



ANDRUS

Orchard School

COVID-19 Re-Opening

2020 – 2021

Dear ANDRUS Parents, Guardians, Family Members, Partners and CSE Chairs:

First and foremost, **THANK YOU.**

Thank you to all ANDRUS Parents, Guardians, Family Members, Partners and CSE Chairs, as each of you has adapted to the challenges caused by the arrival of the COVID-19 Coronavirus. Though the pace of change was arresting, and practicing safety forced us to remain at a distance, in many ways this crisis has brought us together more than ever before. Together we've partnered closer than in years prior, and continued to see tremendous growth and success in our children.

I am writing today to share important information about the fall, when school will start up again for the 2020-2021 school year.

The safety of our children and families is of the utmost importance to us, and while that led to us pivoting to remote learning this past March, now almost five months later it will lead us into the new school year. ANDRUS is preparing to deliver our Orchard School education through a hybrid learning model. 'Hybrid learning' means students will be taught on-site in school in a 'cohort' (designated group of children and staff) for one week, and will attend school remotely on the other weeks in a three-week rotation. We know that the majority of families want as much in-person instruction as is safely possible, and we will work toward that gradually and safely with guidance from state and local officials.

This document will explain this model, as well as all that's been done, and all that will be new for our safe start in September. This will be a living document, updated as needed, and will be available on our website and reposted when changes or updates are made. Please remember that this guidance may change as public health conditions evolve.

This past year we faced abrupt transitions, acute crises, a pivot of our in-person relationship-based programming to a digital platform, societal unrest and violence from systemic injustice, regulatory changes, and more. We faced each of these with grace, confidence, and safety by facing them together. If we continue to rely on each other there is nothing that this year or any other can throw at us that we won't be able to transcend as a community. Each of us makes the daily decision to keep each other safe by practicing hand-washing, mask wearing, and social distancing. And together those individual choices become not just what we do, but who we are. As we move through this prolonged moment of crisis, we need to lift up our Sanctuary commitments and use them as a guide for what comes next. Our safety and quickness to respond was due to living these values, and most importantly *each person's daily decision to follow safe guidelines*. We will face more tough choices as we move through the COVID-19 crisis. But as we rebuild, we get to choose. This moment calls us to reflect on the kind of sanctuary we want to build as we move ahead.

A safe start in September will require that we work constantly and consistently together to ensure our children get the education they deserve in the safest, most supportive way possible.

As I started my letter with a thank you, I would be remiss if I did not end with a tremendous **THANK YOU** to all ANDRUS staff. I am humbled and proud to be part of an organization comprised of people like you who work together to support each other and our clients.

Respectfully,

A handwritten signature in blue ink, appearing to read 'Eric Osterman', with a stylized flourish extending to the right.

Eric Osterman

Vice President, Campus Programs

August 2020

Dear Orchard School Families,

We hope this letter finds you and your family well and safe. We understand that these are challenging times and you as parents/guardians are weighing the value of face-to-face instruction with the potential high risks associated with in-person education for your child. Please know that our team at ANDRUS/Orchard School understands the importance of routine and normalcy to your child. Additionally, we acknowledge the evolving health and safety measures that must be implemented in order to provide peace of mind to you and our staff.

To accommodate these concerns, Orchard School is proposing a responsive model to our re-entry plan. It will include: a phased-in approach that is compliant with the Department of Health (DOH), Center for Disease Control (CDC), New York State Education Department (NYSED), and Governor Cuomo's guidelines. We will build upon each phase of entry and/or return to previous phases if: triggered by data, notifications from the DOH, Governor's Executive Orders, or unsafe or potentially unsafe conditions.

This model below benefits our students as it will provide minimal consistent weekly contact with the multi-disciplinary teams and minimize the number of interactions students have with different students and/or staff.

In this model, the students will be divided into three groups (A, B, and C) ~ see below. Groups are developed with the intent to social distance the classes to meet the physical distancing requirements.

Week/Dates:	In-Person Instruction: (School)	Remote Instruction: (Home/Cottage)
September 9-11, 2020	Group A	Group B & C
September 14-17, 2020	Group B	Group A & C
September 21-25, 2020	Group C	Group A & B
September 29-October 2, 2020	Group A	Group B & C
October 5-9, 2020	Group B	Group A & C
October 13-16, 2020	Group C	Group A & B

Group A = Early Elementary (Class #1-2), Elementary (Class #3-7) and Middle School (Class #10)

Group B = Middle School (Class #8 & 11) and Departmental (Class #16-19) clusters

Group C = STARS (Class #16-19) cluster and Middle School (Class #9)

We will reevaluate data and this model on October 9, 2020. Around this time, please look out for further communication.

During this phased-in approach to reopening the Orchard School, please know that we want you and your child to feel safe and secure in our plan. We want our students to be engaged and excited about their learning, whether it be in-person or remote. We look forward to having our Orchard School Community whole and safe. You can read the entire school reopening plan on our website at <https://andruscc.org/>. If you would like a written copy of the complete document mailed to you, please contact your child's Homeroom Teacher and/or Assistant Principal.

If you have any questions or concerns specific to your child, please do not hesitate to contact your child's Homeroom Teacher, Social Worker, and/or Assistant Principal.

This school year will be challenging, but the Orchard School is strong and together we will create learning opportunities for all students. We appreciate your cooperation as we implement our reopening/reentry plan.

Thank you for your patience and understanding as we move forward, together.

Be well and be safe.

Sincerely,

A handwritten signature in black ink that reads "Vivian Kolbocchis". The signature is written in a cursive, flowing style.

Ms. Ko
Principal

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Introduction

At ANDRUS our primary commitment is to the students and families we serve. Our priority must be keeping them safe. When the 2020-2021 school year begins, on-campus school will look much different than previous years due to COVID-19 and the health and safety measures that continue to evolve. This School Reopening Plan will define clear guidance for the reopening of our school and aligns with the regulations developed in collaboration with NYSDOH and the NYS Education Department, and was developed in concert with Orchard School, Campus Health Center, Facilities, and ANDRUS Executive leadership as an extension of our ongoing COVID response that we have iterated since the start of the crisis.

The areas outlined in this plan represent the many considerations ANDRUS will address to reopen schools safely and to sustain safe operation. It is important to note that our plan retains a strong focus on academic instruction to enhance student performance and address learning loss. An emphasis on the social-emotional needs of our students is a baseline priority, and therefore is addressed within our plan but also in the fabric of who we are.

To be clear, the health and safety of our students, our staff, and their families is our top priority. We have developed a plan that intends to ensure that students and employees feel comfortable and safe returning to Campus. Our reopening plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED).

It is possible that we may need to alternate between in-person and remote learning throughout the year due to recommendations and guidance from our partnering agencies, and stay-at-home orders from the Governor. We will keep a keen eye on the level of infection, the spread of the virus and state and local response to the disease as well as the voices in our Campus community. Should numbers continue to trend toward safety after a safe start, School and Campus Leadership will assess our in-person plan in Mid-October, and should the aforementioned state and local numbers and safety trend back toward evaluating a close and move back to distance we will make that determination at any time it becomes necessary to do so. Safety and Open Communication will be at the forefront of decision making as we move to open our school.

Eric Osterman, Vice President of Campus Programs will serve as ANDRUS's COVID-19 Coordinator, he can be reached via (CampusCOVID@jdam.org) which is an agency COVID Task force email list monitored by Eric, who will be supported in this role by Vivian Ko, Principal of the Orchard School, Robert Johnson, Director of Facilities, and Natalie Huntley-Hyman, Director of Quality Assurance and Compliance. This email list (CampusCOVID@jdam.org) will serve as a central contact for schools and stakeholders, families, staff and other school community

members and will ensure the Campus is in compliance and following the best practices per state and federal guidelines.

Of course, as with every plan being developed throughout New York State, this document is fluid and will change as necessary based on guidance from the state, CDC, and NYSED and in consideration of our families and our staff. We strongly believe the services described throughout this plan are in the best interests of our students, families, staff, and community.

Guiding Principles

The development of this plan was guided by and grounded in the following guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Providing the opportunity for all students to access education in the fall;
3. Monitoring schools, students, and staff. When necessary, modifying schedules to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners, such as families, educators, and staff;
6. Factoring into decision making the challenges to the physical safety, social emotional well-being, and the mental health needs of our students caused by school closure; and
7. Considering and supporting diversity in our school as we provide education.

Communication/Family and Community Engagement

ANDRUS remains committed to communicating all elements of this reopening plan to students, parents and guardians, staff and visitors. The plan will be available to all stakeholders via the Agency website at <https://andruscc.org/>, and will be updated throughout the school year, as necessary, to respond to local circumstances.

As part of our planning for the reopening of the Orchard School and the new academic year, ANDRUS has developed a plan for communicating all necessary information to staff, students, parents/guardians, visitors and education partners and vendors. ANDRUS will use its existing communication modes – as well as appropriate signage and training opportunities to support the dissemination of consistent messaging regarding new protocols and procedures, expectations, requirements and options related to school operations throughout the pandemic.

ANDRUS Orchard School Communication Goals:

- To encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to NYSED, CDC, and DOH guidance regarding

the use of acceptable face coverings - a face mask covering the nose and mouth, when a social distance cannot be maintained.

- To provide regular updates about health and safety, scheduling, and all other information faculty, staff and families should be aware of.
- To provide information to families through an array of platforms including mail, email, and telephone calls.
- To provide information on how families can access technology and receive technical support to assist with utilization and maintenance of equipment.

ANDRUS developed communication materials accordingly, including the creation of sample messages/letters for COVID-19 cases or potential cases for various school audiences. We will utilize communication methods to inform the school community. Information will be dispersed in a variety of platforms that include:

- Call list/ROBO Call
- Email
- Online training
- Correspondence (letters) to homes

Clear messaging will be prepared and consistently communicated before re-entry, during the first week, throughout the first month, and continuously throughout the year. Minimum monthly communication will provide information on the following topics:

- Who to contact with questions, concerns or suggestions, empowering students, families, and staff to make a positive difference and communicate the expectation for them to do so.
- The facts as we currently know them (via NYSDOH, CDC).
- The importance of social distancing, monitoring symptoms of COVID-19 and when to keep your child home.
- Set protocols for entrance (screening) and the review process for staff calling in sick. Constant reminders for staff to stay home if they feel sick.
- Encourage and implement social distancing, whether in bathrooms, break rooms, hallways, etc. Installing social distancing markers on the floors, etc.
- Practice proper hand hygiene. Staff is allowed to use hand sanitizer, but hand washing with soap and water for at least 20 seconds is still more effective. Hand sanitizer works best on clean hands!
- Encourage and practice proper respiratory etiquette (i.e., wearing a mask at all times, coughing or sneezing into your elbow if a tissue is not available).
- Encouraging personal responsibility: the most important factor in stopping the spread will be individuals' daily decisions to take precautions, even after the exit our Campus.
- Educating the school community on Agency policies/procedures, including how to properly wear and dispose of a face mask.

Health and Safety

The health and safety of our students, our staff and their families remains our top priority. We want students and employees to feel comfortable and safe returning to Campus. Our reopening plan incorporates recommendations and guidance from the [Centers for Disease Control and Prevention \(CDC\)](#), the [New York State Department of Health \(NYSDOH\)](#) and the [New York State Education Department \(NYSED\)](#).

The following protocols and procedures will be in place in the Orchard School for the 2020-21 school year should in-person schooling resume. Anyone with questions or concerns should contact (CampusCOVID@jdam.org) which is an agency COVID Task force email list monitored by Eric Osterman Vice President of Campus Programs, who will be supported in this role by Vivian Ko, Principal of the Orchard School, Robert Johnson, Director of Facilities, and Natalie Huntley-Hyman, Director of Quality Assurance and Compliance.

For more information about how health and safety protocols and trainings will be communicated to students, families and staff members, visit the *Communication/Family and Community Engagement* section of our reopening plan.

To ensure employees and students comply with communication requirements, ANDRUS has:

- Posted signage throughout the buildings to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning/disinfecting protocols.
- Established a communication plan for employees, visitors, and parents/guardians with a consistent means to provide updated information. This will be accomplished through Email, Voice and/or video (Zoom) messaging, as well as text messages to staff.
- Maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with other individuals at the work site, school, or area; excluding deliveries that are performed with appropriate PPE or through contactless means.
- If a worker or staff member tests positive for COVID-19, the school will immediately notify state and local health departments and cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations

Facility Entry

- Where feasible, entry and egress in and out of all buildings will be limited to a single location. If applicable, a single point entry and single point egress will be identified to minimize cross traffic. All entry to the Campus will occur through the main entrance at a check-in point at the security station.
- A face covering, must be worn by all individuals, students, staff, and visitors on ANDRUS property when social distancing cannot be maintained.
 - Staff Masks
 - All ANDRUS Staff have been issued ANDRUS branded cloth face coverings. All ANDRUS staff must be wearing a face covering prior to entering the

Campus and at all times on ANDRUS' Campus. Face coverings have been made part of the direct-care staff uniform policy and indirect care dress code policy to ensure compliance and enforcement.

- Staff are encouraged to take frequent mask-breaks when safe and appropriate to do so
- If engaging in physical TCI interventions becomes necessary, staff masks will be removed.
- Children's Masks
 - All ANDRUS Residents have been issued ANDRUS branded cloth face covering, and have been issued to cottage Program Managers who can mark each resident's personal mask. A protocol is in place for the safe washing and drying of said masks during the overnight shift as well.
 - All Day students will be receiving one via mail prior to the first day of school.
 - Mask wearing has been incorporated in Campus-Wide PBIS programs to incentivize the proper wearing of them.
 - There are additional cloth face coverings on hand to replace any lost or misplaced. Staff have been informed to seek these replacements for the children from their direct supervisors
 - Children will be permitted frequent mask-breaks whenever safe and appropriate
 - If use of a physical TCI intervention becomes necessary, childrens masks will be removed.
- Teachers and Support Staff who will, by nature of their position, be interacting with children across classes and cohorts will be issued gloves and splash masks in addition to their cloth face coverings.
- All staff have been informed of the process to be re-issued PPE if they misplace or expend it, and trainings have been developed to be assigned over the summer break via our learning management system Relias for proper application, as well as proper donning and doffing of PPE.
- All individuals may choose to utilize their own face covering, however face coverings will also continue to be provided by ANDRUS.

Daily Health Screening

- Prior to entering ANDRUS' Campus, all individuals must complete a screening questionnaire, which will be comprised of:
 - Screening Questions, Adapted from OCFS:
 - 1. Have you traveled to a country for which the CDC has issued a Level 2 or 3 travel designation within the last 14 days?;
 - 2. Have you had contact with any Persons Under Investigation (PUIs) for COVID-19 within the last 14 days, OR with anyone with known COVID-19?; and

- Social distance separation will be aided using floor tape that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., hallways, clock in/out stations, health screening stations, reception areas).
- In-person gatherings will be limited as much as possible and we will use tele- or video-conferencing whenever possible. Essential in-person gatherings, such as meetings, will be held in open, well-ventilated spaces with appropriate social distancing among participants.
- In person staff meeting size, TPC's, CSE meetings and other meetings will continue to be conducted in accordance with Governor Cuomo's and NYSDOH's guidance on meeting size for the Phase ANDRUS' region is in at the time of the meeting. Attendees will be able to conduct them remotely primarily via Zoom.
- The designated area for pick-ups and drop-off will be the main entrance of the Orchard School.

Hygiene, Cleaning, and Disinfection: Students and staff must practice good hand hygiene to help reduce the spread of COVID-19.

- Hand hygiene includes:
 - ANDRUS Signage in spaces encouraging hand washing and correct techniques;
 - Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. This can be accomplished by singing or humming the happy birthday song twice;
 - Adequate facilities and supplies for hand washing including soap and water;
 - Extra time in the schedule to encourage frequent hand washing.
- Students and staff should wash hands as follows
 - Upon entering the building and classrooms;
 - After touching surfaces;
 - Before and after snacks and lunch;
 - After using the bathroom;
 - After sneezing, wiping, or blowing nose or coughing into hands;
 - Anytime hands are visibly soiled;
 - When handwashing is not available use a hand sanitizer;
- Hand Sanitizer - At times when hand washing is not available students and staff may use hand sanitizer. ANDRUS has posted hand sanitizer dispenser in high traffic areas, near entrances, and throughout common areas to facilitate this.

Visitor and Vendor Practices

No outside visitors or volunteers will be allowed on Campus, except for the safety and well-being of students. Parents/guardians will report to the front entrance and are not permitted to go beyond unless it is for the safety or well-being of their child. Essential visitors to facilities and parent/guardian visitors will be required to wear face coverings and will have restricted access to our school buildings.

Visitors

- All visitors must be wearing proper face covering prior to entering any building and it must be worn at all times.
- All visitors check in at the Security Booth located at the front gate entrance of ANDRUS' Campus for temperature screening and to pass the COVID-19 check-in screening.
 - Campus visitors must sign in with their official identification through the Raptor system for a visitor badge.
- No visitor should enter a building unless necessary. All meetings should be held outside or via virtual meetings when possible.
- All visitors must sign in and out at the main entrance stating their destination at that building for contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.

Vendor

- All vendors must wear proper face covering prior to entering Campus and it must be worn at all times.
- All vendors must report to the Operations and Maintenance building first for temperature screening. The vendors must sign in at the Security Booth located at the front gate entrance of ANDRUS' Campus with their official identification through the Raptor system for a visitor badge.
- No vendor should enter a building unless necessary for completion of their job. All meetings should be held outside or via phone when possible.
- All vendors must sign in and out at the Security Booth located at the front gate entrance of ANDRUS' Campus stating their destination at that building for contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.

High Risk Individuals

- Teachers and Staff Members
 - ANDRUS will continue to practice an abundance of caution while working within our current and COVID-updated agency Human Resources policies and protocols to accommodate those individuals meeting the CDC, DOH, or DOL criteria as being at higher risk to COVID-19 complying to and acknowledging said policies and protocols where necessary when their high-risk status would otherwise preclude them from doing so.
- Students
 - Working with families, CSE's, Campus Health Center staff and others, ANDRUS will continue to practice an abundance of caution while working within our current and COVID-updated agency policies and protocols to accommodate where necessary to ensure equitable access to resources, IEP Mandated services, and FAPE for students.

Training

ANDRUS will train all personnel on new protocols and frequently communicate safety guidelines. Training on the precautions listed below will be conducted either remotely via our Learning Management System RELIAS or in person. Social distancing and face coverings will be required for all participants if and when training is conducted in person.

ANDRUS will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. Additional training will be provided in:

- Prevention of disease spreads by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Avoiding the use of communal objects.
- Provide employees and families with up-to-date education on COVID-19 signs and symptoms.
- Risk factors and protective behaviors (i.e., cough etiquette and care/taking off and putting on of PPE).

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

Training for Screeners

ANDRUS will identify individuals familiar with CDC, and DOH guidelines in each building who will be a trained screener. Screeners will wear appropriate employer-provided PPE, including at a minimum, a cloth face covering, faceshield (“splash mask”), temperature screening equipment, and gloves.

Training/Professional Development topics for all staff and substitutes

- Use of our online platform Google Classroom so education in-person and via distance follows the same scope and sequence, so that closures and cohort rotations do not interrupt education.
- FERPA and Virtual Learning
- Proper hand washing: proper hand hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use
<https://www.cdc.gov/handwashing/when-how-handwashing.html>
 - Hand washing video
- Proper cough and sneeze etiquette
- Social Distancing
 - Provide training for faculty/staff on how to address close contact interactions with students as part of every day job tasks.
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>
- Operating procedures (various by building)
 - Entrance into the building

- Cleaning procedures
- Sick child pick up
- Staff who are sick or suspected to be sick
- <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Up-to-date Signs and Symptoms of the Virus
- Proper cleaning techniques
 - Cleaning and disinfecting
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Exposure Control Plan – with a focus on Pandemic/COVID-19
- Personal Protective Equipment - PPE
 - Proper type, use, and size
 - Cleaning and sanitizing of the face covering (if applicable)
 - Provide training for staff and students on wearing, putting on, removing and discarding PPE, including in the context of their current and potential duties <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>
 - Use of face coverings (donning/doffing) (cloth vs. surgical) [Face coverings don/doff video](#)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>

Signs and Messages

Signs have been posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).

Space Design and Capacities

General Office Area

- Where applicable all offices and small spaces will be limited to one (1) individual at a time.
- In a multiple occupant office, occupancy will be reduced to 50% normal load in addition to maintaining at least 6ft of separation between individuals.
- Face coverings should be worn in multiple use office settings.
- Additional breaks may be allotted to allow individuals time to leave the space to remove their masks. Specific determination of these conditions will be determined by the individual's program supervisor.
- Will reduce tasks requiring large amounts of people to be in one area

OS Break Room

- Breakroom use is discontinued if a minimum of 6 ft. separation cannot be maintained when consuming food or drink.

- Staff are advised to take their lunch and breaks in their private offices or classrooms; in their vehicles or outside at the picnic table throughout the campus.
- Staggered break schedules may be utilized to assist with separation concerns.
- If staff wish to take breaks together they must do such in a large space or outside, where at minimum 6ft. of separation can occur.
- Amenities that are handled with high contact frequency, such as water coolers, coffee makers, and bulk snacks will be replaced with alternatives where possible, disinfectant wipes will be made available to disinfect these amenities between uses otherwise.

Copier Rooms/Areas

- Congregating in copier rooms/areas is discouraged.
- Cleaning supplies will be provided at copier stations.
- Staff are encouraged to wipe down touch surfaces post and prior use.

Restrooms

- All bathrooms are limited to one person at a time.
- In special circumstances where a student must be assisted in the use of the lavatory, the adult present must be wearing all applicable personal protective equipment including a face covering and when medically applicable, the student will be wearing a proper face covering as well.
- Automatic hand dryer use will be discontinued and replaced with touchless paper towel dispensers.

Hallways

- Directional flow will be identified by indications on the floor/stairs
- Adequate distancing will be obtained between all individuals by taped off lanes on the corridor floors/ stair treads.
- All individuals must also allow for adequate space between when traveling in the same direction.

Classrooms

- Switching classes and classroom movement has been eliminated in order to limit the chance of exposure and aide in potential contact tracing.
 - This will primarily be each child's homeroom. Previously mixed classes for subjects like reading and math will be conducted via children's respective homerooms
 - Special teachers and Related Services staff will travel to the classroom to provide instruction.
- Each Student, teacher and support staff will receive ~6 ft. of separation from others. Classrooms have be re-arranged as much as possible to allow for this.
- Additional considerations will be taken to account for space utilized for classrooms and teaching material.
- Students, teachers and support staff will be required to wear a proper face covering.

Nurse Stations

- All students and staff are required to wear appropriate face coverings.
- Where applicable, nurse stations have been reconfigured to maintain social distancing.
- Students that receive daily medication will be treated separately from students presenting with symptoms of illness.
- Individuals presenting with symptoms representative of COVID-19 will be immediately isolated to reduce risk of transmission.
 - Physical separation of children and staff experiencing signs or symptoms of COVID-19 will be achieved by utilizing a separate space, independent from the rest of the school that has a door in close proximity to the exterior while they await further instruction.

Security Vestibule/Reception areas

- The Main Entrance to the Orchard School will serve as the primary location for accounting for all individuals entering and exiting the building.
- Polycarbonate barriers have been installed at the front desk to protect all individuals.
- Floor demarcations have been installed to indicate where visitors shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6ft of separation.
- Frequently touched materials such as magazines have been removed.

Engineering Controls

- Alcohol based hand sanitizer stations have been installed in each entry, all corridors, and each classroom.
- Vestibules/Reception Areas
 - Polycarbonate barriers will be installed to provide protection for ANDRUS staff
 - Barriers have been designed in accordance with New York State Fire Code
- Water Fountains
 - As required by New York State Code a potable water supply will be provided. To reduce cross contamination the drinking spout has been removed.
 - Water bottles will be made available frequently throughout the day.
 - Classrooms are equipped with refillable pitchers and disposable cups for each child.
- Floor Demarcations
 - All entrances or areas of static wait have floor signage installed allotting for a minimum of six(6) feet of separation between all individuals
 - All Corridor floors and Stairways have been fitted with demrcations to indicate directional traffic flow and social distancing.
- Temperature Screening Equipment
 - ANDRUS will be utilizing touchless/contactless forehead thermometers, and if a reading shows over 100°, the child or staff person will be asked to step aside, where a second reading will be taken to ensure accuracy. Infrared thermometers

use infrared energy to detect thermal radiation coming from the surface of an object or person without physical contact being made.

- Procedure for Non-contact, infrared thermometer
 - Rationale: Using a non-contact thermometer is an easy and convenient way to check the body surface temperature safely and from a distance.
 - Limitations: **An infrared thermometer only measures the person's surface temperature and not the internal body temperature**
 - The person taking the temperature must follow the specific guidelines for that specific device including distance from test area, temperature calibration, maintenance, and cleaning of the device
 - The temperature should be taken in a draft-free space out of direct sunlight
 - Ideal outside conditions should be 60.8°F - 104°F and relative humidity below 85%
 - The thermometer should be in the testing environment for at least 10-30 min prior to use
 - It should NEVER be left in direct sunlight
 - The test area of the forehead must be clean, dry, and not blocked
 - The sensing area should not be touched to avoid the transfer of dirt and body oils
 - Avoid dropping the thermometer
 - Always store the thermometer in its original container when it's not in use
 - Ideal temperature range on the forehead with an infrared thermometer is: 96.4°F – 100.0°F
 - **If a person's temperature is over 100.0°F, they must be separated from the general waiting area and the temperature retaken. If 100.0° for the second time they will be brought to the School Nurse**

Ventilation

ANDRUS will ensure sufficient ventilation and fresh air to all spaces of occupancy by means of:

- Modifications to the Building Management Systems to allow fresh air dampers to introduce more outside air.
- Spaces where fresh air is limited due to original building systems, fresh air will be introduced through open windows and doors.
 - Options for replacement and modification to existing systems will be explored.
- Additional fans have been purchased for classrooms to sit behind the teacher's desk to encourage additional air-flow and help combat temperature swings common to NYS.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequent.

Cleaning and Disinfection

ANDRUS will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs will be maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include

- Bathrooms
- Athletic training rooms, locker rooms
- Health offices, isolation rooms
- Administrative offices (main office, reception area)
- Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens
- Computer labs
- Science labs
- Classrooms
- Maintenance offices and work areas
- Bus Garage
- Buses, school vehicles
- Libraries
- Large meeting areas (auditoriums, gymnasiums, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

Students, faculty, and staff will be trained on proper hand and respiratory hygiene, and such information will be provided to parents and/or legal guardians on ways to reinforce this at home.

ANDRUS will provide and maintain hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and other high-touch tables, which should be cleaned and disinfected between each individual’s use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

ANDRUS will ensure regular cleaning and disinfection of restrooms. Restrooms should be cleaned and disinfected more often depending on frequency of use.

For more information about how cleaning and disinfection information will be communicated to students, families and staff members, visit the *Communication section* of our reopening plan.

Disinfectants must be products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and be appropriate for the surface.

Suspect or Confirmed COVID Cases

- *Immediate Response* - Students and staff will be educated on Signs and Symptoms of the virus. Those who present with symptoms of illness must be sent to the health office. A school nurse is available to assess individuals as chronic conditions such as asthma and allergies or chronic gastrointestinal conditions may present the same symptoms as COVID-19 but are neither contagious nor pose a public health threat. Proper PPE will be required anytime a nurse may be in contact with a potential COVID-19 patient
- *Isolation* - Students or staff suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in the Orchard School Cottage, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may also be in this isolation room and will be separated by at least 6 feet. Facemasks (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home. Students will be escorted from the isolation area to the parent/guardian. The parent or guardian will be instructed to call their health care provider, or to follow up with a local clinic or urgent care center. Parents will also be informed of our Return To School After Illness protocol and necessary precautions therein; Other considerations include:
 - Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
 - Opening outside doors and windows to increase air circulation in the area
 - Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
 - Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
 - Once the area has been appropriately cleaned and disinfected it can be reopened for use.
 - Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

- *Notification* - the NYS and local health departments will be notified immediately upon being informed of any positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Contact Tracing

Public Health Officials will assume the task of contact tracing, once notified.

To ensure ANDRUS and its employees comply with contact tracing and disinfection requirements, ANDRUS will do the following:

- Clean, disinfect, and notifying Westchester Department of Health, in the event of a positive case. In the case of an employee testing positive for COVID-19, CDC guidelines will be followed regarding cleaning and disinfecting the building(s) if someone is sick. <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and copier machines.
- Vacuum the space if needed. Use vacuum equipped with high-efficiency particulate air (HEPA) filter, if available.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.

Return to School after Illness

ANDRUS has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for COVID-19 symptoms can return to the in-person learning environment at school. This protocol includes:

1. Documentation from a health care provider following evaluation, including a letter from the physician clearing the child or staff for return
2. Negative COVID-19 diagnostic test result
3. If Westchester County, the DoH “Request for Release” letter
 - a. If other counties have equivalent letters, those will be required as well.
4. Symptom resolution, or if COVID-19 positive, release from isolation

ANDRUS will refer to DOH’s “Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure” regarding protocols and policies for faculty and staff seeking to return to work after a suspected or confirmed case of COVID-19 or after the faculty or staff member had close or proximate contact with a person with COVID-19.

ANDRUS requires that individuals who were exposed to the COVID-19 virus either complete quarantine (minimum 14 days from exposure) or produce negative test results before returning

to in-person learning/work. The discharge of an individual from quarantine and return to school is not to be assumed and must be done only with affirmative communication from Orchard School or Agency leadership.

Closure Considerations

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process at ANDRUS may include:

- A plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with the local DOH. Pending that, using a decision-making tree at the Agency level.
- Maintaining the updated Continuity of Education plan which will provide for synchronous in person and distant learning so closures and cycles of in-person learning do not interrupt curriculum.
- Implement as needed short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens:
 - Closing off areas used by ill person(s) and locking off area(s) to disinfect, signage can also be used to ensure no one enters the area. If possible, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Do not use the area(s) until cleaning and disinfection has taken place.
 - Opening outside doors and windows to increase air circulation in the area.
 - Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person(s), focusing especially on frequently touched surfaces.
 - Communicating as soon as possible with staff, parents, and students.
- Using DOH guidance/procedures for when someone tests positive.
 - In consultation with the local DOH, Agency leadership may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the local DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily for disinfecting as students or staff quarantine and await further guidance.
 - Additional close contacts at school outside of a classroom should also quarantine at home and await further guidance.
- Closing of schools, such as those we saw in April and May may also be influenced or impacted by local, regional, or statewide decision.
 - ANDRUS is located in the Mid-Hudson Region, but serves children from many different regions, the largest % of which reside in the New York City region. Orchard School closure decisions will keep this and other variables in mind as they can impact transportation, child-care, and other factors important in the decision making process.

- Schools will reopen per the Governor if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
- Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closure may be a response).
- The Orchard School may consider closing for other possible reasons and scenarios not enumerated above. The COVID-19 crisis has had many unexpected and rapid developments and ANDRUS leadership will do our best to remain open and transparent in our communications while adapting to situations as they arise.

Facilities

In order to prevent the spread of COVID-19 infection in ANDRUS, facilities operations will be geared toward meeting social distancing requirements and cleaning frequently touched spaces regularly. In carrying out projects or tasks supporting infection control, requirements will be met for changes associated with building spaces. Plans for changes or additions to facilities that require review by the Office of Facilities Management (OFM), will be submitted to comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code.

The function, position and operation of stairs and corridor doors, which have closers with automatic hold opens (and are automatically released by the fire alarm system), will remain unchanged.

Upon reopening, ANDRUS plans to increase ventilation, to the greatest extent possible.

The following actions will be taken as needed:

- Work with Facilities professionals to establish sufficient fresh air exchange.
- Water Fountains
 - As required by New York State Code a potable water supply will be provided per 150 occupants. To reduce cross contamination the drink spout has been removed.
 - Water bottles will be made available frequently throughout the day.
 - Classrooms are equipped with refillable pitchers and disposable cups for each child.
- Maintain adequate, Code required ventilation (natural or mechanical) as designed.
- If other air cleaning equipment (e.g. new technology) is proposed, submit to OFM for review and approval.

Emergency Response Protocols & Drills

The 2020-2021 school year will begin with hybrid models of the traditional school day.

Emergency response drills, including evacuation and lockdown drills, will be spread across the

different student populations dependent on the week each population is present the day the drills are scheduled.

Emergency Response Protocols

- Fire-Drills
- Lockdown/Active Shooter

Child Nutrition

All meals provided during the public health emergency will be available at no cost to all children. All communications will be provided through a variety of communication methods including emails, robocalls, newsletters, and regular mail and translated into the languages spoken by families.

ANDRUS has identified Eric Osterman, Vice President of Campus Programs as the contact person to receive and respond to communications from families and to school staff. He can be reached via (CampusCOVID@jdam.org) which is an agency COVID Task force email list monitored by Eric, who will be supported in this role by Vivian Ko, Principal of the Orchard School, Robert Johnson, Director of Facilities, and Natalie Huntley-Hyman, Director of Quality Assurance and Compliance.

School meals will continue to be available to all students attending school in-person, and those learning remotely will need to seek information on meal access from their referring district and CSE.

For information about how this and other information will be communicated, visit the Communication/Family and Community Engagement section of our reopening plan.

Meals Onsite

In consultation with our Food Services department and Dietician to ensure compliance with the Child Nutrition Program, all meals will be served individually pre-packed and delivered for classroom consumption with single-use trays and utensils. This will discourage both sharing and any 'trading' of items that could also increase risk. Students will be encouraged to wash hands prior to meal times, and hand sanitizer will be available as well.

This also applies to our morning breakfast program for those children arriving early to participate. Whereas before this took place in the cafeteria, these will similarly be individually pre-packed and delivered for classroom consumption with single-use trays and utensils. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

Individually pre-packing each meal will allow our Food Service department to provide solutions for those children with unique food allergies or considerations.

Anyone with questions or concerns should contact (CampusCOVID@idam.org) which is an agency COVID Task force email list monitored by Eric Osterman Vice President of Campus Programs, who will be supported in this role by Vivian Ko, Principal of the Orchard School, Robert Johnson, Director of Facilities, and Natalie Huntley-Hyman, Director of Quality Assurance and Compliance. Please also be sure to inform your child's treatment team (esp. social worker and teacher.)

Transportation

Because ANDRUS serves children from a wide geographic area (all 5 boroughs and many varied districts state wide), we've been in touch with each bus company we work with to ensure children and Bus Staff are practicing safety on the bus as well.

- Parents will receive a guide to signs and symptoms of COVID-19 to monitor and look out for before placing their children on the bus, and will be encouraged to keep them home.
- Students and bus staff must wear acceptable face coverings at all times on school buses (e.g., entering, exiting, and seated) and should maintain appropriate social distancing to the extent practicable.
- Students who are able will be required to wear masks and social distance on the bus to the extent practicable; however, students whose physical or mental health would be impaired are not required to wear a face covering, but must be appropriately socially distanced.
- Upon Arrival, before they have their temperatures taken and they complete their questionnaire to arrive, all children will be reminded to wear their face masks, and given hand sanitizer
- Prior to dismissing to their assigned bus, each child will be reminded to put their mask on and given hand sanitizer.
- All students are entitled to transportation by their home district to the extent required by law. Transportation departments do not have the ability or the right to deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

Training, Cleaning and Disinfecting

Refer to your CSE/District's standard operating procedures guidance for further information. ANDRUS staff have been in touch with all serving Bus and Transportation companies to be assured they will be compliant with all state-wide guidance for a safe start to the school year.

Bus protocols for a reported case of COVID -19 on a school bus

District Transportation Supervisor will be notified, ANDRUS will then notify building administration and a plan will be implemented to contact parents of students on that bus.

Students on Transportation

- As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100° degrees or more prior to them boarding their method of transportation to school;
- Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health are not subject to the required use of a face covering;
- Students must social distance (six (6) feet separation) on the bus;
- Students who do not have a mask can NOT be denied transportation;
- Students who do not have masks must be provided one by ANDRUS, and will be provided one by ANDRUS
- Students with a disability which would prevent them from wearing a mask will not be compelled to do so or denied transportation.

Transportation Communication

- ANDRUS will emphasize to parents and students prior to reopening schools that we have received confirmation from bus companies that they have thoroughly disinfected all buses and student transportation vehicles
- ANDRUS will communicate with parents and students that student transportation vehicles are included in Agency COVID-19 plans and what part students and parents will play in ensuring safety and minimizing infection while utilizing transportation services
- Advise parents not to send their children to school or board the bus if sick or with an elevated temperature
- Remind students/parents/guardians that social distancing requirements extend to the bus stop

Loading/Unloading & Pickup/Drop-off

- Dismissal times will be staggered to be conducted via bus rather than classroom in order to best suit building needs and to promote social distancing
- Adjustments will be made for unloading and entry, and loading and departure. Arrival and departure activities shall be supervised to ensure social distancing

Social Emotional Well-Being

As part of ANDRUS, the Orchard School's work is grounded in our beliefs in the trauma-informed Sanctuary model, a model for understanding and mitigating the impact of adversity and trauma on behavior and functioning of individuals, families, organizations, and communities. A recognition that trauma is pervasive in the experience of human beings forms the basis for the Sanctuary Model's focus not only on the people who seek treatment, but equally on the people and systems who provide that treatment.

Sanctuary recommends changing the central question we ask about clients from "What's wrong with you?" to "What's happened to you?" The COVID-19 crisis has happened to all of us, and ANDRUS is committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. This includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction.

As a School, and as a Campus, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Social Workers, Psychologists, One to One aids, preferred staff, and our relationship-based community as a whole play an extremely important role in the adjustment period when buildings reopen.

We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students.

Supports will primarily be provided via each child's Social Worker/Clinician but include conversations, trainings and refreshers for all staff on:

1. A trauma Informed/Behavioral approach for re-integrating and being back in person
2. The possible effects of having been in isolation
3. Educating children to avoid bullying via social shaming those with symptoms/illness
4. Negative effects of routine changes and readjustment
5. Educating staff, parents, and students on symptoms of mental health needs and how to obtain assistance
6. Promoting social emotional learning competency and building resilience
7. Helping ensure a positive, safe school environment
8. Reinforcing positive behaviors and decision-making
9. Encouraging good physical health

Additionally, all ANDRUS employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling.

We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

Transitions are important and difficult every year, and they will be even more important this fall returning from continuous remote learning to pushed-in and cycled in-person instruction. ANDRUS will support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade to another, or dealing with the varying emotional needs as a result of the health pandemic.

The following considerations guided our building level planning:

Emotional reactions to coming out of quarantine may include

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Other emotional or mental health changes

Addressing Social-Emotional Health

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
- Explore the use of Restorative Practices (use of healing/restorative circles for both staff and students)
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
 - The warning signs for quarantine related mental health needs

School Schedules

- The Orchard School at ANDRUS will be starting the 2020/2021 School year with a blended model of In-Person and Distance Learning. This will begin with an A/B/C week schedule of in-person instruction to maintain a steady census of ~1/3rd our total school capacity on site, to allow for effective cohorting of students and staff alike, as well as helping facilitate increased volume of cleanings and disinfecting of program spaces. This allows us to space our classrooms safely, and if needed would assist in contact tracing and 14-day best-practice guidance on isolation or quarantine without any interruption in education.

Week/Dates	In-Person Instruction (School)	Remote Instruction (Home/Cottage)
September 9-11, 2020	Group A	Group B & C
September 14-18, 2020	Group B	Group A & C
September 21-25, 2020	Group C	Group A & B
September 29-October 2, 2020	Group A	Group B & C
October 5-9, 2020	Group B	Group A & C
October 13-16, 2020	Group C	Group A & B

- Group A = Early Elementary (Class #1-2), Elementary (Class #3-7) and Middle School (Class #10)
 - A Weeks are in person:
 - September 9th-11th
 - September 29th-October 2nd
- Group B = Middle School (Class #8 & 11) and Departmental (Class #16-19) clusters
 - B Weeks are in person:
 - September 14th-18th
 - October 5th- 9th
- Group C = STARS (Class #16-19) cluster and Middle School (Class #9)
 - C Weeks are in person:
 - September 21st-25th
 - October 13th- 16th
- After a period of 6-weeks (working through 2 rotations of the A/B/C schedule,) School, Campus, and Agency Leadership will convene to review current CDC, DOH, and NYS COVID-19 numbers and guidance to assess the safety of stepping forward into an A/B split at 50% capacity for the remainder of the Fall session.

- Classroom and cluster A/B/C assignment was based on grade-level, cluster, geography within the Orchard School to facilitate social distancing and more to establish and maintain effective cohorts.
- Your child’s designated week will be communicated to you through a mailed letter, e-mail, and phone conversations with your Child’s teacher.

For information about how school schedule information will be communicated to students, families and staff members, visit the *Communication section* of our reopening plan.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

ANDRUS will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Teachers will record daily attendance in Reddiker, our student management system, based on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent, chronically absent, or failing to engage via the distance platform. Contact with the families will be made regularly to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, ANDRUS is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

ANDRUS addresses chronic absenteeism as follows.

1. Nurture a culture of attendance

- Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
- Explain the importance of attendance to the entire school community
- Track daily attendance and student engagement in one central, secure location with a tool that helps you can quickly see how these data points impact student behavior.

2. Early Identification and Intervention

- ANDRUS regularly monitors attendance data and communicates with parents about issues as they arise.
- Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
- Establish intervention plans; parent phone call, counseling, instructional modifications,

engage community partners, etc.

3. Create a more positive school culture and a focus on engaging instruction

- Evaluate and address your students' engagement in learning
- Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
- Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
- Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. ANDRUS has been committed to ongoing planning and implementation of technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and has issued agency Chromebooks to all returning students to insure equitable access.

Newly admitted students will begin their at-home instruction via paper packets to ensure placement in the most appropriate classrooms at the Orchard School prior to assignment and deployment of ANDRUS Chromebooks.

At the start of COVID-19 Crisis ANDRUS gathered data and asked families to identify their level of access to devices and high-speed broadband from their residence. ANDRUS will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.) Embedded in our Continuity of Learning Plan are resources to access free or reduced cost, reliable internet service to facilitate distance learning. In the event, students and/or teachers do not have access, the School will take the necessary steps to meet their needs where plausible. Families can also opt for paper-packets if needed.

ANDRUS will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, we will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in blended models through the use of technologies (Google Classroom.) In the event students do not have sufficient access to devices and/or high-speed internet, ANDRUS will provide the students with Paper Packets to access materials and instruction, i.e. pick up materials at school, mailing materials to students' homes, etc. ANDRUS will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.



HOW TO SETUP YOUR CHROMEBOOK

To setup your Chromebook, you'll need:

- Your Google Account username and password
- Access to a Network
- Step 1- Turn on your Chromebook
 - If the battery is detached, install the battery
 - Press the power button
- Step 2 – Follow the onscreen instructions
 - To chose your language and keyboard settings, select the language that appears on the screen
 - Optional: to turn on the accessibility features, select 'accessibility'
 - Choose your network
 - Accept the terms of service
- Step 3 – Sign in with your Google Account
 - To chose your Chromebook Owner, enter your Google account email or phone number
 - If you've already turned on 2-Step Verification, you'll be sent a code to your selected device
 - If you don't have a Google Account to add, create one. On some Chromebooks, you can select More options Create new account.
 - To use your Chromebook without an account, select Browse as Guest.
 - If you're having trouble signing in with your Google Account, use the sign-in troubleshooter. Once you sign in, your bookmarks, extensions, and apps will appear automatically.

Hotspot from a Smartphone:

- Before we dive into exactly how to set up a “hot spot” a word of warning: Using your phone as a Wi-Fi hot spot if supported by your carrier could eat up a lot of data. If you don't have an unlimited data plan. It's a good idea to keep an eye on exactly how much you're using, especially if you're doing things like streaming video, torrenting, or gaming. That's if your plan supports Wi-Fi hot spot. You'll also want to check with your carrier if it does.
- How to create a Wi-Fi hot spot on Android:
 - Creating a Wi-Fi hot spot on Android is super easy, as is turning it off after you're done using it. If you have a power outlet available to you, it's a good idea to plug

your phone in before you create the hot spot – being used as a Wi-Fi hot spot can draw a lot of power from your battery. If you have an Android device, simply follow these instructions to create a Wi-Fi hot spot.

- Open the Settings app
 - Press the Network & Internet option
 - Press the Hot Spot & Tethering option
 - Toggle the switch next to 'Wi-Fi Hot Spot' to ON
 - Tap "Set Up Wi-Fi- Hot Spot" to manage name and password settings
 - After that's done, you should be able to find the Wi-Fi Network from your other devices. When you're done, simply follow the instructions again and toggle the switch in Step 4 back to the OFF position
- How to create a Wi-Fi hot spot on iOS
 - Apple makes creating a Wi-Fi hot spot on your iPhone pretty easy too. As we mentioned in the Android section, it's a good idea to plug your phone in to a power outlet to ensure it doesn't run out of battery. If you're using an iPhone running iOS 11, here's how to create a Wi-Fi hot spot.
 - Open the Settings app.
 - Tap Personal hot spot.
 - Switch the slider next to Personal hot spot to the on position.
 - From that same screen you can edit your Wi-Fi password.
 - After that's done, you should be able to access your Wi-Fi hot spot. When you're done, simply follow the instructions again and switch the slider in step 3 back to the off position to turn off the Wi-Fi network.

Teaching and Learning

The purpose of this document is to educate all of our stakeholders about The Orchard School's plan for our Continuity of Learning while our school is experiencing a mandatory closure. This packet details the program and expectations for everyone involved in educating our children.

Before we introduce the Guiding Principles and Goals of our Continuity of Learning Plan, we would like to extend our thanks to all of our leaders and staff who worked collaboratively on the Continuity of Learning Packets and who are actively engaged in developing high quality learning plans. Secondly, we wish to thank our parents for their patience and understanding, as we move forward together during these unprecedented times.

Please note that distance learning cannot fully duplicate the traditional classroom learning experience. The Orchard School greatly values the teacher/student relationship, and to this end we have collaborated with our talented staff to make this learning plan a reality. This plan allows for flexibility and is intended to give ALL students access to an appropriate education during an emergency school closure.

In an effort to assure high-quality teaching and learning a continuity of learning plan has been updated for the 2020-21 school year. This plan considers teaching in both remote and hybrid models of instruction and is aligned with the New York State Learning Standards, assuring equity as well as quality for all learners.

Equity is at the heart of all Orchard School instructional decisions. All instruction will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method. Our teaching and learning plan includes clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, ANDRUS has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment.

Upon reopening, the number of students in each of our classrooms by design adhere to CDC guidance regarding proper social distancing. Our A/B/C cycle insurance a school capacity of 33% to start.

The Orchard School will also be minimizing the movement of students. This means having students eat breakfast (if they participate in the breakfast program) and lunch in their classroom instead of the cafeteria and eliminating assemblies, field trips and other large-group activities. Special-area subjects (e.g., art, music, physical education) will be pushed into the classroom. Whenever possible students will utilize outside space for instruction.

To the extent possible, students will remain in cohorts if/when leaving the classroom, such as for recess or any necessary transition, so as to reduce their exposure to additional students.

For information on school schedules, visit the School Schedules section of our reopening plan.

To ensure high-quality remote learning experiences, we will standardize the use of Google Classroom and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

Guiding Principles & Goals (K-9):

Guiding Principles:	The Continuity of Learning Plan is based on the following principles: <ul style="list-style-type: none">• Collaboration and strong communication• Flexibility and adaptability to different opportunities• Cultivating a robust and engaging learning experience for ALL students
Goals:	<ul style="list-style-type: none">• To maintain continuity of educational opportunities for students while students work remotely• To draw on the professional expertise of our faculty to provide students and families with a consistent learning journey.• To work within the guidelines of the NYSED• To provide all students a meaningful learning experience

Instruction Overview:

<p>Levels of Interaction:</p>	<p>The Orchard School will draw on 2 levels of interaction as students and faculty engage in distance learning.</p> <p>Level 1- Telephone and email communication. Feedback loop = real time (phone); email = within the day.</p> <p>Level 2- Pre-designed communication, lessons, and a feedback loop of 24 hours</p> <p><i>*Please note there are currently no levels of interaction that include live video chat*</i></p>
<p>Models of Instruction:</p>	<p>Depending on the level of interaction the learning activity calls for, students and faculty will move between two models of instruction:</p> <ul style="list-style-type: none">• Synchronous (online at the same time): students and faculty are online and working at the same time in a digital community. It is important to note that there will be NO live video interactions. <p>Asynchronous (not online at the same time): faculty will post assignments and materials online and students will have the opportunity to interact with those materials at their own time.</p> <p>Our remote and hybrid model will include lessons on Google Classroom, as well as in person instruction when applicable. This is always subject to change based on the logistics of our current pandemic.</p> <ul style="list-style-type: none">• When remote, students will be required to log in daily to complete the assignments given, as previously done since March. Students will be required to submit work daily by 7PM and communicate with teachers often.• If the student is attending school in person with their designated group (that week they will not be required to log in to Google Classroom) However, if the student for any reason stays home on a day that they are supposed to be attending school in person, they will have to complete the assigned work that is posted on Google Classroom.

Google Suite Applications: The Orchard School will utilize many of the Google applications that are available to us. Most importantly, we will draw on the collaborative and interactive strengths of Google Classroom to post assignments, resources and materials. Google Classroom also provides faculty the chance to provide timely feedback, as students move through their lesson modules.

<p>Schedule:</p>	<p>Students will follow The Orchard School schedule that will be provided exclusively for The Continuity of Learning Plan.</p>
<p>Daily Attendance:</p>	<ul style="list-style-type: none"> • Attendance will be taken daily, just like a regular school day. • If the teachers recognize multiple absences, they will communicate with the parent/guardian and the child’s school district • If a student is sick and cannot complete the day’s lessons, the parent/guardian should treat the day as a regular ‘absence’ and call to notify the school attendance office.
<p>Completion of Assigned Work:</p>	<p>Students have the flexibility to complete the daily posted lessons throughout the day and when it is convenient for the child and family. As long as completed assignments are posted by the due date, faculty members will receive them.</p>
<p>Grading:</p>	<p>At the current time, regular grading policies will apply.</p>

“Office Hours”:

It is likely that there will be questions as we all move through this new process. **Parents** may contact their child’s teacher and staff directly, with response in a timely manner during office hours. *Please Note:* Email is the preferred method of communication at all levels. Contact your child’s homeroom teacher for any questions or concerns. EX: emails are: Teachers first initial of their first name, then their last name @jdam.org).

Name	Number	Role
Anderson, Lynette	914-810-3864	Departmental Teacher
Argentina, Debra	518-618-2038	Horticulture Teacher
Arnwine, James	914-586-3137	Middle School Teacher
Boettigheimer, Rachel	914-329-4675	Early Elementary Teacher
Bryant, Tyeisha	914-565-3988	STARS Teacher
Chisolm, Barbara	914-539-7065	Departmental Teacher
Dinkins, Adrienne	914-539-7213	Elementary Teacher
Dobransky, Christopher	203-293-7694	Physical Education & Health Teacher
Fabrizio, Dan	914-222-0490	Music Teacher
Fiore, Olivia	518-257-0521	STARS Teacher
Gomez, Victoria	845-293-0869	Departmental Teacher
Harrow, Lauren	914-440-3236	English Language Arts Coordinator
Kolodziejczuk, Michael	845-288-3171	Departmental Teacher
McIntosh, Owen	716-510-8701	Middle School Teacher
Militscher, Andrew	914-473-2164	Elementary Teacher

	Naft, Barry	914-586-3722	Physical Education & Health Teacher
	Perez, Jeremy	917-705-1435	Elementary Teacher
	Richardson, Kevin	914-513-4652	Middle School Teacher
	Russo, Nicole	914-447-4777	Early Elementary Teacher
	Santana, Rosa	484-961-0050	Math and Science Coordinator
	Sewell, Meaghan	631-678-5873	STARS Teacher
	Summers, Simone	650-761-1225	Art Teacher
	Sutherland Ingrid	203-429-4322	Library Media Center Teacher
	Taylor, Rebecca	845-596-4427	Elementary Teacher
	Valenti, Dorie	203-744-9448	Middle School Teacher
	Venturini Dominique	914-821-5844	STARS Teacher

Tech Support	At any given point in time, students and families can get Tech Support by first contacting the classroom teachers; classroom teachers will respond case by case.
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CONTINUITY OF LEARNING:

Suggested Distance Learning Schedule	
Time	Activity
8:30	Start time for Teachers
	Teacher Morning Announcement
	Community Meeting/Morning Check-In (<i>Today I feel..</i>)
9:05 – 10:00	Reading/ELA
10:00 - 10:15	Sensory/Body Break & Snack
10:15 – 11:00	Math
11:00 – 11:15	Sensory/Body Break
11:15 – 12:00	LUNCH
12:00 – 12:30	PE, Play Outside, Recess
12:30 – 1:15	Science/Social Studies
1:15 – 2:00	Library Media Center, Horticulture, Music, Art or Health

2:00 – 2:40	Related Services/Social Emotional Learning
2:40 – 2:55	Sensory/Body Break
2:55	SEE YOU TOMORROW!

- All school work must be completed by 7:00 PM the day the work is assigned (unless otherwise noted by the teacher) in order for the work to be graded. Should you have any questions, please contact your child’s teacher directly via email, they will be available during the above hours (8:30 AM – 3:30 PM).

Teacher Responsibilities:

- We are back- School is in session Monday through Friday in accordance with the OS 2020-2021 school calendar.
- Teachers will be sending out students logins and passwords to parents/guardians via email to: Google Classroom, Think Central, ReadWorks etc.
- Teachers will be communicating and checking in with parents every Tuesday and Thursday of each week. (To discuss progress, any concerns etc.)
- Faculty will engage virtually during school hours and are expected to support students by providing timely feedback and any other reasonable help students may need during the regular school day.
- During office hours, faculty are expected to respond in a timely manner if students and families engage them.
- Faculty will work collaboratively with administrators to design robust and meaningful learning experiences in all content areas.
- Teachers will continue to attend meetings (CSE, TPC, etc.), collaborate with their students’ treatment team, and complete all necessary documentation.

Student Responsibilities:

- Take part in your new learning journey; have a GROWTH mindset- *You can do this!*
- Students should continue to follow all CHAMPS expectations. CHAMPS points can be earned on a daily basis. Once points have accrued during the week, students will be able to shop in the PBIS store.
- Participate and complete assigned work by sticking to timelines and responding to feedback.
- Remember to use your Safety Plan!
- Ask for help if you have questions, concerns or if you need help. If you don’t send us a message, we won’t know!
- Follow a regular schedule as best as you can.

- Always consider how to be kind and thoughtful when communicating online. Remember, tone (of the message) can't be heard through typed words.
- Be appropriate. There should be NO live videos between students.

Parent Responsibilities:

- Create a dedicated space (as best as possible) for your child to work.
- Regularly check in with your child during the learning tasks and assist them if needed.
- Regularly check in with your child's teacher (at least once per week).
 - Communicate with your child's teacher and social worker about excused absences (via email or telephone).
- Assist with technical issues as best as you can; then contact the teacher.
- Please let your child know schoolwork is not optional and must be completed as best they can.
- **Please do not post emails or live chats on social media. Respect student and family privacy.**

Principal/ Administrator Responsibilities:

- Principals/ Administration will have access to all classrooms.
- Principals/ Administration/ Coordinators will monitor the instructional plans.
- Continue to attend meetings (CSE, TPC, etc.) necessary
- Support instructional needs of students to meet NYSED standards
- Collaborate with treatment teams and campus leadership to provide a safe environment for students.

Final Thoughts:

- Wednesday, September 9th, 2020 will be a simple meet and greet between students and teachers. We would like all students to login and test their technology and access to Google Classroom. Expect an email from an administrator with instructions on getting started.
- Teachers and staff are genuinely excited to reconnect with your children. Rest assured that we are committed to supporting both the academic and social-emotional needs of our children and families. Despite these best efforts and intentions, mistakes are inevitable.
- Remember to be patient with yourselves, your children and our staff as we navigate the unknown over the course of the next few weeks. It will be a learning experience for everyone. Please be flexible. We fully intend to improve this plan and our communication as we move forward together.

Athletics and Extracurricular Activities

Interscholastic Athletics

As a result of the COVID-19 pandemic, ANDRUS will delay Fall sports start date until the Winter Season, after New Year's. Communications about this will come from your child's clinician or Program Manager after careful consideration by Campus Leadership upon review of state and local numbers and up-to-date COVID-19 guidance from governing bodies.

Extracurricular Activities

In an effort to stem transmission of the virus, during our COVID-19 response NYPUM therapeutic riding will not be offered for Day students.

Tutoring, if agreed upon and decided necessary between families, school leadership, and CSE's will be conducted via distance platforms, if at all.

Alternative Resources for Kids at Home

During this time with the COVID-19 pandemic and officials asking many to practice social distancing (defined as staying 6 feet away from people), here is a resource list for caregivers as suggestions for other alternative resources when many are asked to stay at home. When our youth stay at home, there is just a matter of time when they get sated from the same iPad games or video games which may lead to other outlets to take up their time whether engaging in appropriate behaviors or problem behaviors. See below for other ways to interact and stay engaged with others during this pandemic.

Ways to discuss COVID-19 with kids and adolescents

Resource	Link	How to access	Available until
BrainPOP: <u>Coronavirus</u> (4-minute video, activities, games, and movie-making)	<u>Coronavirus</u>	Website: Click on the link to the left	During COVID-19 school closure
National Public Radio: <u>Just for Kids: A Comic Exploring the New Coronavirus</u> – includes a 3 minute audio and kid-friendly comic	<u>Just for Kids: A Comic Exploring the New Coronavirus</u>	Website: Click on the link to the left	During COVID-19 school closure
PBS Kids: <u>How to Talk to Your Kids About Coronavirus</u> (includes a list of videos, games, and activities about handwashing and staying healthy at the bottom of the article)	<u>How to Talk to Your Kids About Coronavirus</u>	Website: Click on the link to the left	During COVID-19 school closure
Child Trends- publications on several articles for caregivers during COVID-19 pandemic	www.childtrends.org/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic	Website: Click on the link to the left	During COVID-19 school closure
Article: How parents can keep kids busy (and learning in quarantine	https://www.theatlantic.com/family/archive/2020/03/activities-kids-coronavirus-quarantine/608110/	Website: Click on the link to the left	During COVID-19 school closure

Child Mind Institute- talking to kids about COVID-19- for caregivers	https://childmind.org/article/talking-to-kids-about-the-coronavirus/	Website: Click on the link to the left	During COVID-19 school closure
Autism Educator blog –COVID-19 social story and other autism resources	https://theautismeducator.ie/2020/03/11/corona-virus-social-story/	Website: Click on the link to the left	Always

Educational Resources

Resource	Link	How to access	Available until
Home School Blog of resources	www.homeschoolingonthehub.com	Website: Click on the link to the left	During COVID-19 school closure
Weekly educational boosts, study packets, and guided lessons	https://www.education.com/	Website: Click on the link to the left	During COVID-19 school closure
**Continually updated great resource list! From numerous learning/educational subjects such as learning to play instruments interactively to learning to code or even becoming a kid-published author of a hardcover book delivered to their home (after clicking the link- search for Storyjumper)	www.amazingeducationalresources.com	Website: Click on the link to the left	During COVID-19 school closure
Free Educational learning in a different modality. Provides daily schedules for students ages 4-18 and subject resources.	www.khanacademy.org	Website: Click on the link to the left	During COVID-19 school closure
16 card games that will turn your kids into math aces	https://www.weareteachers.com/math-card-games/	Website: Click on the link to the left	Always
Great educational games, apps, and websites	https://www.commonsensemedia.org/lists/free-	Website: Click on the link to the left	Always- a great resource!

	educational-apps-games-and-websites		
Free Live Online classes for ages 3-18	https://outschool.com/	Website: Click on the link to the left	During COVID-19 school closure

Caregiver resources for official information resources from websites

Caregiver resource to review what your kids want to watch (before they watch it)	https://www.commonsensemedia.org/	Website: Click on the link to the left	Always
CDC Government website for the latest on COVID-19	https://www.cdc.gov/coronavirus/2019-nCoV/index.html	Website: Click on the link to the left	Always
For the autism community	https://www.autismspeaks.org/covid-19-information-and-resources	Website: Click on the link to the left	Always
Free access to daily video sessions for empowerment, meditation, and free webinars	" Resilience in Challenging Times ."	Website: Click on the link to the left	Always
Use with your discretion- A home schooling blog that features best videos and virtual tours of zoos and aquariums and other free or nearly free online learning for kids	https://www.homeschoolingonthehudson.com/	Website: Click on the link to the left	Always
Greater Good's Guide to well-being during Coronavirus	https://greatergood.berkeley.edu/article/item/greater_good_guide_to_well_being_during_coronavirus	Website: Click on the link to the left	Always

Accessible on tablets/ipads or online

Name	Link	How to access	Available until
Free Kids and Tween by Audiobooks. Offer to play and listen to the books before watching the movie if available	https://stories.audible.com/discovery	Website: Click on the link to the left or through your own tablet when Audiobooks app is downloaded	During COVID-19 school closure
Body Coach Joe Wicks is holding online 30 minute PE sessions for the nation's children	https://www.goodhousekeeping.com/uk/lifestyle/a31804366/the-body-coach-joe-wicks-live-pe-lessons/	Website: Click on the link to the left or click further on youtube link	During COVID-19 school closure. A new video everyday Mon-Friday at 9AM.
Smithsonian's game center of interactive educational games- one for teaching nutrition while maintaining budget	https://ssec.si.edu/game-center	Website: Click on the link to the left	During COVID-19 school closure.
Educational movie/ documentary like our planet or planet Earth. 30 day free trial Netflix.	https://www.netflix.com/title/80049832	Website: Click on the link to the left	
Listen to podcasts	https://www.apple.com/us/search/kids-podcasts?src=serp	Website: Click on the link to the left	
Free Digital Cooking Classes from Delish on Instagram at 1pm EST	https://www.delish.com/food-news/g31786555/delish-instagram-live-kids-cooking-class/	Website: Click on the link to the left	During COVID-19 school closure.

Indoors Activities

Activity Name	Link	How to access	Available until
Indoor scavenger hunt	https://kidactivities.net/40-scavenger-hunt-riddles-for-kids/	Website: Click on the link to the left	Always
Learn a new recipe, whether it's cooking lunch, baking cupcakes, or making fun snacks	https://www.allrecipes.com/recipes/16866/appetizers-and-snacks/snacks/kids/cute-and-fun/?page=2	Website: Click on the link to the left	Always
Make slime or fluffy slime	https://www.littlepassports.com/blog/category/craft-diy/	Website: Click on the link to the left	Always
Visit the San Diego's zoo, museums like the Louvre, theme parks like Disney world –all from your computer	https://www.goodhousekeeping.com/life/travel/a31784720/best-virtual-tours/	Website: Click on the link to the left and then the respective "places" to visit	During COVID-19 school closure.
Song Maker	https://musiclab.chromeexperiments.com/Song-Maker/	Website: Click on the link to the left	During COVID-19 school closure.
Chrome Music Lab	https://musiclab.chromeexperiments.com/	Website: Click on the link to the left	During COVID-19 school closure.
Fun Science experiments	https://www.littlepassports.com/blog/category/science/	Website: Click on the link to the left	During COVID-19 school closure.
Board games within the home or outside if it's a nice day with social distancing	Monopoly, game of life, or even create your own game of charades with your own ideas.		

Fun learning at home	https://www.littlepassports.com/blog/craft-diy/free-activities-fun-learning-home/	Website: Click on the link to the left	During COVID-19 school closure.
Thought provoking games (Pictionary, scrabble, charades, riddles, other brain games)	These are board games or games that can be created by you!	Create an obstacle course time challenge	
Karaoke & Dancing	Laundry	Sensory Simon Says	
Skits and Acting	Folding/organizing clothes	Visual games (mazes, I Spy)	
Ice Cream making	Proper brushing teeth or flossing	Movement games (bunny hop, wheelbarrow walk, jumping jack, cartwheels, hopscotch, using swings, camping chair balance challenge, catching games, marching)	
Magic tricks	Proper showering/bathing	Making stress balls	
Calligraphy and drawing	Nail care/Mani or pedi at home	Scent & Taste games (blindfold smelling game, taste exploration)	
Spring cleaning/Organizing	Table manner skills	Making aroma therapy pouches	
Knitting/Crocheting/Sewing	Painting	Free Coloring pages- https://www.crayola.com/featured/free-coloring-pages/	
Paper mache	Poster and sign making	Decorating your room	
T-shirt designs	Picture collage	Leaf collage	
Comic book making	Puppet making	Rain stick crafting	
Popsicle stick creations	Paper airplane making and challenge	Collaborative art projects	
Braiding hair	Mask making and decorating		

Outdoors within your community

Gym activities (e.g., stretching, jumping jacks, planks)
Jogging
Bike Riding
Skate boarding/Rollerblading
Yoga/Pilates/Zumba/Dance- can follow along with youtube videos
Fitness games or field day games- (e.g., relay races or like egg race)
Photography
Playground

Outdoors within the yard/front lawn

Cornhole (<i>beanbag toss game</i>)
Remote control cars
Bingo
Legos
Pokemon tournaments
Traditional activities and crafts (i.e. Origami for Japanese culture, salsa dancing for Latin American culture)
Cultural fashion show
Bird House Making
Kite Making and Flying
Model Rockets
Plant a tree

Special Education

ANDRUS reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education. In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of ANDRUS provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). ANDRUS will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (recorded in Frontline/IEP Direct Related Services Log). The Orchard School will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

ANDRUS is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members of to ensure that they are engaged in their children's education during the reopening process

ANDRUS will plan and support collaboration between committees on special education (CSE) and each child's treatment team to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

ANDRUS maintains records to document the implementation of each IEP.

Staffing

Certification, Incidental Teaching and Substitute Teaching

All teachers will hold valid and appropriate certificates for teaching assignment, except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or education law.

Key References

- **State Education Department Issues Guidance to Reopen New York State Schools (July 16, 2020)**
- **State Education Department Presents Framework of Guidance to Reopen New York State Schools (July 13, 2020)**
- **Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency, NYS Department of Health (July 13, 2020)**

Additional References

- **Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency**
- **Interim Guidance for Food Services during the COVID-19 Public Health Emergency.**
- **Interim Guidance for Office-Based Work during the COVID-19 Public Health Emergency.**
- **Interim Guidance for Public Transportation Activities during the COVID-19 Public Health Emergency.**
- **New York State Department of Health Novel Coronavirus (COVID-19)**
- **New York State Education Department Coronavirus (COVID-19)**
- **Centers for Disease Control and Prevention Coronavirus (COVID-19)**
- **Occupational Safety and Health Administration COVID-19 Website**