

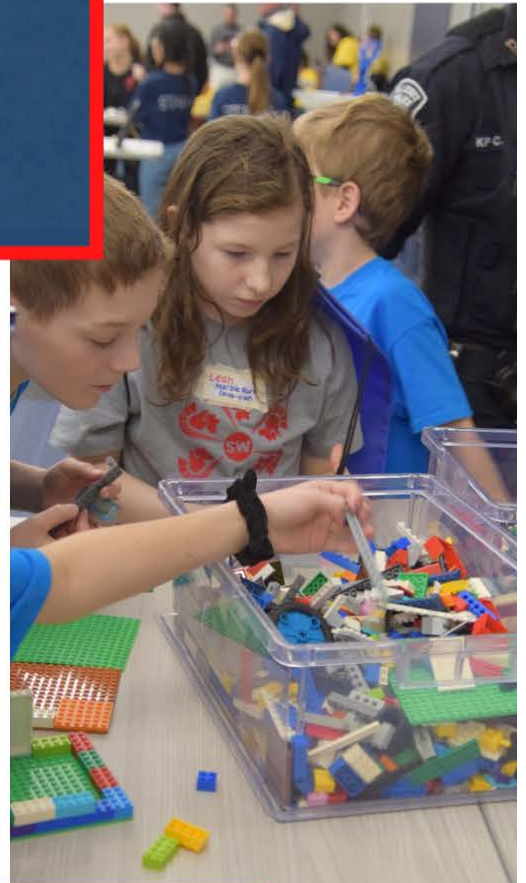


Southwestern's

SMART START

A SAFE SCHOOL PLAN FOR STUDENTS & STAFF

2020 - 2021



SOUTHWESTERN CENTRAL SCHOOL DISTRICT

SWCS REOPENING PLANNING & PREPARATION

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Introduction

Background

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

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

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

Three Phases of Reopening & Maintaining Safety

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

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

Plan Development

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

- District-level committee
- Building-level committees
- Southwestern teachers/support staff
- Southwestern Board of Education
- Surveys via the school website and Thought Exchange



Office of the Superintendent
600 Hunt Road, W.E., Jamestown, NY 14701
(716)484-1136 Fax (716)488-2442

Dear Southwestern Community,

The 2020-2021 school year is fast approaching and we are delighted to welcome each and every student back. It is heart-wrenching for me to think about all of us not returning together, but the care and safety of our staff and students is paramount at this time. Thank you in advance for your patience, kindness, and support of our school, staff, and most of all, our children.

This will be the 36th year of my educational career. I feel so fortunate that I am able to do what I love every day, and that is partnering with all of you in educating our children. When we closed in March due to the COVID-19 pandemic, I never imagined that we would be on remote learning for the remainder of the school year. Looking ahead to September while still experiencing the COVID-19 pandemic, we have been tasked with creating opening plans for the 2020-2021 school year while keeping in mind the health and safety of our students, staff, and community.

The Southwestern district engaged a committee of stakeholders that included representatives from all school buildings. In addition, a sub-committee was formed in each of our buildings. There was also district representation at the state and regional levels as guidance was formulated. Most importantly, the district will follow the NYSDOH (New York State Department of Health) and NYSED (New York State Education Department) regulations and guidance.

We have all learned from our experience with remote learning throughout the pandemic. We reached out to our families with a Thought Exchange and we received valuable feedback. One common theme has been to provide more consistency and structure in remote learning. Most importantly is the social-emotional well-being of our kids and their needs, as well as the desire to get back to school. Each and every student has struggled in many different ways and experienced many successes.

We will continue to evaluate our plan as we move through this school year. We know that we must follow all executive orders to the full extent, and at times we have very little notice to implement them. For that we may need to pivot quickly.

Everyday throughout this pandemic, the care of our kids has weighed heavily in my thinking, 24/7. I love our kids and think of each of them as I do my own. I commit to do everything in my power to ensure the safest educational environment while meeting the needs of the kids. We must be partners and remember that we are all, including each of you, doing our very best! Feel free to reach out to me anytime by email at mdonahue@swcsk12.org. Please continue to be kind, committed, and Trojan Tough!

All my best,

A handwritten signature in cursive script that reads "Maurine Donahue".

Mrs. Donahue

Important Contact Information	
For questions about...	Contact information
A course, assignment or resource	The assigned teacher
A technology-related problem or question	<p>If You Do Not Have Internet Access in Your Home</p> <p>As of Monday, March 16th, 2020 any student lacking internet access at home may call (855) 243-8892 during the school closure for free internet provided Spectrum. When you call, select the option for new services. Inform the service representative you are calling regarding the Remote Student Educational offer. While the District does not endorse or promote this vendor, we share this information as a resource for families.</p> <p>Technical Support at Home</p> <p>If any families or staff require technical support during the extended closure, please email swcstech@swcsk12.org and a member of our technology department will assist you as soon as possible.</p>
Social-emotional, personal or academic concern	School counselor, social worker or school psychologist, whose contact information can be found within the school contact information listed below.
Free breakfast & lunch	Pauline Wells, Central Registrar, (716) 484-1136 or pwells@swcsk12.org

Important Contact Information for Each School

Southwestern High School

Role	Contact Information	Email Address	Contact Number
Principal	Scott Cooper	scooper@swcsc12.org	High School Office – (716) 664-6273
Assistant Principal	Matt Kindberg	mkindberg@swcsc12.org	
School Psychologist	Liza Babcock	lbabcock@swcsc12.org	
School Counselor (A-K)	Chelsey Winchester	cwinchester@swcsc12.org	
School Counselor (L-Z)	Robin Kayner	rkayner@swcsc12.org	
School Nurse	Tricia Conklin	tconklin@swcsc12.org	
Athletic Director	Kevin Salisbury	ksalisbury@swcsc12.org	

Southwestern Middle School

Role	Contact Information	Email Address	Contact Number
Principal	Rich Rybicki	rybicki@swcsc12.org	Middle School Office – (716) 664-6270
School Psychologist	Fawn Fisher	ffisher@swcsc12.org	
School Counselor	Suzie Lindquist	slindquist@swcsc12.org	
School Nurse	Debbie Peterson	dpeterson@swcsc12.org	

Southwestern Elementary School

Role	Contact Information	Email Address	Contact Number
Principal	Matt Langworthy	mlangworthy@swcsc12.org	Elementary School Office – (716) 664-1881
Assistant Principal	Matt Kindberg	mkindberg@swcsc12.org	
School Psychologist	Jessica Long	jlong@swcsc12.org	
School Counselor	Lisa Kyler	lkyler@swcsc12.org	
School Nurse	Dave Anderson	danderson@swcsc12.org	

Southwestern District Contacts

Role	Contact Information	Email Address	Contact Number
Superintendent	Maureen Donahue	mdonahue@swcsc12.org	District Office – (716) 484-1136
Dir. of Instructional Svcs.	Molly Moore	mmoore@swcsc12.org	
Dir. of Special Education	Amy McCloskey	amccloskey@swcsc12.org	
School Business Official	Annette Rhebergen	arhebergen@swcsc12.org	
Buildings & Grounds	Steve Olson	solson@swcsc12.org	
Transportation	John Spacht	jspacht@swcsc12.org	

1. Communication/Family & Community Engagement

District Level

The Superintendent of Schools will provide regular communication to families with frequent updates on the current status of schools as well as any recent changes or developments. Communications regarding academics, support for meals, technology assistance and mental health support will be the foundation of these communications.

The District will use our school website, <https://www.swcsc12.org>, social media accounts, emails, as well as the *Remind* application to disseminate information. *Remind* will be the primary method of communication between school and families grades Pre-k to 12. Families will receive information on signing up for *Remind* prior to the beginning of the school year. (<https://www.remind.com/>)

School Building Level

The building principals will regularly send communications to families via the *Remind* application. Students will receive messages from principals through *Microsoft Teams*. Morning announcements will be available virtually and in school.

Teacher Level

Teachers will communicate with families through *Remind*, which will include texting, phone calls, and emails. Students in grades 3-12 will receive primary communication through *Microsoft Teams*. Students and families grades 6-12 will also receive updates on student engagement with assignments through PowerSchool. Parents will receive information on how to create Parent Portal accounts through PowerSchool for access to grades and attendance prior to the start of the 2020-2021 school year.

In addition to regular communication, the district is planning events for orientation and "Open House" events. Information will include technology assistance, social emotional learning approaches and academic programming.

2. Health and Safety

Personal Protective Equipment (PPE)

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

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

Social Distancing

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

Health Screenings

- All students will be screened by the parent/guardian at home prior to boarding the bus/coming to school using a checklist provided by the district. If the child presents with COVID-19 symptoms the parent/guardian is requested to contact the building nurse. All other "non-COVID-19" absences should be reported to Shelly Phillips in the elementary school, Pauline Wells in the middle school, and Joanie Wefing in the high school.
 - Staff must self-assess prior to entering the building. Checklists/Questionnaires will also be provided to staff and parents, and posted at each building main entrance for visitors/vendors/contractors to complete before being granted access to the building.

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

- Each building will display and share with parents, age appropriate posters as reminders of proper hand washing, proper donning of face masks, how to stop the spread of COVID and how to protect yourself and others. Resources, including those listed below, can be found in the Appendix of this document.
 - [Appendix A Hand Washing Poster for Elementary Schools](#)
 - [Appendix B Hand Washing Poster for Secondary Schools](#)
 - [Appendix C Hand Washing Poster for the Workplace](#)
 - [Appendix D Hand Washing Poster for Parents/Community](#)
 - [Appendix E Hand Washing "Health is in Your Hands" Poster](#)
 - [Appendix F Prevention Info Sheet](#)
 - [Appendix G Share Facts about COVID-19 Info Sheet](#)
 - [Appendix H COVID-19 Info Sheet](#)
 - [Appendix I Stop the Spread of Germs Poster](#)
 - [Appendix J Stop the Germs! Wash Your Hands Poster](#)
 - [Appendix K Cover Your Cough! Poster](#)
- Weekly robo-calls and text messages will be sent to all families to remind them to conduct daily screening at home prior to boarding the bus/coming to school. These reminders will be sent to all families on Sunday evenings.

The District will notify parents/guardians that if they are experiencing hardship, and cannot afford a thermometer, that they should contact their school nurse and one will be provided for their family for daily screening requirements.

Isolation of Individuals Exhibiting Symptoms of COVID-19

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

Protocol for Students/Staff That Exhibit COVID-19 Symptoms:

If a student presents with symptoms related to COVID-19, the teacher should use their classroom phone to communicate with the school nurse that they are sending a student to the office for assessment. If the nurse is not available, the building principal will be notified. The student will be sent home to follow up with a healthcare provider. The district will follow this protocol for all students and staff that exhibit COVID-19 symptoms.

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

Note to Parents When a Child is Sent Home With COVID-19 Symptoms:

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

Please refer to [Appendix O Return to School Note When No COVID Test Performed](#).

COVID Points of Contact

- District Point of Contact: Maureen Donahue, Superintendent
- Southwestern Elementary: Dave Anderson, School Nurse, RPN and Matt Langworthy, Principal
- Southwestern Middle School: Debbie Peterson, School Nurse, RPN and Rich Rybicki, Principal
- Southwestern High School: Tricia Conklin, School Nurse, RPN and Scott Cooper, Principal

Contact Tracing

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

- Attendance records to determine who was present and onsite (both students and teacher/staff attendance records);
- Bus route rosters;
- Substitute employee records (substitute teachers, aides, etc.) through the AESOP absence management system;
- Our visitor management system provides the date and entrance/exit time of all visitors.

Conducting School Safety Drills Amid COVID-19

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

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

Medically Vulnerable/High Risk Groups (Adults)

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

- Individuals age 65 or older;
- Pregnant individuals;
- Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma

- serious heart conditions
- immunocompromised
- severe obesity (body mass index [BMI] of 30 or higher)
- diabetes
- chronic kidney disease undergoing dialysis
- liver disease
- sickle cell anemia

Individual plans will be developed in conjunction with the employee and their medical providers for those who qualify as a vulnerable adult. All applicable laws and contractual rights will be addressed during this process.

Information regarding vulnerable students is located later in this document.

Monitoring of Attendance

- Student attendance
 - Nurses will monitor student attendance for COVID-19 related absences using a log sheet. NO personally identifiable information will be contained on the log sheet, just numbers of students exhibiting symptoms.
 - [Appendix Q School Nurse log sheet for COVID-like Symptoms](#)
 - Staff attendance will be monitored through AESOP.

During virtual or hybrid instruction, student attendance will be monitored and entered through PowerSchool.

3. Facilities

Summer Preparations

- To prepare for the arrival of students, teachers and staff, the following safety enhancements will be completed in each school building prior to the first day of teacher attendance:
 - Markings for one-way traffic patterns through halls at all buildings
 - Markings to indicate 6' social distancing where applicable
 - Signage installed at entrances and throughout buildings to inform and remind occupants of proper hygiene recommendations
 - Removal of excess furniture to create additional space for social distancing of students and staff
 - Install polycarbonate shield partitions for forward-facing high contact positions (i.e. main office secretaries), if needed
 - Install polycarbonate shield partitions where feasible for student separation in spaces where a minimum of 6' social distancing may not be possible
 - Additional hand sanitizing stations will be added to increase hand sanitizing opportunities for students and staff
 - Provide hand sanitizer (60% alcohol or greater) in all classrooms as well as common areas. Hand washing with soap and water should be taught and encouraged especially when hands are visibly soiled. Hand sanitizer can be used if soap and water is not available. **Alcohol based hand sanitizer should only be used by children under adult supervision*
- Review all HVAC settings to ensure all spaces are provided adequate ventilation
 - HVAC filters will continue to be changed at recommended regular intervals with MERV 8 rated or greater filters
 - Additional areas will be targeted for specific air quality equipment

Capacity

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

Visitors to the Building

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

Special Considerations

- Before/after school child care by the YMCA (spaces within the building to support cohort grouping of students and social distancing, cleaning before/after their use)
- Water fountains - traditional water fountains will be disabled and capped to avoid potential sharing/bottle filling stations will remain operational.
- Vending machines (cleaning of frequently touched surfaces)
- Restrooms
 - Limit capacity in restrooms
 - Face coverings will be worn in restrooms

Cleaning/Disinfecting Procedures

- Disinfecting should never be done by children (i.e. wipes, spray bottles for desks)
- Cleaning and disinfecting will be manually tracked and recorded through daily cleaning logs
- Pre-Arrival/Arrival of Students
 - Clean and disinfect areas used by groups before the start of the school day (i.e. YMCA)
- During the School Day
 - Clean and disinfect high touch areas such as door handles, stair railings, elevator buttons, etc. after arrival and mid-day. All staff will support cleaning efforts, including classroom teachers and teacher aides to the extent practicable.
 - Bathrooms will be cleaned and disinfected frequently during the school day
- Lunches
 - Cafeterias - If the cafeteria is used for lunch periods
 - Tables will be wiped down and disinfected by cafeteria monitors after each lunch period
 - Garbage will be emptied after each lunch period
 - Classrooms - if eating in classrooms, cleaning to protect students with life threatening food allergies
 - During the school day, shared spaces will be cleaned as appropriate

- After the School Day
 - Daily procedures for cleaning and disinfecting will be completed in all student and staff areas to prepare for the next day
 - Routine cleaning includes:
 - Clean all high touch items such as light switches, door knobs, handrails, desk tops, counters, handles, faucets, etc.
 - Dust mop and/or wet mop floors
 - Empty trash receptacles and replace liners
 - Clean restrooms
 - Dust
 - Vacuum carpeted areas
 - Disinfecting will occur after routine cleaning is completed
 - Spray disinfecting should not be done when the space is occupied by children. If there are adults in the room, they should be advised that disinfecting is about to occur and given the opportunity to leave.
- Playgrounds and Outdoor Areas
 - Hand sanitizing station(s) will be at playground entrance areas. Students will sanitize hands before/after use. Similarly, when accessing other outdoor learning spaces, hand sanitizing stations will be available outdoors or as students exit the building.
 - Maintain per CDC guidelines for outdoor areas: *Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people.*

Cleaning Product Information

Product (Manufacture)	Description	Item No.	EPA Reg No.	Active Ingredient(s)	Contact Time	Type/ Dilution
Virex II 256 (Diversey)	One step Disinfectant Cleaner and Deodorant	4329	70627-24	Quaternary ammonium	10 Minutes	J-Fill Concentrate
Poten (TrueKleen)	Antibacterial Heavy Duty Cleaner & Odor Counteractant	POTAB	1839-83-1459	Quaternary ammonium	10 Minutes	RTU Quarts
Spray N Go (AirX Labs)	Disinfectant Cleaner and Odor Counteractant	Spray-N-Go	1839-220-44089	Quaternary ammonium	5 Minutes	RTU
Oxivir Tb (Diversey)	General Virucide, Bactericide, Tuberculocide, Fungicide, Sanitizer	427785	70627-56	Hydrogen peroxide	1 Minute	RTU Quarts
Oxivir Tb Wipes (Diversey)	Virucide, Bactericide, Tuberculocide, Fungicide, Sanitizer	5E+06	70627-56	Hydrogen peroxide	1 Minute	160 RTU Wipes
Complete (Kayline)	Multi-Purpose Disinfectant Cleaner	K30	1839-83-33422	Quaternary ammonium	10 Minutes	RTU Quarts
Room Service (Kayline)	Total Release Phenolic Disinfectant	K452	4446-67	Phenolic;Ethanol (ethyl alcohol)	10 Minutes	6 oz aerosol

Community Use of Facilities

Initially and upon reopening, the District facilities will not be open for community use. Our priority will be safely supporting the academic and instructional program while focusing efforts on cleaning and sanitation. Therefore, general community use of our school facilities will not be permitted. The only exception to this will be our partnership with the YMCA (a NYS licensed childcare provider), which provides critical support to families in need of child care. The District will communicate its temporary suspension of facility use by the community, which includes but is not limited to Community Education, District-affiliated community events (i.e. PTO events), and the use of gymnasiums and pools by community organizations.

4. Child Nutrition

Food Service (Breakfast and Lunch)

- Breakfast and lunch procedures – Students will eat in the cafeteria and alternate spaces as needed to ensure all social distancing requirements are met. Classes with students with food allergies will eat in the cafeteria with social distancing practices in place. Students will wear mask when not seated. Lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
- The middle school will follow a lunch schedule. Students will sit only at designated tables, 6 feet apart from one another in the dining hall and additional spaces.
- Middle school students will wear mask when not seated in the dining hall (i.e. dumping garbage)
- Middle school lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
- The high school will run scheduled lunch periods, per the usual school schedule. Students will sit at tables, 6 feet apart from one another in the cafeteria.
- High school students will wear mask when not seated in the cafeteria and commons (i.e. dumping garbage).
- High school lunches will be served via lunch lines, via a bagged pickup, or alternate distribution based on guidance.
- School personnel will prohibit sharing of food and beverages (e.g., buffet style meals, snacks), unless individuals are members of the same household. Adequate space will be reserved for students, faculty, and staff to observe social distancing while eating meals.

5. Transportation

Bus Cleaning & Disinfecting

According to the CDC:

- **Cleaning** removes germs, dirt, and impurities from surfaces or objects.
- **Disinfecting** uses chemicals to kill germs on surfaces or objects.
- **Sanitizing** is a form of cleaning or disinfecting that lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements.

Using this information and following the most current guidance we have available; the following actions will be taken by the employees of SWCSD:

- After each bus run, drivers and bus aides will clean all surfaces that were touched in the bus. This includes, but is not limited to: seats, floors, steps, hand rails, windows, and driver compartment.
- After cleaning, the interior will be sprayed with an EPA (Environmental Protection Agency) approved disinfectant. The bus drivers will ensure that the product is applied correctly and that the proper dwell time (time it takes for the disinfectant to work) is observed before proceeding to the next step.
- After the dwell time, the driver and or bus attendant will go back on the bus and ensure that surfaces are not sticky, and windows are not foggy. Windows and surfaces will be cleaned again as needed.

Bus Driver & Attendant Health & Safety Guidelines/Bus Capacity

The CDC recommends limiting close contact with others by maintaining a distance of at least 6 feet, when possible.

To achieve this SWCSD will implement the following guidelines:

- No students will sit in the seat directly behind the driver.
- All students will be required to wear a face mask on the bus at all times.
- All students will have assigned seats for contact tracing purposes.
- Social Distancing of 6' from others will be observed whenever possible.
- If, because of medical reasons, a student is unable to wear a mask on the bus, a separate bus will be sent, and a 6-foot space will be implemented between all students. This will limit capacity by 90%. For example, a 66-passenger bus will be limited to 6 students.
- Students from the same household would be permitted to sit together, so long as they are wearing masks and are socially distanced from other students on the bus.
- Face shields will be permitted if a student or transportation staff member wishes to use a face shield, but they must also wear a face mask with the shield.
- Bus Drivers will NOT be permitted to wear a face shield when driving.
- The parent should send the student with proper PPE such as a face covering that is comfortable for the student to wear.
- Proper PPE (face masks and gloves) will be available on each bus for all staff and students that do not have their own.
- Disposable gloves must be worn by staff anytime contact with a student is required.
- All staff and students will be instructed on proper PPE use.
- Avoid touching your eyes, nose, or mouth.
- Proper hand hygiene for all transportation staff is an important infection control measure. Before And after each bus run, wash your hands with soap and water for at least 20 seconds.
- The bus driver will only be required to wear a mask or proper face covering when a 6'

distance is not maintained from others, such as when a student is boarding or disembarking the bus.

- The bus attendant will be required to wear a mask or proper face covering whenever there are students on the bus.

Student Health & Safety Guidelines

- No food or drink will be allowed on the bus at any time.
- Students will have assigned seats based on when they get on or off the bus. Students will go directly to their assigned seat. Passing by other students on the bus will be limited as much as possible.
- Students disembarking the bus will do so from the front to the back keeping 6' of distance whenever possible.
- School Bus arrival times to the school will be scheduled to allow students to disembark quickly so that the time on the bus is shortened. The times will be staggered so that multiple busses are not all arriving at the same time.
- Students will only be permitted on the bus if they are on the route sheet. All bus changes must be approved by the Transportation Supervisor in advance. (Understand that bus changes may not be possible during the pandemic)
- Student Screening
 - Prior to boarding the bus, parents will need to participate in a wellness check on behalf of their child
- Ensure that all individuals, including the driver, employees, children who are able to medically tolerate a face covering, are wearing face coverings.
- Drivers should increase ventilation, when weather permits, within any vehicle (e.g. opening the top hatches of buses or opening windows) within the discretion of the driver or the District. Proper ventilation has shown to reduce the spread of COVID-19 per the CDC.
- Student attendance will be taken on every bus trip and the record will be filed with the Transportation Supervisor. The attendance records will be used for aid reimbursement, Medicaid reimbursement purposes, and in the event of a student contracting COVID-19, Contact tracing.

Covid-19 Bus Self Screening Guidelines

- Student's temperature must be below 100 degrees, and if the temperature is 100 degrees or greater, the student may not board the bus.
- If the student has a temperature of 100 degrees or greater, they may not return to school until they are fever-free for 72 hours.
- If the student is displaying any other symptoms of COVID-19 such as cough, shortness of breath, body aches, sore throat, eye discharge, nausea or diarrhea, or has been exposed to anyone diagnosed with COVID-19 in the past 14 days, they will not be permitted to board the bus and will not be permitted to attend school until cleared by a doctor.
- Parent is to be instructed to call the school and notify the nurse of the reason the student will not be attending.
- If it is determined the student has no signs or symptoms of illness, the student may board the bus and is to be seated in an assigned seat, following all instructions given by the driver and or attendant.

6. Social-Emotional Well Being

Instruction and Social Emotional Supports

The District Reopening Task Force has determined safety and the social-emotional well-being of students and staff as the top priority for the Fall of 2020. Each building will focus on relationship building and social-emotional supports at the beginning of the school year. The elementary school will use Restorative Practices; the middle and high school will use a mentor model and Restorative Practices.

Mental Health Of Students, Staff, Families

The District recognizes the need for mental health support will vary. Students will participate in a social emotional learning assessment at the beginning of the year. Families will know who to contact at the building level if they have concerns about their children and need assistance from the school. Each building will utilize the current Student Support Team, which includes school psychologists, school counselors, building principals and the school nurse. The Student Support Team will continue to meet weekly to discuss at-risk students and develop individualized plans to address their needs.

Parent Information

Resources will be shared with families to support healthy social-emotional development in children. Information will be disseminated through the district's website and through regular communication from the buildings. If a family needs more specialized support, they are encouraged to contact the school principal, school psychologist, nurse or school counselor.

7. School Schedules

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

District-wide (all schools/buildings)

Due to social distancing requirements, the District has determined the use of a hybrid model (partial in-person learning, partial remote learning) is the best option for the start of the school year, with a hope to increase student capacity at a future date by utilizing physical barriers. The District-wide task force emphasized keeping families on the same schedule is a top priority. Families will be assigned a "Red" or "Blue" day schedule for in-person learning. The opposite day will consist of remote learning. All family members, regardless of which school building they attend will be on the same schedule. Some students with disabilities will be recommended to attend every day. Below is a chart to show what student schedules will look like. Please note the "A" and "B" days are only relevant at the middle and high school. Students listed as Gold are students that are in the optional virtual only model. Students listed as purple will attend school daily.



Red designated Students
Blue Designated Students
Gold Designated Students
Purple Designated Students

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Day 1	Day 2	Day 3	Day 4	Day 5
Red Day A	Blue Day A	Red Day B	Blue Day B	Red Day A
Live	Virtual	Live	Virtual	Live
Virtual	Live	Virtual	Live	Virtual
Virtual	Virtual	Virtual	Virtual	Virtual
Live	Live	Live	Live	Live

Red designated Students
Blue Designated Students
Gold Designated Students
Purple Designated Students

Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Day 6	Day 7	Day 8	Day 9	Day 10
Blue Day A	Red Day B	Blue Day B	Red Day A	Blue Day A
Virtual	Live	Virtual	Live	Virtual
Live	Virtual	Live	Virtual	Live
Virtual	Virtual	Virtual	Virtual	Virtual
Live	Live	Live	Live	Live

Students in grades 6-12 follow an A/B schedule, meaning it takes 2 consecutive days for a student to repeat their schedule. In order to prevent students from missing a day of live instruction, we will deliver our normal A/B schedule across 4 consecutive days.

Students will be broken into 4 groups:

Red designated students will attend school in person on Red days, on Blue days they will attend virtually.
 Blue designated students will attend school in person on Blue days, on Red days they will attend virtually.
 Gold designated students will receive 100% virtual instruction.
 Purple designated students will receive 100% live instruction.

Buildings have developed student cohort groups to limit movement at each level as much as possible.

- Whenever practicable, teachers will change classrooms while the students remain in the classroom to reduce hallway traffic.

Students will be required to wear masks when entering and leaving the school building, on the bus, in the hallways, and in other areas where social distancing is not possible.

Elementary Specific Procedures

Students will be divided into Red and Blue groups. One cohort is in the building each day while the other cohort participates remotely. SWES classrooms can accommodate up to 15 students 6 feet apart or with barriers around their desks and with masks on.

Students will participate in all specials in their classroom to reduce travel, with the exception of physical education.

Physical education classes will be held outside as much as possible and strict COVID-19 recommendations will be followed (students are spaced 12 feet apart when exerting themselves, no shared equipment). Physical education will also occur in the gym and pool.

Students will eat lunch in the cafetorium with proper social distancing procedures in place.

On their virtual/remote day, students will be expected to participate in the activities provided by the teacher. Grades 3-5 will utilize *Microsoft Teams* for assignments and due dates; grades k-2 will receive a weekly paper calendar and schedule to follow.

Middle School Specific Procedures

Students will be divided into Red and Blue groups. One cohort is in the building each day while the other cohort participates virtually. Students will receive an orientation during the first two weeks of school so they understand the expectations during remote instruction.

Students will attend their scheduled classes in their 8-period schedule

Throughout the school day, students will remain in the same group for the majority of their day to reduce mixing of student populations where feasible.

- While in school, students will attend synchronous learning opportunities and complete asynchronous learning while at home. Students will be expected to “check in” through Teams or Zoom live while at home at least once per school day and/or per class period in order to take attendance and connect with their teacher(s). Students and families will understand specific expectations that will be explained during the student orientation.
- SWMS classrooms can accommodate up to 13, 6 feet apart or with barriers around their desks and with masks on.
- Time in hallways will be limited as teachers will rotate through classrooms to provide instruction with the exception of specials classes and attending lunch in the cafeteria.

For Physical Education and Music (vocal and band), NYSDOH indicates 12 feet of social distancing for activities requiring exertion or projecting of voice/breath (i.e. aerobic exercise, singing, playing some woodwind and brass instruments, etc.). These parameters will be followed in the scheduling of these classes. Students will not change clothing in locker rooms.

High School Specific Procedures

Students will be divided into Red and Blue groups. One cohort is in the building each day while the other cohort participates virtually. Students will receive an orientation during the first two weeks of school so they understand the expectations during remote instruction.

Students will attend their scheduled classes in the block schedule.

Students will be expected to participate in classes remotely while at home. Students and families will understand specific expectations that will be explained during the student orientation


SWHS classrooms can accommodate up to 16 students 6 feet apart or with barriers around their desks and with masks on.

For Physical Education and Music (vocal and band), NYSDOH indicates 12 feet of social distancing for activities requiring exertion or projecting of voice/breath (i.e. aerobic exercise, singing, playing some woodwind and brass instruments, etc.). These parameters will be followed in the scheduling of these classes. Students will not change clothing in locker rooms.

Optional Virtual-Only Model: will be available for families for the 2020-21 school year. In this model, students will receive all instruction remotely under the direction of Southwestern teachers and staff. Once the governor’s decision on school re-opening in the fall is released the first week of August, the District will present the virtual-only model, including the process for applying and the commitments required by the student, family and district. Please see [Appendix R Information About Remote Only Learning Option](#) and the corresponding [Application](#).

Remote Learning for All Students: Should the governor mandate remote only learning or if regional infection rates dictate a need for remote learning only, learning will occur as follows:

- Student and staff attendance will be taken daily
- Students will adhere to a regular school day schedule. Students will not be expected to remain on their computer for the length of an entire school day, but they will connect with their teacher remotely. A remote schedule will be provided at each grade level for the elementary school, and non-virtual materials can be supplied to students if that is needed by the family. In order to reduce required screen time for students, Middle and High School students will operate on a condensed schedule. Please refer to the Remote Instruction Bell Schedule below.

HS Bell Schedule			MS Bell Schedule	
Block 0	9:00 - 9:50		Block 0	9:30-9:55
Block 1	10:00 - 10:50		Period 1	10:00 - 10:25
Block 2	11:00 - 11:55		Period 2	10:30 - 10:55
Lunch	12:00-12:25		Period 3	11:00 - 11:25
Block 3	12:30-1:20		Period 4	11:30 - 11:55
Block 4	1:30-2:20		Lunch	12:00-12:25
			Period 5	12:30-12:55
			Period 6	1:00-1:25
			Period 7	1:30-1:55
			Period 8	2:00-2:25

- Students with high needs, determined by the Student Support Team in collaboration with families will be allowed to attend in-person learning in small groups with masks and social distancing requirements.

8. Budget & Fiscal Matters

School District Fiscal Preparedness

- As of the filing of this plan, the District is ready with a balanced budget, based on all known financial information at this time.
 - Our 2020-21 revenue budget was based on state aid projections from the April 1, 2020, adopted state budget. It includes the projected CARES Act Restoration funding of \$335,839 that replaces the state aid reduction in the state budget. We will be sure to allocate CARES Act funding to help provide equitable services to non-public schools as required.
 - As we hear of further reductions in state aid based on the “look-back” periods in the state budget, we will have to adjust expenditures and/or use more fund balance and reserves, provided the state gives us the flexibility to use those funds in any capacity besides the original designation of those funds into the reserves they are currently in.
 - While we consider any further use of reserve funds during any single school year or crisis, we need to remember that this situation has the potential to be long-lasting over a number of school fiscal years.

180 Day Calendar and Attendance Reporting for State Aid Purposes

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

Flexibility for Budgetary Transfers

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

Tax Collection

- The District will be reviewing our tax collection process to try and anticipate any issues or problems that they may face based on the ability of residents to pay taxes in person and without penalty.

Other Considerations

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

9. Attendance & Chronic Absenteeism

As per NYSED guidance, attendance is required daily for students.

Student attendance will be taken in the traditional method for all students in-person. At the middle and high school, attendance will be taken every period for students participating remotely.

Parents will be able to see their child's attendance in the Parent Portal for students grades 6-12. Students at the elementary school with attendance concerns will be contacted by the school to discuss solutions. If a family has questions about student attendance at the elementary school, the family should first contact the classroom teacher for assistance.

Students that are chronically absent (more than 10% of the school year) will result in our typical procedures, which includes contact with home and school and necessary interventions. Proactive interventions will be attempted first, including restorative practices and increased use of mentors, as indicated in our Counseling Plan. Reports from PowerSchool will be used in our weekly Student Support Team meetings to identify students at risk for chronic absenteeism. We will develop an individual plan of action to assist the student and family. If additional support is needed, community-based organization referrals will occur. ([Counseling Plan](#))

10. Technology & Connectivity

Student Access

Students in grades k-12 will be provided with a laptop, stylus, charger, and carrying case for school use.

Prior to the pandemic, students in grades 6-12 took their school-issued devices home daily. Since the school closure in March, we have allowed all students to use their school-issued device at home. This process will continue in the 2020-21 school year.

Student devices will be distributed near the start of the school year. Parents will need to read and complete the annual Acceptable Use Policy.

- [Policy 7314 Acceptable Use Policy for the Internet, Local Area Network, Computer and Related Technology Equipment](#)
- [Form 7314F Student Agreement for Use of District Computerized Information Resources and Parental/Guardian Consent for Student Use of District Computerized Information Resources](#)

Teacher Access

All teachers are provided with Surface Pro devices, as well as desktop computers. All teachers will have access to a document/web camera to stream instruction.

Computer-Based Resources

All teachers have been trained on the use of Microsoft Teams in the summer of 2020, as well as participated in professional development titled "Best Practices in Online Learning". Teachers will receive additional training on Teams and Remind at the beginning of the school year.

Microsoft Teams will be the primary technology-based platform for students grades 3-12 in an effort to streamline organization for our students.

Teachers have access to other digital platforms (e.g., Castle Learning, IXL, Wonders, Math Expressions Think Central) that are approved by the district and in compliance with Education Law 2d and part 121 regulations.

Technology Support for Students and Families

In addition to their classroom teacher, students will have access to our technology department for assistance while in school or remotely. Families or students can contact the technology department directly: email swcstech@swcsc12.org; or call 716-484-6806

Each building will provide a technology orientation for students and families at the beginning of the school year.

11. Teaching & Learning

Room configuration considerations

As outlined in the Facilities section, preparation to reconfigure classrooms with a focus on increasing distance between students and the instructor as much as possible occurred in the summer of 2020. These steps include:

- Gathering spaces that do not allow for 6' social distancing will be eliminated in classrooms.
- We will move unnecessary furniture out of the classrooms to aid in social distancing.
- Any flexible seating furniture (e.g. a learning couch) will be designated to one student only.
- Partitions installed as needed
- Rooms are designated for storage of extra furniture.
- Rooms are relocated in this process to reduce density and allow for social distancing.
- Items such as sand tables and play centers will be removed
- Disinfecting will take place regularly and mid days when needed.

Instructional Equipment and Supplies

- Procedures to limit sharing of equipment (PE equipment, musical instruments, OT/PT equipment, etc.) have been established by the building and department.
- Procedures for cleaning of equipment that must be shared has been developed by building and department.
- PE will be done in classrooms or in the gymnasium when outside PE is not possible with necessary social distancing (e.g., 6 feet for non-strenuous activity, 12 feet for strenuous activity). Equipment will not be shared. At the elementary school, Health will be taught this school year as a separate subject to distance PE students. Disinfecting will take place regularly and mid days when needed.

Academic Intervention & ENL programs

It is recognized that gathering baseline formative assessment information is critical, given the varying degrees of academic engagement during the closure of spring 2020. This is particularly critical given the cancellation of 3-8 assessments, Regents exams and local final assessments. Given this, students will gather baseline formative data such as:

- Running records;
- A review of the standards covered or partially covered the prior school year for ELA and math grades k-8;
- Placement assessments, such as in K-5 mathematics;
- Most recent benchmark assessments for students (from Winter 2020)
- Computer based assessments and/or universal screening tools;
- Classroom on-demand writing tasks;
- Listening/speaking assessments;
- Other classroom performance measures

12. Special Education

- **Provision of FAPE:** In developing our reopening plans, the District has considered IDEA and the needs of our students receiving special education services to the fullest extent possible and ensures the provision of a Free and Appropriate Public Education (FAPE). In planning, the Least Restrictive environment (LRE) has been central in the decision making on an individualized basis to ensure that every student has access to their grade-level standards and makes educational progress.
- **Communication and Parental Involvement:** The district recognizes the role of the parent/guardian in the IEP process is critical. Parents and students with disabilities are always encouraged to be a part of the decision-making process and attend the CSE meetings. During the closure parents were contacted with multiple attempts through various means (i.e. email, phone calls, certified letters) to participate in virtual CSE meetings. The district will continue to conduct virtual or phone meetings until such time the health and safety of all parties can be ensured. The district will work with parents to establish a mutually agreeable timeline with those who wish to meet face-to-face.
- **Child Find:** Child Find is governed by IDEA, 34CFR.311, Part 200.2 and section 4410 of the New York Regulations of the Commissioner of Education. The district continues to maintain its obligation to locate, evaluate, and identify students with disabilities who need special education and/or related services despite the challenges of the impact of school closures. With the health and safety of all individuals in mind the district has implemented a plan for conducting evaluations.
 - Initial Evaluations:
 - Identify evaluation components that may be performed remotely.
 - Utilize existing available information that may be appropriate to meet the required components of the initial evaluation and identify any additional information that might be necessary for determination.
 - Identify any components of the initial evaluation that requires face to face and work with the parents to conduct the evaluation at a mutually agreeable time, when health and safety measures can be satisfied.
 - Classroom observations will be conducted when school is in session.
 - In order to reduce delays in evaluations, the district is researching alternative evaluation protocols that can be administered virtually.
 - Transition from CPSE to CSE:
 - The typical transition from CPSE to CSE begins the school year prior to entering kindergarten and involves discussions with parents to determine the next steps for preparing for Kindergarten.
 - Building evaluation teams review the student's file and determine what evaluative information is needed. This can be in the form of classroom observation, targeted evaluations, teacher/therapist checklists and conversation, as well as parent input.
 - A transition CSE meeting for each student is typically scheduled between February and May.
 - Moving forward the district will continue its plan as long as a safe testing/meeting environment can be created. If a safe environment is unavailable or there is a school closure, the district will shift to a remote platform.

- **Schedule:** Students receiving special education services in-district in special classes (15:1, 12:1:1, and 8:1:1) will be scheduled to be face to face daily in grades K – 12. Students in grades K - 12 will attend every other day in a hybrid model for all other components of the continuum. Students will be required to follow social distancing and PPE practices as previously indicated in the plan. IEP services will be implemented in accordance with the IEP. Should the need arise to make changes to the IEP the CSE team and families will meet to discuss the student’s individual needs and agree to a prioritized set of services and/or accommodations that will enable the student to access instruction and make educational progress.
- **Recovery Services:** Students’ present levels of performance and regression of skills when students return will be monitored that includes progress toward IEP goals. A determination of recovery services will be based on whether the student was able to make appropriate progress in light of COVID-19. The purpose of recovery services is to place the student in a position that he or she would have had there been no COVID-19.
 - Determination for Recovery Services will encompass: Continuity of Services, Communication, Direct Services Administered, as well as Educational Progress and Achievement.
 - Tools for documentation may include:
 - Learning Services Log - a record of contacts and communication
 - Progress Monitoring
 - Re-evaluation, screening, or observations.
- CSE Meetings will be scheduled as necessary to discuss recovery services and to what extent additional services will be needed as well as time frame for provision of services. Virtual or phone meeting opportunities will be provided to parents for discussion regarding progress toward goals and benchmarking. Consideration will be given to fit services into the student’s schedule and may result in providing additional services.
 - Examples of possible recovery services are but not limited to:
 - Specially Designed Instruction
 - Testing Accommodations
 - Program Modifications
 - Assistive Technology
 - Tutors
 - Additional Therapy Sessions.

A plan will be developed for a systematic way to ensure staff has the time to address initial referrals, the backlog of special education (re)evaluations, and collect data on present levels of performance to determine regression that occurred due to the closure.

- **IEP Implementation:** The district has developed a plan to ensure continuity of services to support the IEP in the event of a school closure through the development of specific grade level virtual schedules that address IEP needs.
 - Individual transition plans for students who will have difficulty transitioning back to the school environment will be developed as appropriate with parental collaboration.
 - Anticipate additional sensory accommodations or modifications, that may be necessary in the area of social distancing, personal safety (ie. masks), and personal hygiene.
 - A plan for positive behavior interventions and supports to be in place before opening.

- Identify Special Education activities that were successful in meeting the unique needs of special education students during remote learning.
- Consider protocols for community-based learning opportunities (CDOS) including students whose IEP's require specific transition services/activities.
- Consideration for students who may require continued remote instruction full time due to underlying health conditions and are at risk.

13. Bilingual Education & World Languages

English Language Learners

The SWCS will continue to administer the Home Language Questionnaire (HLO) and conduct the individual interviews as the first steps of the ELL identification process. Parents may complete and submit the HLO digitally. Qualified personnel will be available to determine if a language other than English is spoken at home. An individual interview with students and/or parents may be conducted remotely by qualified personnel. The interview will include a review of the student's abilities or work samples including:

- Reading and writing in English
- Reading and writing in the student's home language
- Mathematics

These items are collected or generated during the interview and may include writing samples or exercises completed at the time of the interview. Parents/guardians can submit the work samples through email, through pictures of the students' work, and/or by using other digital platforms. SWCS will maintain all documents related to its students, including the HLO, the individual interview, and any other records generated as part of this remote identification process.

Please note: The English Language Learner (ELL) identification process will be completed within 30 school days for students who enrolled during the COVID-19 school closures in 2019-2020, as well as all students who enrolled during the summer of 2020, and during the first 20 school days of the 2020-2021 school year. After this 20-day flexibility period, identification of ELLs will resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Communicating with Multilingual Families

Communication with parents/guardians will be provided in the language preference of the students' families, in accordance with federal and state requirements.

Communication with parents of our ELLs will occur on a regular basis by both the general education and ENL teacher to ensure student engagement and progress.

Continuity of ELL Services

ENL teachers will continue to provide appropriate instruction, including required units of study based on the most recent measure of English language proficiency (i.e., NYSESLAT), and support to all students with English language acquisition needs. For students unable to attend school, will strive to provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support. ELL students may be recommended for daily in-person learning by the Student Support Team.

- Teachers will utilize each student's level of language proficiency to design instruction with appropriate scaffolds that support continuity of learning and take individual students' levels of language proficiency into account as instruction is planned with the appropriate scaffolds.
- ENL teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and support to all ELLs in their classes, as well as remotely. ENL and content area teachers will work collaboratively to address the

needs of all the ELLs they are teaching, including differentiating grade level materials and instruction.

14. Athletics and Extracurricular Activities

Interscholastic sports, and extracurricular activities are an important aspect of student life and the school community. During the COVID shutdown students were unable to engage in and enjoy these social activities that are part of the fabric of any school program. As schools plan to open in September, attention should be paid to bringing back activities that can be conducted in a safe environment with appropriate social distancing protocols. In addition, schools might consider the creation of extracurricular activities that can be continued remotely in the event of another shut down.

Per the [reopening guidance issued by the NYS Department of Health](#), schools/districts must develop policies regarding extracurricular programs including which activities will be allowed, considering social distancing, PPE usage, and cleaning and disinfection, as well as risk of COVID-19 transmission (e.g., interscholastic sports, assemblies, and other gatherings). Policies should consider how to maintain cohorts, if applicable, or members of the same household. Schools/districts should refer to [DOH's "Interim Guidance for Sports and Recreation During the COVID-19 Public Health Emergency"](#) to assist in development of these policies; however, interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

Interscholastic Athletics

Per the NYDOH Guidance Interscholastic sports are not permitted at the time of publication of this guidance, and additional information on athletic activities is forthcoming.

The New York State Public High School Athletic Association (NYSPHSAA) has established a COVID-19 Task Force comprised of NYSPHSAA member superintendents, principals, athletic directors and executive directors in addition to representatives from New York State Athletic Administrators Association and State Education Department. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The task force is reviewing State and local health guidelines, as well as NYSED guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. The COVID-19 Task Force will continue to review all aspects of the fall 2020 season and the 2020-2021 school year related to the COVID-19 crisis, such as practice requirements; fan attendance; resocialization efforts; protocol; procedures; transportation; etc. As more information becomes available it will be shared on the [NYSPHSAA website](#).

Considerations for Athletics and Extracurricular Activities

- Restrict and/or limit use of school/district facilities to district or school sponsored extracurricular activities and groups. If any external community organizations are permitted to use school/district facilities, schools/districts must ensure such organizations follow State and locally developed guidance on health and safety protocols.
- Maximize the use of technology and online resources to create or continue some extracurricular activities that may not need or has limited person-to-person contact.

Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities and external community organizations that use school facilities must follow State and local on health and safety protocols and must comply with applicable social distancing requirements and hygiene protocol.

- Follow New York State Department of Health guidelines and CDC guidelines on wearing of masks, handwashing and social distancing.
- For more information on cleaning and disinfection, review sanitation guidelines from CDC at CDC Cleaning and Disinfection Community Facilities, CDC Reopening Guidance on Cleaning and Disinfection Public Spaces Workplaces, Businesses Schools and Homes.
- The use of school/district facilities for district or school sponsored extracurricular activities and groups is prohibited at this time. Southwestern Central School will follow the recommendations and guidelines put forth by the NYSPHSAA regarding interscholastic athletics and extracurricular activities upon their release.
- Southwestern Central School will share with their students a list of extracurricular activities students may partake in which maintain social distancing guidelines.
- Mandated NYSDOH and CDC guidelines will be enforced with regards to use of facilities for extracurricular activities.

15. Staffing

Staffing - General Considerations

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

Vulnerable Employees

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

Teacher and Principal Evaluation Systems (i.e., Annual Professional Performance Review, APPR)

The feedback and measures used as part of the implemented teacher and principal evaluation system provide useful information to district administrators and the educators that are being evaluated. This also helps to ensure equitable access to effective educators for all students so that they are given the skills to succeed. The District will continue to provide feedback and support to teachers through the evaluation process that will support them in all teaching and learning modalities: face-to-face, hybrid and remote/distance learning. The practice of professional reflection, professional growth and development will be consistent regardless of the learning modality for students.

16. Day Care

The Southwestern school district is working collaboratively with the Lakewood YMCA and Zion Covenant to provide before and after school care. Also, both facilities will provide school-age day care as needed.

District Contacts for Day Care

Matt Langworthy, Southwestern Elementary School (716) 664-1881

Gina Bloomquist, Lakewood YMCA (716) 338-8446

Andi Smeltzer, Zion Covenant (716) 664-9137

Southwestern CSD 2020-2021 School Opening Plan Frequently Asked Questions

When will we know if schools are reopening for any face-to-face/ hybrid instruction, or if schools will need to be fully remote learning?

Governor Cuomo has indicated by Friday, August 7, he will decide whether or not it is safe to reopen schools. The decision is anticipated to be made by the Governor (rather than a regional or local decision). As soon as we learn of this decision, we will communicate with families.

When will we know if our children are the Red or Blue Group?

School principals are working diligently to develop schedules over the coming weeks. We also need to figure in students that are opting for the virtual only learning program. We will send notification home the week of August 24th, after we learn Gov Cuomo's reopening plan. Remember, we are scheduling based on family, household groups to ease the scheduling burden with families.

My child is medically fragile or part of a vulnerable health population. How do I get a 504 Plan for accommodations for my child?

Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at a higher risk for severe illness from COVID-19 than other children. Further, students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. It is important for parents/guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. From there, contact your child's building principal to request a 504 Plan, if needed.

If a student/staff member tests positive, what happens? Will school close? Will we be quarantined?

We will work with the Chautauqua County Department of Health and our School Medical Director, Dr. Kahn. We acknowledge we are educators, not medical professionals. To that end, if someone in our school tests positive, we immediately notify our school physician and the DOH. We will work with the DOH to aid in contact tracing and to determine next steps. We will then follow their recommendations and will communicate with families under the advice of the DOH.

How much of the school day must students wear face coverings? What will the frequency of mask breaks be?

Our first priority is creating a safe environment for both our students and our staff. Whenever feasible, we will layer as many safety precautions as possible including wearing of face masks and 6 feet of distance between individuals. There are times when students and staff must wear a mask:

- On the school bus;
- Entering/exiting the building;
- Traveling through the building/hallways;
- Whenever 6 feet social distancing cannot be maintained;
- In classrooms when it is not possible to remain 6 feet social distancing. Students will minimally receive mask breaks for **10 minutes every 45 minutes** (check on this). When a student is seated at their desk and socially distanced from others, students will be permitted to remove their masks. If a student needs to get up from their space, a mask will be required. This will be practiced and reinforced at the beginning of the school year.

Are face shields acceptable instead of a cloth face mask?

The guidance from both the NYS Department of Health and NYS Department of Education indicate face coverings (i.e., cloth face masks which cover the nose and mouth) are acceptable barriers. If your child has medical, behavioral, and/or special education needs that do not permit him/her to wear a face covering, please contact your child's school principal so all available accommodations can be considered.

Will recess, outdoor learning and playground use be allowed:

Yes! We will encourage outdoor time as much as possible and as much as our WNY weather allows! In addition to physical education classes going outdoors, teachers will be encouraged to take classes outdoors as much as feasible. Activities such as journal writing, music and art classes, and independent reading are a few examples of learning activities that can easily be done outdoors and socially distanced where additional breaks from wearing face coverings can be provided. Playgrounds will be open for use. Hand sanitizing upon entering and exiting of the playground area will be standard practice.

What are the anticipated class sizes?

As you can imagine, class sizes can fluctuate and enrollment can change throughout the summer. An additional variable to consider this summer are students who may not be attending school in the fall due to being part of a vulnerable population or due to a family's choice to homeschool. Listed below is information and estimates for each building.

Elementary School (K-5)

Format: Hybrid Model

SWES classrooms can accommodate up to 15 students 6 feet apart or with barriers around their desks and with masks on.

Middle School (6-8)

Format: Hybrid Model

SWMS classrooms can accommodate up to 12 or 13, 6 feet apart or with barriers around their desks and with masks on.

High School (9-12)

Format: Hybrid Model

SWHS classrooms can accommodate up to 16 students 6 feet apart or with barriers around their desks and with masks on.

What does synchronous, asynchronous and hybrid learning mean?

Synchronous generally refers to "live" instruction via video conferencing where the student and teacher have in-the-moment interactions with each other.

Asynchronous learning allows the student to access content that is posted (i.e. instructional videos) at his/her convenience, providing greater flexibility and the opportunity to replay and review content at any time.

Hybrid learning is a schedule with a mixture of traditional face-to-face instruction and remote learning.

What is the difference between virtual and remote learning?

These two terms are used inter-changeably in our re-opening plan. For the purpose of this plan,

virtual learning (learning that takes place through a computer) is always remote (learning that takes place at home or outside of the school building). Sometimes, remote learning will occur without the use of a computer, especially with younger students. Our “Virtual Only” learning model means students will not attend school in person at all, but sometimes learning will not be on a computer.

Appendix

- [Appendix A Hand Washing Poster for Elementary Schools](#)
- [Appendix B Hand Washing Poster for Secondary Schools](#)
- [Appendix C Hand Washing Poster for the Workplace](#)
- [Appendix D Hand Washing Poster for Parents/Community](#)
- [Appendix E Hand Washing "Health is in Your Hands" Poster](#)
- [Appendix F Prevention Info Sheet](#)
- [Appendix G Share Facts about COVID-19 Info Sheet](#)
- [Appendix H COVID-19 Info Sheet](#)
- [Appendix I Stop the Spread of Germs Poster](#)
- [Appendix J Stop the Germs! Wash Your Hands Poster](#)
- [Appendix K Cover Your Cough! Poster](#)
- [Appendix L Cloth Face Covering Info Sheet](#)
- [Appendix M How to Safely Wear Face Covering Info Sheet](#)
- Appendix N [Health Questionnaire for COVID-19 Screening](#)
- [Appendix O Return to School Note When No COVID Test Performed](#)
- [Appendix P COVID-19 Fever/Symptom Flowchart](#)
- [Appendix Q School Nurse log sheet for COVID-like Symptoms](#)
- [Appendix R Information About Remote Only Learning Option](#)