



ANDRUS

Orchard School

COVID-19 Reopening Plan

2021

March 8, 2021

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

With the creation and widened availability of COVID vaccines and the number of positive cases dropping regionally, we at the ANDRUS Orchard School are cautiously optimistic for the future. At this point, the Orchard School Reopening Taskforce has determined that starting Monday, March 15th, we will enter the next phase of our Reopening Plan which moves us to a bi-weekly A & B on-site schedule for our children. So, we are moving from our current tri-weekly (A/B/C) rotation to a bi-weekly (A/B) rotation, beginning on March 15th.

Week/Dates	In-Person Instruction (School)	Remote Instruction (Home/Cottage)
March 15-19, 2021	Group A	Group B
March 22-26, 2021	Group B	Group A
March 29-April 2, 2021	No School/Spring Recess	
April 5-9, 2021	Group A	Group B
April 12-16, 2021	Group B	Group A

Group A = Early Elementary (Class# 1-2); Elementary (Class# 3-7); STARS (Class# 12-15)

Group B = Middle School (Class# 8-11); Departmental (Class# 16-19)

Our hope is for a successful completion of two full cycles of our A/B rotation and to then move to FULL TIME in-person learning for all students, beginning April 19, 2021. We will closely monitor how this next phase progresses and should a surge or spike of positive cases occur among our campus, Westchester County, and the Mid-Hudson region we will take all appropriate actions, including consideration of either extending our A/B rotation or rolling back to the A/B/C rotation and reducing the density of staff and students onsite.

We of course continue to maintain safety protocols which include requiring masks, socially distancing, and consistent disinfection. We rely on your individual Social Responsibility to practice these precautions in the home and in your community, and to self-quarantine and inform us if you travel out of state or become aware of an exposure. We will continue to make decisions based on the best and most up-to-date information we have. Please pay close attention to alerts and correspondence from ANDRUS so that we may inform you adequately of any changes as the situation develops, and for further correspondence about the Orchard School.

If you choose to keep your child fully remote, please contact your child's homeroom teacher, clinician, and/or Assistant Principal. We will work in tandem with referring districts, so all involved on a child's team are aware and informed.

If you have questions or concerns specific to your child, please do not hesitate to contact your child's Homeroom Teacher, Social Worker, and/or Assistant Principal. If you have questions or concerns about COVID-19 as it pertains to ANDRUS' campus, care, and community, please send them to (CampusCOVID@jdam.org) which is an agency COVID Task force email list monitored by Vivian Ko, Principal of the Orchard School, Robert Johnson, Director of Facilities, Natalie Huntley-Hyman, Senior Director of Quality Assurance and Compliance, and Eric Osterman, Vice President of Campus Programs.

All of us at ANDRUS and the Orchard School are excited for a safe return. The Orchard School is strong and together we will continue to nurture hope and learning opportunities for all students.

We are committed to ensure that the health and safety of our community members is paramount in our decision-making process. Thank you for your continued support, patience and understanding as we all continue to do our best to get through this challenging time together.

Sincerely,

Eric Osterman

Eric Osterman

Vice President of Campus Operations

Ms. Ko

Vivian Ko-Rocchio

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, and should the aforementioned state and local numbers and safety trend back toward evaluating a step back to our A/B/C or a potential full 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
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. **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 they exit our Campus.
- Educating the school community on Agency policies/procedures, including how to properly wear and dispose of PPE.

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 2021 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.
- Asked staff to maintain a continuous log of every person, including staff, workers, and visitors, who may have close contact with them 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.
 - Staff are encouraged to take frequent mask-breaks when safe and appropriate to do so.

Face Coverings/PPE:

- Staff Masks- All ANDRUS Staff have been issued N95 masks, gowns, face shields, and an ANDRUS branded cloth face coverings. All ANDRUS staff must wear a mask 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.
- All staff have been informed of the process to be re-issued PPE if they misplace or expend it, and trainings have been developed.
- All staff may choose to utilize their own face covering over their N95 masks.
- Students are expected to arrive to school with their face covering.
- There are additional cloth face coverings on hand to replace any that have been lost or misplaced. Staff have been informed to seek these replacements for the children from their direct supervisors.
- Mask wearing has been incorporated in the Campus-Wide PBIS programs to incentivize the proper

wearing of them.

- Children will be permitted frequent mask-breaks whenever safe and appropriate.
- Teachers and Support Staff who will, by nature of their position, be interacting with children across classes and cohorts, will be issued gloves and face shields in addition to their cloth face coverings.

Daily Health Screening: Prior to entering ANDRUS' Campus, **all staff** must complete a daily screening questionnaire and temperature check at the front gate, 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?
 - Possible travel to any states currently requiring mandatory quarantine per the Governor's Executive Order 205, listed and updated on the NY Forward website:
<https://coronavirus.health.ny.gov/covid-19-travel-advisory>
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?
3. Do you have any symptoms of a respiratory infection (i.e.:, cough, sore throat, fever, or shortness of breath)?

Parent/Guardian Drop Off Protocol: Below see detailed the steps that should be taken to ensure this is done safely and limits any potential exposures:

- The parent needs to have called ahead to the school or to their child's clinician, so we are able to expect their arrival.
- If the parent or guardian did not call ahead, and you speak with the school's front office and they are unaware of the drop-off, it is unauthorized and they should not be given access to the Andrus campus.
- The school and/or clinicians will alert the front gate booth as to the parent/guardians arrival and will also inform the parent/driver to be prepared to follow booth protocol (driver's license scan, temp check and sign, etc.)
- Once the parent/guardian arrives:
 - The driver will follow the same procedure as any visitor (instructions will be given at the front gate).
 - The driver will get their temperature screened (if the driver is above 100° the vehicle is turned around and sent out of the ANDRUS campus).
 - Once the driver has cleared our screening process, they should be directed to drive straight to the school to wait in line with other vehicles/busses as children are unloaded and screened. Parents and guardians cannot drop their child off and leave, they must wait, and follow the screening process and remain in their vehicle at all times.
 - Parents cannot leave the ANDRUS campus until their child successfully passes our screening.
 - If the child does not successfully pass our screening they must return home with their parent(s) right away.
 - Occupants (other than a student who has successfully passed our screening) cannot exit the car once on our campus, nor can they enter buildings or drive around. They are to go straight to the school.

Social Distancing:

- All individuals on the ANDRUS campus must maintain social distancing and utilize a face covering.
- On the school grounds and in the school facilities, students, faculty, and staff must aim to keep safe distance at all times.
- Staff lounges and conference rooms have been updated to capacities of 3 people maximum. Highly visible signs have also been posted throughout the school to remind all of the staff and students of this new requirement.
- Proper social distancing is defined as a six (6) foot separation between individuals. (For example: When

social distancing is practiced, such as in an isolated office or outdoor meeting space, individuals may remove their face covering.) However, a face covering must be worn in all other scenarios.

- Tightly confined spaces (<6ft. distancing) will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If an area is occupied by more than one person, keep occupancy under 50% of maximum capacity.
- 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 (i.e.: 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, ITPC/TPC's, CSE meetings and other meetings will continue to be conducted in accordance with Governor Cuomo's and NYS DOH's guidance. (Meetings will be conducted 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.
- <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

Hand hygiene includes:

- ANDRUS signage is displayed throughout the campus, in spaces encouraging hand washing and correct techniques.
- Traditional hand washing with soap and warm water, lathering for a minimum of 20 seconds, is the preferred method. This can be accomplished by singing or humming the happy birthday song twice.
- Additional time in the schedule has been added to encourage frequent hand washing breaks.

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 dispensers 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 the front gate, 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 building.

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 has and will continue to train all personnel on new protocols and frequently communicate updated 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 sick.
 - Proper respiratory etiquette: includes covering coughs and sneezes.
 - Avoid 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). [Operating schools during COVID-19: CDC's Considerations](#)

Training/Professional Development topics for all Orchard School Staff:

- Staff will continuously be trained on our online platform Google Classroom. This will allow for education in-person and via distance to follow the same scope and sequence, so that closures and cohort rotations do not interrupt education.
- 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>
- 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 (i.e., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (i.e.: by properly washing hands, safe social distancing, 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 required to wipe down touch surfaces post and prior use.

Restrooms:

- All lavatories 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 dryers have been 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 reduced in order to limit the chance of exposure and aid 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 when applicable.
- Each student, teacher and support staff will receive ~6 ft. of separation from others. Classrooms have been rearranged as much as possible to allow for this.
- Sneeze guards have been installed on all student desks within the classroom.
- Additional considerations will be taken into account for space utilized for classrooms and teaching material.
- Students, teachers and support staff will be required to wear a proper face covering, which they will have been issued, and made aware of how to obtain replenishment when needed.

Nurse Stations:

- Staff will contact the Nurse prior to bringing a child, to ensure proper social distancing in the Nurse Station.
- 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.

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. Face coverings (i.e., 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.

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 10 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.

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 individuals shall stand to maintain social distance.
- Reception areas have had seating removed or adequately spaced to provide at minimum of 6 feet of separation.

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.
- Additional fans have been purchased for classrooms to sit behind the teacher's desks to encourage additional air-flow and help combat temperature swings.
- More frequent maintenance and inspection of the systems will occur to mitigate extra strain on systems.
- Filter replacement schedules will be more frequently

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" posters, as applicable. Cleaning and disinfection logs will be maintained that include: the date, time, and scope of cleaning and disinfection. In addition: 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.

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.

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 (i.e.:main office, reception area)
- Frequently touched surfaces in common areas (i.e.:door handles, elevator buttons, copy machine keypads, etc.)
- Breakrooms
- Cafeterias/Kitchens

- Library Media Center
- Science lab
- Classrooms
- Maintenance offices and work areas
- School vehicles
- Large meeting areas (i.e.: gymnasium, music rooms)
- Playgrounds (cleaning only)
- Outdoor seating areas (plastic or metal)

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 Learning 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 (i.e.:, 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.
 - Contact Tracing will be completed.
- Closing of schools, such as those we saw at the start of the pandemic, or stepping our plan back to the A/B/C rotation may also be influenced or impacted by local, regional, or statewide decisions.
 - 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.
- 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.

Meals Onsite: The agency has consulted 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. **Individually pre-packing each meal will allow our Food Service department to provide solutions for those children with unique food allergies or considerations.**

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 program took place in the cafeteria, meals 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.

Anyone with questions or concerns should email (CampusCOVID@jdam.org). This is a COVID Task force within the agency. The email list is monitored by Eric Osterman, Vice President of Campus Programs. Supporting him in this role is 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 statewide), 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.

Bus protocols for a reported case of COVID-19 on a School Bus:

- The District Transportation Supervisor will be notified, ANDRUS will then notify Building Administration and a plan will be implemented to contact the parents of the students on that specific 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.
- Students must social distance (i.e.: six feet separation) on the bus.
- Students who do not have masks will be provided one by ANDRUS.

Transportation Communication:

- 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

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

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 **Rediker**, 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 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 **ensure** 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 and create a 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.



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:

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. The continuity of learning 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 2020-2021 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 a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology.

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 (i.e.:, 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.

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:

Levels of Interaction:	<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>
Models of Instruction:	<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.

Schedule:	Students will follow The Orchard School schedule that will be provided exclusively for The Continuity of Learning Plan.
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<p>Daily Attendance:</p>	<ul style="list-style-type: none"> ● Attendance will be taken daily. ● 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>

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!

Office Hours: It is likely that there will be questions as we all move through this process. **Parents** may contact their child’s teacher and staff directly, with response in a timely manner, during office hours.

Name:	Phone Number:	Role:
Argentina, Debra	518-618-2038	Horticulture Teacher
Arnwine, James	914-586-3137	Middle School Teacher
Borjas, Meaghan	631-678-5873	STARS Teacher
Brown, Helena	845-372-5768	Substitute Departmental Teacher
Bryant, Tyeisha	914-565-3988	STARS Teacher
Dinkins, Adrienne	914-539-7213	Elementary Teacher
Doswell-Stephens, Brianna	914-721-0670	Early Elementary 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
Herling, LisaMarie	332-203-5072	Elementary Teacher
Hudson, Andrea	646-807-9845	Substitute Art Teacher
Johnson, Tamberlyn	914-488-4207	Middle School Teacher

Kolodziejczuk, Michael	845-288-3171	Departmental Teacher
Lakes, Dalesha	914-586-2062	Substitute Departmental Teacher
Militscher, Andrew	914-473-2164	Elementary Teacher
Munoz, Marlene	914-512-8066	Elementary Teacher
Naft, Barry	914-586-3722	Physical Education & Health Teacher
Russo, Nicole	914-447-4777	Early Elementary Teacher
Santana, Rosa	484-961-0050	Math and Science Coordinator
Schmidt, Chris	845-475-8531	Physical Education Teacher
Scott, Leticia	914-281-1898	Substitute Middle School 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

Teacher Responsibilities:

- 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/ITPC, etc.), collaborate with their students' treatment team, and complete all necessary documentation.

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, ITPC, etc.)
- Support instructional needs of students to meet NYSED standards
- Collaborate with treatment teams and campus leadership to provide a safe environment for students.

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.
- 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. Teachers will be available during the hours of 8:30 AM – 3:30 PM.
- Always consider how to be kind and thoughtful when communicating online. Remember, tone (of the message) can't be heard though typed words.
- Be appropriate. There should be NO live videos between students.

PBIS Expectations: During this time, the Positive Behavior Intervention and Supports (PBIS) program continues at the Orchard School. Students will continue to earn points for meeting expectations throughout the day. On Thursdays, students can order from the CHAMPS store through the Google Classroom and they will receive their orders on Fridays.

CHAMPS Expectations for In-School Learning

Conversation	Expectations	Daily Points Earned
	<ul style="list-style-type: none"> • Appropriate voice level • Safe and Respectful language 	<p>0: No appropriate language used in conversations/assignments</p> <p>1: Used appropriate language in some assignments/conversations</p> <p>2: Used appropriate language in all assignments/conversations</p>
Help 	<ul style="list-style-type: none"> • Ask for help appropriately • Ask permission before acting 	<p>0: Did not ask for help appropriately</p> <p>1: Asked for help appropriately some of the time</p> <p>2: Asked help appropriately or did not need help</p>
	<ul style="list-style-type: none"> • Wearing masks to keep self and others safe 	<p>0: Did not/Refused to wear mask</p> <p>1: Kept mask on</p>
Activity 	<ul style="list-style-type: none"> • Having all class materials • Working on assignment <ul style="list-style-type: none"> ◦ Fit in time to clean up after oneself 	<p>0: Not prepared and did not work on assignments</p> <p>1: Had some materials/attempted some work</p> <p>2: Prepared and completed work</p>
Movement 	<ul style="list-style-type: none"> • Remain in the room <ul style="list-style-type: none"> ◦ Staying in seat and maintain social distance • Safe hands and feet <ul style="list-style-type: none"> ◦ Refrain from touching other's property 	<p>0: Unsafe behavior in classroom</p> <p>1: Remained in seat OR had safe hands and feet</p> <p>2: Remained in seat AND had safe hands and feet</p>
Participation 	<ul style="list-style-type: none"> • Listening and following directions • Taking turns/waiting to be called on 	<p>0: Did not follow directions</p> <p>1: Followed directions some of the time</p> <p>2: Followed directions the whole time</p>
	<ul style="list-style-type: none"> • Wearing Uniform 	<p>0: No uniform</p> <p>1: Wearing Uniform</p>
	<ul style="list-style-type: none"> • Transition 	<p>0: Did not transition safely</p> <p>1: Transitioned safely</p>

CHAMPS Expectations for Distance Learning

Conversation	Expectations	Daily Points Earned
	<ul style="list-style-type: none"> • Safe and Respectful language <ul style="list-style-type: none"> ○ Assignments ○ With all adults 	<p>0: No appropriate language used at all 10: Sometimes used appropriate language 15: Mostly used appropriate language 21: Met expectations</p>
	<ul style="list-style-type: none"> • Kindly ask an adult for help • Email/Contacting teachers when needing help with assignments 	<p>0: Did not complete work/Did not ask for help 10: Asked for help but did not complete work 15: Asked for help and completed some work 20: Asked for help and completed work or completed work without help</p>
	<ul style="list-style-type: none"> • Logging in and making progress to complete assignments 	<p>0: Did not log in and did not attempt work 10: Logged in but did not attempt work 15: Logged in and attempted some work 21: Logged in and completed all work</p>
	<ul style="list-style-type: none"> • Remain in seat when completing work • Ask for a break from an adult when needed • Safe hands and feet 	<p>0: Unsafe day (more than 1 significant incident or more than 2 minor incidents) 10: Somewhat safe day (no more than 1 significant incident or 2 minor incidents) 15: Mostly safe day (no significant incidents and no more than 1 minor incident) 21: Safe day (no significant or minor incidents)</p>
	<ul style="list-style-type: none"> • Completing assigned online work and submitting on time 	<p>0: Did not turn in any work 10: Late submission on all work 15: Sent in most assignments on time 21: Completed all assignments on time</p>

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 adolescent:

Resource:	Link:	How to access:	Available until:
BrainPOP: Coronavirus (4-minute video, activities, games, and movie-making)	Coronavirus	Website: Click on the link to the left	During COVID-19 school closure
National Public Radio: Just for Kids: A Comic Exploring the New Coronavirus – includes a 3 minute audio and kid-friendly comic	Just for Kids: A Comic Exploring the New Coronavirus	Website: Click on the link to the left	During COVID-19 school closure
PBS Kids: How to Talk to Your Kids About Coronavirus (includes a list of videos, games, and activities about handwashing and staying healthy at the bottom of the article)	How to Talk to Your Kids About Coronavirus	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:
Homeschool Blog of resources	www.homeschoolingonthehubson.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-educational-apps-games-and-websites	Website: Click on the link to the left	Always- a great resource!
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 homeschooling 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.
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.

Additional Activities:

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 (I.e.: mazes, I Spy)
Ice Cream making	Proper brushing teeth or flossing	Mask making and decorating
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 aromatherapy pouches
Knitting/Crocheting/Sewing	Painting	Braiding Hair
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
Free Coloring pages- https://www.crayola.com/featured/free-coloring-pages/	Movement games (I.e.: bunny hop, wheelbarrow walk, jumping jack, cartwheels, hopscotch, using swings, camping chair balance challenge, catching games, marching)	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.

Outdoors within your community:

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

Outdoors within the yard/front lawn:

Cornhole (<i>bean bag 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: 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 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](#)