to achieve full capacity with regards to pertinent knowledge of online learning in their subject areas based on cross committee work

# Distributed Leadership

- ❑ To continue utilizing the Distributed Leadership model, a needs assessment must be conducted of each committee to understand full scope and sequence of their work and thus, the works implications
- ❑ End of year executive summaries must be analyzed by the Administrative Team in order to issue revised guidance to committee chairs, with continuous visionary conversations being had between CEO, building principals and Coordinator of Curriculum and Instruction (CCI)

# Meaningful Directionality

- ❑ The CEO, CCI, Principals and Administrative Team must clearly define wants and needs of the committees formed under Distributed Leadership
- ❑ Committee Chairs must know a general vision devised by the Administrative Team to then develop their model of teacher leadership to create their committees yearly goals and put substance to the general vision based on teacher created work
- ❑ Each Committee Chair must work in concert with each other and the Administrative Team to put philosophy and concept into practice
- ❑ One administrator must be tasked to continuing to unify each committee and provide expertise and input, while liaising district needs based on information provided and gleaned from the State level

# Whole School Culture in our “New Normal”

Improve student achievement, attendance, health and behavior while creating a positive working and learning environment (In Person or Online)

# Student Climate

- ❑ Create a safe, empathetic and positive learning environment everyday for all students (In Person or Online)
- ❑ Create and Enforce a new Code of Conduct in a fair and consistent manner based on which model we embrace in the post-COVID world
- ❑ Promote pride (In Person or Online) and exemplify the culture of the districts Core Values
- ❑ Establish individual and small group meetings in accordance to what model is selected to follow
- ❑ Celebrate student successes in all facets of academics (In Person or Online)
- ❑ Create a Student Achievement recognition board with Administrative team, counselors, social workers, teachers and staff (In Person or Online)

# Student Participation

- ❑ Encourage participation in the arts, physical fitness, extracurricular events and programs within our school (In Person or Online)
- ❑ Create digital or socially distant concerts, musicals, productions and student government events
- ❑ Building Leaders will sit in on student council and government meetings to listen to student input whenever possible (In Person or Online)
- ❑ Promote community service, diversity and pride through the various groups and organizations in the school and community (In Person or Online)

# Staff Climate

- ❑ Conduct a needs assessment along with the Administrative team and Grade level and Committee Leaders to ensure infrastructure and/or classroom needs are in place to ensure alignment with district and building goals of personalized learning and digital models of instruction
- ❑ Acknowledge the various needs of procurement, classroom and building essentials as well as teacher needs at home if fully online
- ❑ Provide teachers with opportunities to plan and implement professional development while acting as the facilitator in alignment with CTLE before the end of the first semester (In Person or Online)
- ❑ Plan and/or attend team and department meetings with Admin (In Person or Online)
- ❑ Celebrate and acknowledge teacher and staff accomplishments (In Person or Online)

# Administrative Team

- ❑ Align all vision and directional approaches with the entire administrative team for selected model of learning
- ❑ Meet daily with all administrators and do check-ins with all stakeholders (In Person or Online)
- ❑ Participate in Board of Education meetings with metrics as to how Global Concepts is meeting or exceeding state level requirements
- ❑ Create data systems to ensure learning is occurring, as well as provide measures to compare to state metrics and ESSA data requirements
- ❑ Admin team continuously shares updates (In Person or Online) for wants and needs as one unified team



# Total Team Improvement & Growth

The better we all get as educators, the more our students can achieve.

# Data Analysis

- ❑ Develop and implement Gap Assessments district wide
- ❑ Assist with the development of a plan to meet the needs of all learners based on Gap Assessment Data
- ❑ Utilize a Child Study Team and referral process as the beginning stages to RTI, as an initial step within Tier 1, as a basis to propel student interventions into Tier 2 (In Person or Online).
- ❑ Determine best Tiers 1, 2, and 3 interventions to be implemented based on student data (In Person or Online)

# Data-Driven Culture

- ❑ A team should meet weekly (In Person or Online) as a CST/SST team and monthly at the grade level (and/or departments) to analyze data from local and teacher created assessments - utilize time during faculty meetings for data analysis to measure selected model success/failure
- ❑ Set monthly weekly with interventionists and special education coordinator and teachers to review data and analyze progress being made with Tier 2 and Tier 3 interventions within the first 60 days of re-entering school
- ❑ Celebrate student success and achievement and always acknowledge the dedication of the teachers/staff (In Person or Online)
- ❑ Set goals and inform instruction based on data interpretations

# Professional Development

- ❑ Maintain and plan professional development based on the needs indicated by data in association with the established vision and plan for Professional Development (100 CTLE hours) within first semester of school (In Person or Online)
- ❑ Implement Four Year Professional Development Plan as requested by CEO
- ❑ Provide professional development opportunities that are relevant, timely, and based on sound research for each model of the return to school and “new normal”
- ❑ Unify the “committees” hard work for succinct directionality moving forward

# Effective Communication

Establish clear and effective communication with students, teachers, families and the community (In Person or Online)-  
It starts and ends with “US.”

# Student Communication

- ❑ Ensure that building and classroom rules of excellence are communicated, established and followed through with from day one using the “Safe and Civil” norms of expectations
- ❑ Exemplify pride everyday through exemplifying our core values, visibility, outreach and communication with our students and their families (In Person or Online)
- ❑ Effectively communicate and follow through with initiatives, goals, and alignment of curriculum, instruction and assessments for all learners (In Person or Online)
- ❑ Ensure that outreach happens daily to all families of Global to support returning to school after six months of Emergency Remote Learning

# Administrative Team/Teacher/Staff Communication

- ❑ Keep an open door policy and assist with individual/team meetings as needed, or schedule Zoom/Hangouts upon request
- ❑ Build relationships based on mutual respect, appreciation and support of coming back to school
- ❑ Align Administrative Team expectations through communication and continuity (In Person or Online) on a daily and weekly basis
- ❑ Provide timely feedback following classroom evaluations if back in the building, and speak to the State and Union about implications of “hybrid” or “online only” learning evaluations with regards to APPR
- ❑ Encourage and solicit collaboration and feedback from colleagues during department and/or grade level planning (utilize faculty meeting time as well)

# Families and Community

- ❑ Compose and share a “return to school” letter to parent(s)/guardian(s) and community members on the district’s or classroom website or sent home within the first week of how we plan to approach the 2020-2021 school year as an Administrative Team
- ❑ Reach out to parent(s)/guardian(s) to acknowledge concerns, safety and achievement in the “new normal” (In Person or Online)
- ❑ Create online platforms to share the Global Concepts message to the entire region



# School Year Plan Post COVID-19

Global Concepts Charter  
School Board of Trustees  
and Administrative Team

2020-2021 School Year



## Address learning loss: Post-Pandemic School Years



### Constructing Supports for Students and Families

#### Identified problem #4: Student engagement in current course offerings

Preliminary Solutions: Revitalization of course offerings through the introduction of dual-enrollment/AP courses, new courses related to STEAM, onboarding Project Lead the way and the emerging planning of Career and Technical Education



#### Identified problem #3: Staff development needs to meet new post-pandemic demands

Preliminary Solutions: Continuation of developing relationships with Erie 1 BOCES coordinators of staff development, local colleges and university professors in conjunction with the Curriculum Committee to address teacher needs (Based on Surveys 2019-2022)



#### Identified problem #2: Lack of live instructions and interactions with school personnel (attendance)

Preliminary Solutions: Ensure student outreach and attendance is addressed with SST teams, building and district administration and parents/guardians to ensure students are in school



#### Identified problem #1: Unknown academic, content based and age appropriate skill levels in literacy students K-12

Preliminary solutions: Administer STAR, iReady and benchmark assessments to all students quarterly or when applicable to obtain true measures of student achievement to prescribe individualized instruction

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