

Cheektowaga-Sloan Union Free School District



COVID-19 Reopening Plan 2020-2021

**Cheektowaga-Sloan Union Free School District
2020-2021 Reopening Plan
First Draft July 27, 2020**

Plan Development	1
Core Re-Opening Team	2
Responsibility	2
Communication	3
Health and Safety	6
Facilities	15
Food Services	21
Transportation	22
Attendance	24
Social Emotional Well-Being	25
Supporting Diverse Learners	28
Teaching and Learning	30
Technology and Connectivity- Hybrid and Remote Models	33

Plan Development

The Cheektowaga-Sloan Union Free School District's (CSUFSD) COVID-19 reopening plan establishes and explains the necessary procedures and protocols developed upon consultation of guidance from the U.S. Centers for Disease Controls and Prevention (CDC), the New York State Department of Health (DOH), and the New York State Department of Education (NYSED). The team has also reviewed reopening plan guidelines prepared by other states and reports from entities such as the American Pediatrics Association.

It is important to note that this plan is a living document and it will be updated on a regular basis to reflect the most recent Executive Orders, NYSDOH and NYSED guidance documents. All updates will be posted to the District website ([Link](#) to "COVID-19 Info & Updates").

In preparation for the reopening of schools, CSUFSD formed a core reopening team and various stakeholder groups. The District's core reopening team engaged all stakeholder groups by conducting a series of stakeholder meetings throughout the development process. The core reopening team was in attendance at each of the stakeholder meetings. Many of these stakeholder groups met numerous times in order to develop a collaborative reopening plan. Our stakeholder groups included administrators, teachers, staff, students, parents (including representatives of the District's Parent Teacher Organization), Board of Education, and nurses. In addition to the stakeholder groups, multiple faculty and staff groups were convened to address specific components of our reopening plan where more in-depth input was required. These groups represented additional teachers including student support staff (counselors and social workers), ENL teachers, special education teachers and special area teachers. The District has also consulted with Dr. Gale Burstein, Erie County Commissioner of Health.

In addition to the involvement from the various stakeholder groups, three surveys were distributed to parents and staff. One survey was specifically designed to gather information regarding our families' transportation needs and the other two surveys provided an opportunity for input on the reopening plan.

The District has worked with Horton Law PLLC as legal/compliance advisors in preparation of this plan.

Core Re-Opening Team

Mrs. Andrea Galenski, Superintendent of Schools

Mr. Wayne Drescher, Business Manager

Mrs. Janelle Finn, Executive Director of Curriculum, Accountability and Professional Development

Mr. Scott Horton, District Attorney, Horton Law PLLC

Mrs. Julie Bastian, Assistant with Horton Law PLLC

Responsibility

District-wide

The Superintendent of Schools is designated as the District's COVID-19 safety coordinator and will oversee CSUFSD's implementation of this plan, including any necessary revisions based on new information or changed compliance requirements.

The District's Business Manager; Executive Director of Curriculum, Accountability, and Professional Development; Coordinator of Data and Technology; Facilities Director & Maintenance Mechanic Crew Chief; Director of Special Education and Student Services; and School Lunch Manager will also supervise relevant aspects of this plan throughout the District's operations.

The District ensures the mandatory elements outlined in the guidance released by the New York State Department of Education (NYSED) and the New York State Department of Health (NYSDOH), and the Centers for Disease Control and Prevention (CDC) are included in this plan.

Building Level

The DOH guidance recommends that responsible parties "should designate a coordinator or other point(s) of contact to be the main contact upon the identification of positive COVID-19 cases and to be responsible for subsequent communication. Coordinators should be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school," (NYSED, July 2020, p. 20)

School principals are designated as COVID-19 resources persons and will oversee the implementation of this plan within their buildings. They will report to the Superintendent of Schools and work with the other supervisory personnel in the District Office to facilitate District operations in accordance with this plan.

Communication

The Superintendent of Schools will oversee the District's communication efforts related to COVID-19 and the implementation of this plan. The Superintendent will direct all compulsory notifications with state, local, or other government entities and officials and with students, parents, staff, and the Board of Education.

The District website hosts a dedicated page for all correspondence, sorted chronologically, regarding the coronavirus pandemic ([Link to COVID-19 Info & Updates](#)). All communications related to COVID-19, including the latest version of the District's Reopening Plan, will be located on this page.

This plan and other documents vital to understanding the District's Reopening Plan and procedures will be made available in languages spoken by families in the District.

The District will continue to utilize our District website ([Link](#)) as the primary repository for letters, documents, event headlines, frequently asked questions, and general information about the District. Community members may also refer to the individual school building websites for specific information regarding school building procedures. The District will also implement a common electronic mass communication system that sends phone, email, and text message alerts with important information or directing people to the website for updates.

Each of the school principals will assist the Superintendent of Schools by coordinating communication responsibilities related to their assigned buildings.

Parent and Student Notification

The District will provide guidance to parents and students including, but not limited to, the following regarding COVID-19. Dissemination of information will be dependent upon the mode of instruction (e.g., in-person, hybrid, remote) and will be made available in parents' home language.

- When/how long to stay home from class/other activities if they are sick.
- What to do if exposure is suspected and what will happen if a student tests positive. This will include details about isolation and when they can return to campus/class/activities.
- How students' health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to campus in the fall, including any new procedures, updates to timing, etc.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.

- What additional measures students in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are and how a failure to follow these protocols will be handled.

Faculty and Staff Notification

The District will provide guidance to faculty and staff including, but not limited to, the following regarding COVID-19. Dissemination of information will be dependent upon the mode of instruction (e.g., in-person, hybrid, remote).

- When/how long to stay home from class/other activities if they are sick.
- What to do if exposure is suspected and what will happen if an employee tests positive. This will include details about isolation and when he/she can return to campus/class/activities.
- How employee health will be monitored.
- What to do if they suspect someone else may be sick.
- When and how they will be permitted to return to campus in the fall, including any new procedures, updates to timing, etc. This will include who is permitted to work from home and under what circumstances.
- What will happen if there is a case or an outbreak on campus.
- How a school closure will be handled, including what the criteria for deciding to close campus will be.
- What additional measures employees in vulnerable populations should take and/or what additional options they have.
- What the new social distancing/PPE protocols on campus are.
- How work spaces/classrooms/common areas will be cleaned/disinfected.

Health and Safety

NYSED Guidance. “Focused on preventative actions, schools and districts will be required to perform health checks and screenings, per DOH guidance, and recognize signs and symptoms of illness in students and staff; develop plans to maximize social distancing; develop plans to manage and isolate ill persons until they can be sent home; instruct students and staff in proper hand and respiratory hygiene; require wearing appropriate face coverings; and develop cleaning and disinfection procedures for the school in accordance with CDC and DOH guidance,” (NYSED, July 2020, p. 7).

With the premature end to in-school instruction during the 2019-2020 school year, the return of students to the classroom raises unique issues in 2020-2021. District staff must at all times remain considerate of varying experiences and perspectives of both the students and their colleagues regarding the coronavirus pandemic. All staff should pursue appropriate efforts to encourage resilience and preparedness for whatever may transpire next, such as the possibility for a sudden transition to an alternative instructional model.

Safety training. The District will engage in ongoing measures to inform and remind students, staff, parents, and visitors of additional safety measures and procedures related to avoiding coronavirus transmission. This includes both on-site training and guidance and direct communication to students’ homes. Teachers are encouraged to incorporate age-appropriate instruction regarding coronavirus/COVID-19 issues into academic lessons, with an emphasis on hygiene, avoiding transmission, and complying with the components of this plan.

Prior to the start of school, students and their families will receive access to a video from each building principal. The video will welcome students back and give the students an overview of the procedures and expectations within the building that students will need to follow to ensure the safety of all individuals. These procedures will continue to be modeled and reinforced through repetitive practice by all faculty, staff, and students.

Safety Drills. Despite the pandemic, schools are obligated to comply with NY Education Law Section 807, which requires each school to conduct eight evacuation and four lockdown drills throughout the school year. As such, the procedure for evacuations and lockdown drills have been modified in an attempt to minimize the spread of infection. Modifications include, but are not limited to, staggering drill schedules, conducting drills in small student groups, and developing alternate training materials that contain visuals.

Social Distancing and Face Coverings. The schools will maintain protocols and procedures for students, faculty, and staff to ensure appropriate social distancing to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. Health and safety concerns require teachers to adjust their approach to classroom instruction. For some grades and courses, traditional hands-on or collaborative projects may need to be replaced with alternative approaches, such as individual work, lectures, and/or demonstrations. The District will evaluate such assignments, projects, and approaches on a case-by-case basis to the extent not otherwise clearly permitted or disallowed under this plan. Some courses normally offered might not be available to students during

the coronavirus pandemic due to safety factors and related logistical issues. Details on any course changes in grades 6-12 will be provided to students from counselors.

Physical distance between students and students, and students and their teachers, must be implemented to the extent possible. Pursuant to NYSDOH Guidance, “schools must ensure that appropriate social distancing (e.g., 6 feet/barriers) is maintained between individuals while in school facilities and on school grounds (inclusive of students, faculty, and staff), unless safety or the core activity requires a shorter distance,” (School Reopening FAQs, July 22, 2020, p.1). Where not possible, additional safety measures (e.g., masks, gloves, cleaning) may be necessary depending on the nature of the activity.

According to Executive Order 202.17, any individual who is over 2 and able to medically tolerate a face-covering shall be required to wear a face-covering that properly covers their nose and mouth at all times, including on the buses, or any time/place that individuals cannot maintain appropriate social distancing. The District must allow students, faculty and staff to use their own acceptable face coverings, but cannot require faculty and staff to supply their own. Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.

Frequent mask breaks will be given and provided only when students are at a minimum of 6 feet apart. To the extent possible, students and staff are encouraged to take organized mask breaks outside where weather permits. Students will be allowed to remove masks while eating and the District will provide bags or mask lanyards to students for temporary storage.

Face coverings must be worn by all individuals in common areas, such as entrances and exits, lobbies, and when traveling around the building. This will ensure that all individuals are prepared for unexpected encounters at all times.

Exceptions to this policy will be made as necessary, such as due to medical needs. If needed, face coverings will be provided to employees and students at no cost. Face coverings should only be removed under the following circumstances:

- When it is possible to maintain a six-foot distance between individuals;
- Gatherings that occur outside or in an open, well-ventilated space, where social distancing can be maintained;
- When an employee is capable of exercising social distance while working in their standard workspace; and/or
- During scheduled mask breaks, where appropriate safety measures can be taken to minimize the risk of exposure.

To comply with the requirements and recommendations set forth by the CDC, local and state Health Department and New York state, the District purchased PPE for students, administrators, teachers, cleaning staff, custodial staff, nurses, and support staff. This includes, but is not limited to: disposable and reusable face coverings, face shields, physical barriers, disposable gloves, thermometers, and any other PPE that was deemed necessary. School personnel will receive a daily checklist to be used when

inspecting their area and to ensure they have sufficient supplies each day (e.g., face covering, tissues, hand hygiene supplies, cleaning supplies, etc.).

Hand Hygiene. All students and staff are required to practice proper hand hygiene throughout the school day. This can be achieved by frequent hand washing including frequent hand washing breaks for students using an existing or portable sink, utilizing the restroom closest to the classroom, or through the use of alcohol-based hand sanitizer. An adequate supply of soap, paper towels, and alcohol-based hand sanitizer will be kept available to all individuals in the school buildings. Students, faculty and staff are expected to wash their hands frequently and take the necessary precautions to reduce the spread of germs.

At a minimum, all staff and students are required to wash their hands or use alcohol-based hand sanitizer as follows:

- Upon entering the building and each classroom;
- After using shared objects or surfaces (e.g., electronic devices, musical instruments, writing utensils, tools, toys, desks or tabletops);
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping or blowing the nose, or coughing into hands;
- Upon coming in from outdoors, and
- Anytime hands are visibly soiled.

Cleaning/Sanitization. The Building and Grounds Department will clean, disinfect and sanitize each building within the District per the [Cleaning Guidance for Schools](#) released by the NYS Department of Health, [NYSED's Memo: Handwashing Recommendations and Alcohol-based Hand Sanitizer Use in Schools](#) and [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#), published by the Center for Disease Control and Prevention. This includes, but is not limited to, the following practices:

- A daily cleaning log will be maintained by the custodial and cleaning staff that documents the date, time, and scope of cleaning performed. Each building must keep the cleaning logs on-site for audit purposes.
- The cleaning staff will perform a deep cleaning of all District buildings before reopening.
- Daily cleaning and disinfecting of all buildings each workday or before staff and students enter the building each morning.

- All high-touch surfaces (e.g., doorknobs, light switches, countertops, restrooms) within the buildings will be routinely cleaned and disinfected.
- Custodial staff was adequately trained on how to follow proper cleaning and disinfection protocols. Disinfectants approved by the [U.S. Environmental Protection Agency \(US EPA\)](#), [New York State Department of Environmental Conservation \(NYS DEC\)](#), or the [Center for Disease Control and Prevention](#) were purchased. They will be used to disinfect high touch areas.
- Electronic items (e.g., phones, computers, remote controls) must be cleaned each day with disinfectant wipes.
- Administrators, teachers, support staff, and students were provided with disposable wipes to regularly wipe down commonly used surfaces (e.g., phones, keyboards, desks, shared printers, countertops) after each use.
- Staff and students must use handwashing stations or hand sanitizer containing at least 60% alcohol after cleaning surfaces.
- Receptacles appear throughout the buildings for staff, students, and visitors to dispose of soiled items, including PPE.
- School Health Office cleaning must occur after each use of cots, bathroom and health office equipment (e.g., blood pressure cuffs, stethoscopes, etc.).
- Disposable items should be used as much as possible in the School Health Offices.

Symptoms of Coronavirus (COVID-19). COVID-19 is an illness caused by a virus that can spread from person to person very easily. Active surveillance for severe acute respiratory syndrome COVID-19 will be essential to informing school policy and public understanding over time. It will not be possible to reduce the risk of COVID-19 transmission in schools to zero. Employees and students shall self-monitor for signs and symptoms of COVID-19 daily.

Per the CDC, a wide range of symptoms associated with COVID-19 have been reported. Anyone can have symptoms ranging from mild to severe.

As of July 26, 2020, symptoms may appear 2-14 days after exposure to the virus. People with the following symptoms may have COVID-19:

- Fever or chills- A fever is technically defined as a body temperature of 100.0°F or higher, according to the Center for Disease Control and Prevention. According to NYSED guidance, anyone with a temperature greater than 100.0°F will not be permitted to be in school. The fever temperature is consistent for both children and adults;
- Cough;
- Shortness of breath or difficulty breathing;

- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

This list does not include all possible symptoms. The most up-to-date information can be found [here](#).

All CSUFSD nurses have been trained in identifying these symptoms as well as provided with a detailed protocol outlining how to handle possible COVID-19 cases in both students and staff. Nurses will be required to assess ill students and staff using the most up-to-date COVID-19 CDC symptoms in order to determine if students or staff need to be sent home for follow up with a healthcare provider. In conjunction with the building principal, Mrs. Jessica Emmerling, Director of Special Education and Student Services will oversee all school health services. Mrs. Jessica Emmerling will also be a point of contact for any family or staff members who have questions regarding COVID-19 and the process for returning to school.

Health Screening Questionnaire. All students must pass a four-point health screening and a temperature check before accessing school buildings. Based on NYS guidelines, the District will require students and employees to complete a health screening questionnaire regularly during periods of in-school instruction. The questionnaire will be given daily to all faculty and staff. Students will be required to take the questionnaire as well. Parents/Guardians will be provided an electronic link to complete the questionnaire on a weekly basis. The questionnaire consists of the following four questions:

1. Have you experienced Symptoms of COVID-19, as defined by the CDC, within the last 14 days?
2. Have you tested positive for COVID-19 in the past 14 days?
3. Have you been in close contact with a confirmed or suspected COVID-19 case in the past 14 days?
4. Have you traveled to a state or country with a positive test rate higher than 10 per 100,000 residents, or higher than a 10% test positivity rate, over a seven-day rolling average?*

*The list can be found at: [NYS COVID-19 Travel Advisory](#).

Note: These questions are subject to change at the recommendation of the Centers for Disease Control and Prevention or the New York State Department of Health.

Health Screening Temperature Check. Families will be required to take students' temperatures at home daily before sending students to school. An electronic means of communication between families and the District will be established to confirm that the student is fever free. A child who is determined to have a temperature, must remain home and contact the school nurse for further information. According to NYSED guidance, anyone with a temperature greater than 100.0°F will not be permitted to be in school. Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

When students arrive at school, a single-entry point will be utilized along with high-traffic temperature detection cameras to confirm that no student arrives at school with a temperature. Any student who exhibits a temperature will be guided to a separate room designated for people who demonstrate COVID-19 symptoms.

Alternative arrangements have been made by the District for families that do not have the means to conduct health screening and temperature checks at home or refuse to do so. These screenings will include the following:

- Assigned staff members will be responsible for supervising students while they are waiting for their turn and will enforce social distancing requirements
- Trained staff members will be ready and available to perform temperature screenings
- Sufficient supplies will be accessible for taking temperatures and conducting child screenings (e.g., facemask, respirators (N95) that are fit-tested, eye protection (goggles or disposable face shield that covers front and sides of the face), disposable gloves, gown (not mandatory), thermometer probes)
- PPE or physical barriers will be used to separate staff members responsible for conducting the screening or assessing ill persons

Each school has a designated staff person that will act as the point of contact for students and families, who will be responsible for reviewing incoming screening reports by staff and parents/guardians and attest to their completion.

COVID-19 Testing. At this time the District does not anticipate conducting COVID-19 tests or providing them on school facilities. The District will follow any state and local Department of Health protocols for testing any students, faculty, staff, and where applicable, contractors, vendors, and on-site visitors that demonstrate COVID-19 like symptoms, including recommending that these individuals seek testing where appropriate. If a student or faculty/staff member exhibits signs of COVID-19, the school nurses will work with families about necessary next steps including seeing their healthcare provider and possibly pursuing testing. To assist families with testing locations, please see the NYS "[Find a Test Site Near You](#)." In some cases, COVID-19 test results might dictate timelines and other procedures related to return to school or work in the District.

Reporting Positive Cases of COVID-19. School principals are designated as COVID-19 resources persons and will be the point of contact for any identified positive cases.

These COVID-19 screening contacts are:

Theodore Roosevelt: Mr. Jeffrey Mochrie, Building Principal PHONE: 716-891-6424

Woodrow Wilson: Mrs. Elizabeth Zaccarine, Building Principal PHONE: 716-891-6419

JFK Middle School: Mr. Robert Julian, Jr., Building Principal PHONE: 716-891-7300

JFK High School: Mr. Robert Julian, Jr., Building Principal PHONE: 716-891-6407

Notification of the Positive COVID-19 Cases. The District must notify the state and local health department upon being informed of any positive COVID-19 diagnostic test results by an individual in school facilities or on school grounds, including students, faculty, staff and visitors. The District has protocols in place to support local health departments in contact tracing efforts, including daily sign in logs with the name, date, time entered/exited and purpose of business and daily questionnaires that all staff and visitors are required to complete prior to entering the buildings. A record of these daily sign in logs and questionnaires are being electronically maintained. Health officials, staff and families will be notified of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

Responsible parties must cooperate with the State and Local Health Department for contact tracing, isolation, and quarantine requirements. In the case of an individual testing positive, the District will trace all contacts of the individual, in accordance with the protocols, training and tools provided through the New York State Contact Tracing Program. Confidentiality must be maintained as required by Federal and State law and regulations.

Cleaning and Disinfecting Following Suspected or Confirmed COVID-19 Case. The CSUFSD will follow all CDC and NYS guidelines and requirements for cleaning, disinfecting or school closure after a suspected or confirmed case of COVID-19.

If someone is suspected or confirmed to have COVID-19:

- The District will close off areas used by the person who is suspected or confirmed to have COVID-19. The District does not necessarily need to close operations, if they can close off the affected areas (e.g., classroom, restroom, hallway) but will consult with local health departments when developing these protocols. If, in accordance with the CDC and NYSDOH, the recommendation is to close the entire building, then the District will comply and communicate with families and faculty/staff.
- Open outside doors and windows, where possible, to increase air circulation in the affected area(s).

- Wait 24 hours before all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, and common areas.
- Once the area has been properly cleaned and sanitized according to all required guidelines, the area can be reopened for use by individuals without close contact with the suspected or confirmed COVID-19 case.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection will continue.

The District will collaborate with our local health department to determine the parameters, conditions or metrics (e.g., increased absenteeism or increased illness in the school community) that will serve as early warning signs that positive COVID-19 cases may be increasing beyond an acceptable level. The District will consider closing school if absentee rates impact the ability of the school to operate safely. The District will consult with our local department of health when making such decisions.

Management of Ill Persons- Students. Parents are required to keep sick children home. If students begin to experience any COVID-19 symptoms after arriving at school, they must notify the classroom teacher or nurse immediately. Each school building has identified a separate area for anyone who is exhibiting COVID-like symptoms during the hours of operation, and will ensure that children are not left without adult supervision. This separate area is to ensure that the nurse's office in each school is maintained as a space for healthy students to obtain medications and nursing treatments.

The student will be evaluated by the school nurse and when necessary, arrangements will be made for a parent/guardian to pick up the student. Upon pick-up, the nurse will provide the parent with guidance from the CDC or DOH and the child will need to see a physician.

In extreme situations where medically warranted, the District may arrange to have the student transported to a healthcare facility or home, depending on the circumstances. Due to the high transmission rate of COVID-19, parents must pick up their child or make alternative arrangements for their sick child to leave school as soon as possible.

Management of Ill Persons- Faculty and Staff. Faculty and staff are required to stay home if they are sick. All staff are required to notify their supervisor immediately if they begin to experience any of the COVID-19 related symptoms while on-site. The employee will be placed in an Isolation Room to be evaluated by a school nurse, and will receive further instructions on how to proceed. The District will make arrangements to transport an employee to a healthcare facility or home, if necessary.

Return to School After Illness. The District will follow the latest government guidance with respect to identifying, managing, and responding to a confirmed or suspected case of COVID-19, including:

- The NYSDOH's Interim Guidance for Public and Private Employees;
- Returning to Work Following COVID-19 Infection or Exposure;
- Reopening Guidance for Cleaning and Disinfection released by the CDC;

- CDC Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing;
- Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings; and
- New York State Contact Tracing Program.

The facts and circumstances surrounding each case will determine the proper steps for notification, testing, contact tracing, school closures, cleaning and disinfecting, and the parameters for returning to work/school. These factors include whether or not the individual is/was symptomatic, asymptomatic, or tested positive for COVID-19. The District will contact the student and family or employee to provide additional guidance on when to return to work/school.

The CDC provides guidance for community-related exposure. On the CDC website, [“Close contact”](#) is defined as an individual who has been within six feet for more than 15 minutes. Please defer to the CDC link for the most up to date description of close contact. The response to a situation like this varies based on the details of the interaction. Please consult the link for the latest procedures related to community exposure.

Other Pre-Existing Medical or Mental Health Conditions. The school nurse will identify students with pre-existing medical or mental health conditions to determine if treatment has been interrupted, medication or supplies have run out, or important appointments or procedures have been missed. School nurses must develop protocols for asthma-related acute respiratory treatment care using up to date standard of care:

- Nebulizer treatments and suctioning are identified by the CDC as aerosol-generating procedures requiring a N-95 mask fitted to the healthcare worker;
- Consult with students’ health care providers for alternate asthma medication delivery systems; and
- Consult with the school maintenance and facilities department for environmental controls.

The school nurse will coordinate with the Director of Special Education and Student Services and the student’s special education teacher to address current health care considerations by:

- Revising IHP’s;
- Determining the special healthcare needs of medically fragile students; and
- Communicate with parents and health care providers to determine return to school status and modify IEP’s as indicated.

Nurses will also be trained to identify any staff/students who display the following symptoms with no explanation. These symptoms have been associated with COVID-19 and will need to be monitored to ensure staff/student safety:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom.

Facilities

NYSED Guidance. “Schools and school districts should promote social distancing while maintaining existing safety requirements designed to protect students. To accomplish this, schools may expand their physical footprint or change the way they utilize space. Schools should also continue to meet or exceed ventilation requirements and may wish to consult with design professionals to increase ventilation and filtration.

Schools must continue to conduct mandatory fire and lockdown drills according to the existing statutory schedule. School leaders will need to plan for these drills to be conducted in a manner that maintains social distancing at exits and gathering points outside the building, while still preparing students to respond in emergencies,” (NYSED, July 2020, p. 7).

The District has established detailed protocols for the proper hygiene, cleaning, and disinfection of school buildings. To create these protocols, the District relied upon the Guidelines released by the New York State Department of Health and the Center for Disease Control and Prevention.

Individuals Permitted in the Building and Building Access. All students, parents, and staff are required to use designated entry and exit points within the building. This procedure is necessary to restrict the number of individuals entering and exiting the premises daily and to ensure that anyone who enters the building is properly screened.

Administrators, teachers, and support staff are permitted to enter the District buildings after clearing a daily health screening and temperature check. Students will be required to take a daily temperature check and weekly health screenings. All other visitors will be restricted. All visitors, including parents and guests, will be required to pass a health screening and temperature check before entering the building and must have a scheduled appointment to enter. All visitors must wash or sanitize their hands upon entry and wear a face covering at all times while in the building.

Delivery personnel that wear the required PPE will be permitted to drop off deliveries without submitting to the daily health screening if no contact has been made with employees or students.

The District will evaluate whether and to what extent external community organizations can safely utilize outdoor facilities. The District will ensure external community organizations that use the facilities also follow the school’s health and safety plans and CDC and DOH guidance.

Facility Modification. The District installed separators (polycarbonate barriers) made of light-transmitting plastic in areas where social distancing or the use of masks is not feasible. The equipment is used to create a physical barrier between students’ workspaces in classrooms, staff desks and other people, and other scenarios where it may be difficult to maintain social distancing at all times. \

Ventilation. Before reopening, the ventilation systems in each building will be inspected and scheduled for regular maintenance visits. We have also arranged for preventative maintenance checkups and filter replacements to be performed regularly.

The Building and Grounds department, teachers, administrators, and support staff are encouraged to open windows, whenever possible, to increase the amount of fresh air circulation within the building. This option should only be utilized where there are no concerns for the health and safety of students and staff. Ventilation fans will be adjusted to ensure that the air in the room is being pulled upward toward the ceiling rather than pushing air downward toward the occupants.

For facilities with central ventilation systems, increase ventilation rates, and increase the outdoor air percentage that circulates into the system where possible.

Building Traffic Patterns. The District will design measures to reduce multi-directional foot traffic and student congregations using tape or signs with arrows in hallways or spaces throughout the school. The District will post signage and distance markers denoting spaces of six feet in all commonly used areas and any areas in which lines are commonly formed or people may congregate (e.g., outdoor spaces, libraries, classrooms, cafeterias, health screening stations).

Considerations for All Schools: Student Flow, Entry, Exit, & Common Areas

- Minimize interaction of students between drop-off and entrance to school facilities.
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Establish separate entrances and exits to school facilities where possible.
- Create “one-way routes” in hallways. The “rules of the road” apply--students must stay in the right lane.
- Administrators, teachers and staff members will monitor the hallways during passing time.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other District-set groups of students. Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances and throughout common areas.
- Put signage around school buildings to provide hygiene advice and reminders. Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Eliminate period-by-period access to lockers in the middle school and high school.

Small Spaces. The District will limit gathering in small spaces (e.g., elevators, supply rooms, faculty offices) by more than one individual at a time, unless all individuals in such space at the same time are wearing acceptable face coverings or are members of the same household. However, even with face coverings in use, occupancy should not exceed 50% of the maximum capacity of the space, unless it is designed for use by a single occupant.

Signage. Signs are posted throughout the District as required by the Center for Disease Control and Prevention, New York State, and the State and local Health Departments to remind individuals to do the following:

- Use a face covering that covers their nose and mouth.
- How to properly store and, when necessary, discard PPE.
- Adhere to physical distancing instructions.
- A list of COVID-19 symptoms and instructions on how to report symptoms or exposure to COVID-19.
- Follow hand hygiene and cleaning and disinfection guidelines.
- Follow appropriate respiratory hygiene and cough etiquette.
- Social distancing reminders and floor markers. Floor markers that designate foot-traffic flow in all high-traffic areas are posted.

Posters that encourage healthy hygiene will be posted in highly visible areas of the school, such as:

- Entrances;
- Restrooms;
- Cafeterias or other dining areas;
- Classrooms;
- Administrative offices;
- Auditoriums; and
- Janitorial staff areas.

Training videos have been created and will be posted on the District's website, and each school will incorporate regular announcements into the daily schedule to reinforce healthy habits.

Classrooms. Social distancing must be practiced in all schools within the District. For the schools to maximize social distancing and create a minimum of six feet between individuals, whenever possible, the District made modifications to individual classrooms, common or high-traffic areas, buses, and other areas as needed throughout the buildings.

- The rearrangement of classrooms to ensure that all students, desks, and tables are facing the same direction while allowing for social distancing between students and staff.
- Areas have been repurposed throughout the building to be used for classroom instruction.
- The District has analyzed student to teacher ratios and developed alternative ways to reduce the ratio whenever possible.
- Physical barriers were installed in classrooms for use by teachers.
- Physical barriers were installed in all areas of the building, where staff must interact with the public.
- Face shields were purchased for staff to use as necessary.
- Teachers are encouraged to use outdoor space for classroom instruction if feasible, given the conditions and space available. Exceptions will be possible for children or teachers and staff that suffer from outdoor allergies.
- Handwashing stations have been set up in the classrooms and the building that contain water, soap, paper towels, or hand sanitizer consisting of 60% or more alcohol for areas where handwashing is not feasible.
- An Isolation Room exists in each building to house staff and students that display COVID-19 symptoms until alternate arrangements can be made.
- Assigned seating will be utilized in all classrooms for the remainder of the pandemic. Once assigned, a student's seat should not be changed unless there is a compelling reason to do so, such as avoiding classroom disruption. In such cases, barring an emergency circumstance, seat changes should be made only after adequate cleaning and sanitizing can be conducted. Building principals must review and approve the seating arrangements for each classroom. Student desks/tables/chairs should generally not be repositioned during the school day or at any time for student use without principal approval.
- Student movement throughout the day has been significantly reduced, which will be accomplished by:
 - Modifying class schedules;
 - Requiring special teachers (e.g., music art, physical education) to travel to classrooms;
 - Establishing cohorts of students that remain with the same teachers or group of students throughout the day; and
 - Stagger the use of restrooms, lockers, locker rooms.

- The District consulted with the New York State Education Department’s Office of Facilities Planning to ensure that all modifications to the facilities are in compliance with fire code and do not jeopardize student and staff safety.
- Doors within schools that do not contain door closers will be left open during the school day to minimize the spread of germs on frequently touched surfaces.
- Plastic separators (polycarbonate barriers) made of light-transmitting plastic were installed where social distancing or masks are not feasible. This equipment can be used to separate sinks in restrooms, create separate queue lines for screening, entry and exit, and lunch lines, or to be used in any other scenario where it may be necessary to control large groups of individuals.
- Excess furniture is being removed from the classroom to create additional space for social distancing.

Lockers. To reduce hallway congestion and allow for safe social distancing, students will have limited access to their lockers with social distancing protocols in place. Students may be permitted to visit their lockers upon arrival and prior to dismissal, but not during the school day. Teachers will direct and monitor the students’ use of lockers at both arrival and dismissal. Students may carry their Chromebooks and will be encouraged to carry a minimal amount of materials throughout the school day. Teachers and staff members will reduce the amount of physical materials required for class, and plan for “paperless” instruction where possible.

Changing classes. The District will reduce the volume of students in hallways at any time by limiting the movement of students from class to class where possible. Signs and indicators in the hallways will direct students to proceed in one direction where possible and to keep students moving at all times when not in a classroom.

Food Services

NYSED Guidance. “Schools and school districts would include food service directors in reopening plan discussions so they are able to meet their requirements to provide all enrolled students with access to school meals each day whether school is in-person or remote; address all applicable health and safety guidelines; ensure compliance with Child Nutrition Program requirements; and communicate with families through multiple means, in the languages spoken by those families,” (NYSED, July 2020, p. 7).

Food Services. The District will continue to provide school breakfast and lunch to all students that need it. This will occur during times of full in-school instruction, hybrid, and remote instruction. Students will be permitted to remove face coverings while eating. Students must be seated and six feet apart. The District will provide bags or mask lanyards for students as temporary storage. Students will be required to wash their hands before and after consuming meals.

All food service personnel are required to pass the District’s health screening and temperature check before entering the building. People who are sick or exhibit any of the possible COVID-19 symptoms must stay home. If any food service personnel feel sick during the school day, they need to isolate and immediately report their symptoms to their direct supervisor. They are also required to adhere to all health and safety protocols implemented in all schools in the District. This includes, but is not limited to:

- Washing hands with soap and water frequently and where appropriate, using hand sanitizer.
- Cleaning and disinfecting frequently used surfaces.
- Serving lines, tables, utensils, carts and other equipment used will be cleaned and sanitized between designated meal service times and at the conclusion of meal service each day.
- Adhering to social distancing guidelines while preparing and serving food.
- Using face coverings, disposable gloves, disposable aprons, and any other necessary PPE while performing services. Single use gloves must be worn and changed frequently.
- Adjusting employee shifts to minimize the number of staff in the kitchen at any one time and ensure adequate coverage.
- Placing social distance markers on the floor in the kitchen, serving and waiting line, and any other area where there is the potential for lines to form.

Breakfast and Lunch when In-School. All breakfast meals will be pre-made and ready for students upon arrival. All trays and utensils will be disposable. There will be no shared condiments. At John F. Kennedy High School, breakfast will be distributed and eaten in the cafeteria where students must sit in designated seating, six feet apart. At Theodore Roosevelt, Woodrow Wilson, and JFK Middle School, breakfast will be distributed at kiosks around the building where social distancing will be enforced. Students will eat their breakfast in the classroom seated six feet apart.

All lunch meals will be pre-plated and put on the line, one at a time for each student. There will be no self-serve. Students will state their name or present their swipe card (no keypad use). Students will then be assigned seating, six feet apart. The booths have been removed from the JFK Middle School and High School cafeteria and additional tables have been purchased. Plastic separators (polycarbonate barriers) will be used throughout the cafeteria. Woodrow Wilson, JFK Middle School and High School will eat lunch in the cafeteria. There will be an overflow room for eating established in the gym with designated seating, six feet apart. Theodore Roosevelt will eat lunch in the cafeteria with designated seating, six feet apart. The cafeteria has two levels and therefore, an overflow room is not necessary.

Breakfast and Lunch when Hybrid Plan or full Distance Learning. The procedures will be the same as in-school meals when students are in attendance for a hybrid model. When at home, the parent/guardian must order meals one day before meals are to be served. Parents/guardians must call 716-891-6418 between the hours of 1:00 pm- 6:00 pm. Please leave a message with the student(s) name(s) and state how many breakfast and lunch meals are being ordered. Meals will be available for pick-up at JFK High School (Door #7) between the hours of 9:00 am-11:00 am. Families should report any hardships to the social worker located at each building.

Allergies. Special accommodations will be considered for students and staff that suffer from medical conditions, such as food allergies. When eating in the cafeteria, protocols will be in place for students with food allergies and must be followed with assistance from the monitor. Staff must be trained regarding allergens and cross contact with potential allergens. Proper hand washing must be followed when encountering a food allergen. Food sharing will not be permitted.

When students eat breakfast in the classrooms, special accommodations will be provided such as separate location or modifications within the room depending on the severity of the allergy. In addition, modifications are being made to the food options in the pre-bagged breakfasts to avoid foods with allergens.

Snacks. Some students or employees in the District are required to consume snacks during the school day due to their age or medical condition. Each school will establish protocols to be provided to parents, students, and employees that must be adhered to when eating snacks at school.

Hydration. The District is required to maintain one drinking fountain per one hundred occupants, but the use of them is strongly discouraged. As an alternative, all staff and students are encouraged to bring reusable water bottles to school for proper hydration during the day. Water fountains will be cleaned and disinfected daily. They will remain functional, but the use of them will be strongly discouraged.

Transportation

NYSED Guidance. “The school bus is an extension of the classroom and services should be provided to all students with consistency and equity. Each district will be required to: perform regular school bus disinfection measures; train students and school bus staff regarding social distancing on the bus, at stops, and at unloading times; and train students and staff regarding the wearing of masks. Both students and drivers will wear masks and social distance on the bus. Districts will continue to provide transportation to homeless students, students in foster care, those who attend religious, independent or charter schools – and those with disabilities – just as they always have, “(NYSED, July 2020, p. 7).

The District contracts with a private transportation company to provide busing to its students, as well as homeless students, students in foster care, those who attend private and charter schools, among other circumstances. These transportation services will continue when schools are open for in-person instruction.

School bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19, including taking their daily temperature, before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their employer, seek medical attention, and will be sent home.

In order to reduce the density of students on buses, parents will be encouraged to use other means of transportation: walk, drive, parent provided transportation. The District surveyed parents via a letter on July 24, 2020 to determine the need for District provided transportation.

Face coverings on Buses. Students must wear an acceptable face covering over their mouth and nose at all times while boarding, riding, and getting off the bus. Students in need of an exception to this requirement for medical reasons must notify the District so that alternative safety measures, if necessary, can be implemented. The District will have face coverings readily available on all school buses for students who need them.

Bus drivers will be required to wear facial coverings at all times. Students and parents should wear face coverings at bus stops. Parents and students need to maintain six feet distancing at bus stops and while loading and unloading.

The District will require the bus company to comply with New York State’s COVID-19 reopening guidance for Public Transportation operations and any additional requirements imposed by the State Education Department or the New York State Department of Health for school transportation, including sanitation requirements. Drivers will wipe down high touch surfaces between bus runs.

Bus availability. The District will prioritize standard daily busing to and from school each day that schools are open for in-person attendance. The District will also attempt to provide busing for extracurricular activities to the extent practicable. However, parents may be required to provide transportation for students who choose to participate during activities that take place outside of the school day.

Parent Transportation. The District encourages parents and guardians to transport their own children to and from school when possible while the COVID-19 safety and health restrictions are in place. However, families should be cautious about car-pooling and transporting other students to and from school. Families who choose to do so are encouraged to take appropriate measures (e.g., wearing face coverings).

Drop-Off/pick-up. The District anticipates that more parents will choose to drive their children to school than usual during the coronavirus pandemic. Each school building will continually monitor this process and make appropriate modifications to ensure safe and timely access to the buildings. Arrival and drop-off times may be staggered or other protocols may be put into place that limit direct contact with parents, as much as possible.

Communication. The District will follow an enhanced communication plan regarding student transportation to and from school. This will include at least the following three components: interaction with parents regarding availability of alternative transportation methods (e.g., walking, parent pick-up/drop-off); training regarding expectations regarding bus safety (e.g., student distancing, loading/unloading procedures); and continuing updates regarding changes to the foregoing. CSUFSD will continue to update families around specific pick-up and drop-off procedures closer to the start of in-person instruction.

Loading/unloading. CSUFSD will work with its contracted school bus provider to maintain appropriate safety and health procedures for loading and unloading buses consistent with the government guidelines. Students will be unloaded and loaded in a manner that will reduce potential contact with other students. Stickers will be utilized to convey social distancing requirements in a student friendly way. Windows will be kept open for air flow when appropriate.

Attendance

NYSED Guidance. “Schools must develop a mechanism to collect and report daily teacher student engagement or attendance. While this requirement is straightforward in an in-person setting, a procedure should be developed to make daily contact with students in remote or hybrid settings. Schools may consider for instance, assigning the homeroom teacher or advisory teacher to be the point of contact to touch base with a specific group of students daily. Attendance data must be reported in the student information reporting system or SIRS. School policies and procedures must focus on the academic consequences of lost instructional time and address absences before students fall behind in school. It is critical for schools to use a variety of creative methods to reach out to students and their families who have not engaged in distance learning,” (NYSED, July 2020, p. 8).

Mandatory Attendance. Student attendance for the 2020-2021 school year is compulsory, which is consistent with New York State law and regulations of the Commissioner of Education. School districts must continue to track and report student attendance during the COVID-19 pandemic in all educational settings.

The eSchool student management system will continue to be utilized to collect, record, and report student attendance whether it is in-person, hybrid, or remote instruction. Teachers will collect and record daily attendance for all students in accordance with our typical attendance procedures. Parents, guardians, and students may continue to access the eSchool portals to review a student’s daily attendance during the 2020-2021 school year.

High-Risk or Vulnerable Populations. According to Interim Guidance for In-person Instruction at Pre-K to Grade 12 Schools, during the COVID-19 Public Health Emergency by the New York State Health Department, “...students, faculty and staff who are at increased risk for severe COVID-19 illness, and individuals who may not feel comfortable returning to an in-person educational environment...” will be allowed to participate in educational activities through virtual means (NYSED, July 13, 2020, p. 4). The District will work with students, faculty and staff to address specific circumstances to safely participate in educational activities.

The CDC has identified groups of people who are at increased risk for complications from COVID-19. Please consult the CDC link for the most up-to-date list of at risk populations ([Link](#)).

The District will make alternative arrangements to accommodate families or students that are considered medically vulnerable or who live with a person at high risk for complications related to COVID-19. Such methods may include the implementation of additional health and safety measures while attending in-person learning or the need for remote education. Families should consult with their health care provider to determine whether or not it is safe for the student to return to school. Parents of students who are at high-risk or who have a family member that is considered high risk should contact their child’s school to discuss appropriate arrangements.

Social Emotional Well-Being

NYSED Guidance. “As school and district personnel adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, schools and districts must also prioritize social emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur,” (NYSED, July 2020, p. 8).

The District recognizes the extreme challenges its families and staff face as a result of the global COVID-19 pandemic. The District’s guidance counselors, social workers, and school psychologists are available to work with any student facing difficult circumstances, whether or not somehow related to COVID-19 issues. Additional outreach and education will be provided to address special concerns arising from the coronavirus pandemic.

CSUFSD has many measures in place to help our students, families, faculty and staff get the necessary emotional support they need during this difficult time.

CSUFSD has a Family Support Center called the *Family Solutions Center* located within our District. The *Family Solutions Center* provides direct counseling for families as well as referrals to outside or in-kind services as needed. The counseling provided by the District is confidential and free of charge. These services and extra supports will be provided in all educational settings whether or not in person or remote. Families are able to self-refer and/or families are referred by faculty and/or staff by contacting the building Social Worker. A District supported platform for service delivery will be used to virtually meet with families, staff and faculty. Prior to the start of the school year, a survey will be sent out to all District faculty and staff. This survey will be used to identify needs of individuals who may need additional support.

District Student Support Staff provides up to date digital resources on a continuous basis on our District Webpage ([Link](#) to page). These digital resources include, but are not limited to, self-care, community resources, mental health support, and social emotional learning. Student Support Staff will continue to provide traditional services, such as career planning, mental health lessons, freshman study skills, DASA, etc., regardless if we are in person or virtual. Student Support Staff will also provide counseling services for students, faculty, staff, and families as needed. These will be provided in all educational settings, including virtual.

The Student Support Staff will have several surveys and a needs assessment available on the District’s website. These will include: a faculty/staff survey to identify persons in need, a needs assessment for students (completed with parental consent), and request for services form for social-emotional support or basic needs.

CSUFSD is implementing Restorative Practices District-Wide in the 2020-2021 school year. Restorative Practice is an emerging social science that studies how to strengthen relationships between individuals and communities. It is a philosophical shift in thinking, moving away from focusing on rules broken and punishment to focusing on repairing harm.

The CSUFSD has partnered with the Erie County Restorative Justice Coalition to provide professional development and support. In addition, CSUFSD has a Restorative Practice Committee which includes administrators, teachers, and student support staff. This Committee will serve as the advisory council for all social emotional needs of students, families, and faculty/staff and will convene regularly to monitor and assess needs.

The District will utilize Restorative Practice to support students' social emotional needs and provide support for students, faculty, and staff during this difficult time. One component of a Restorative Practice program is circles. Circles can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give an opportunity to speak and listen to one another in a safe environment offering support and a sense of closeness which is especially important if remote learning will be taking place.

For a full in school model, all students will participate in Restorative Practice circles daily with social distancing measures applied. If we are in a remote setting, circles will be held through Google Meet or Zoom. Regardless of the educational setting, all faculty and staff will receive professional development in community building and conferencing circles. Throughout the year, parents and students will receive additional information on our implementation process and be educated in Restorative Practice.

Supporting Diverse Learners

Special Education. In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The District will ensure meaningful engagement in the parent's preferred language or mode of communication (e.g., email, phone, video conferencing, or face to face) regarding provision of services to his/her child to meet the requirements of IDEA. All students with disabilities continue to have the right to a free appropriate education (FAPE) that emphasizes special needs and prepares them for further education, employment, and independent living. The District is committed to supporting special education students if there is a need to transition between in-person, hybrid, or remote learning to ensure the provisions of FAPE are being met to protect their health and safety.

IEP Implementation and Documentation (Progress Monitoring and Reporting). The Individualized Education Plan (IEP) is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student as well as what accommodations and modality of learning allows the greatest access.

IEP services will be provided in accordance with the IEP, including the availability of assistive technology, while following PPE and social distancing guidelines. Should any changes be necessary to follow the guidelines, the general education teacher, special education teacher, related service providers, and families will discuss the student's individual needs and agree to a prioritized set of services that provide access to the curriculum and enable progress towards IEP goals.

Special Education teachers will continue to use consistent data collection and service log procedure across all learning environments (in-school, hybrid, or remote). A service log will include documentation of any changes in student's needs, instruction and services that are provided to each student, formative assessment, universal screenings, and ongoing monitoring of student progress, communication/collaboration with parents, and determination and provisions of post-COVID services provided to students. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making the necessary adjustments to instruction. Periodic reports on the progress the child is making towards meeting the annual goals will continue to be provided to the parents. Written and verbal communication will be provided in the parent preferred language and mode of communication (e.g., email, phone, video conferencing, or face to face).

We will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. We will conduct evaluations remotely and/or in person while adhering to public health guidelines for the safety of students and staff.

Communication for Special Education. If during the school year any concerns arise from the student's parents or IEP team, a CPSE/CSE meeting or team meeting will be scheduled. During the meeting, concerns will be discussed collaboratively with the parents to determine the most appropriate solution to further the success of the student. The IEP will be amended as needed. The district will provide any appropriate resources and training needed for the parent and/or student.

English language learners (ELL). Remote learning in the Spring of the 2019-2020 school year may have created additional challenges for students learning English as a second or additional language. The District will take measures to address any learning loss experienced both in the English language and other content areas.

CSUFSD will continue to administer the Home Language Questionnaire (HLQ) and conduct the individual interview as the first steps of the ELL identification process. Parents may complete and submit the HLQ 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.

The 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.

If in a remote setting, the CSUFSD will maintain all documents related to its students, including the HLQ, the individual interview, and any other records generated as part of this remote identification process. Once the District is reopened, it will re-conduct the ELL Identification process in person, including a full parent orientation as mandated by Part 154 and following the 30-day timeline outlined by NYSED. After the 20-day flexibility period, the ELL identification process will resume to the original 10-day period.

Communication for ELL. Regular communication with parents/guardians will be provided in the language preference of the students' families, in accordance with Federal and State requirements.

Continuity of ELL service. ENL teachers will continue to provide appropriate instruction and support to all students with English language acquisition needs. For students unable to attend school, CSUFSD will strive to provide remote ELL services to the greatest extent possible, including targeted and scaffolded instruction and support. Teachers will utilize each student's level of language proficiency to design instruction with appropriate scaffolds that support continuity of learning and take individual student's levels of language proficiency into account as instruction is planned. ELLs will receive instruction based on their most recent 2018-2019 NYSESLAT (or current NYSITELL) results and students at years one to two at Commanding level will continue to receive support based on their unique needs (continuing into year three). In lieu of NYSESLAT testing, students' English language proficiency (ELP) progress in Speaking, Listening, Reading, and Writing will be evaluated through

assessments and observation to ensure students are progressing toward mastery. 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. Teachers will follow the guidelines provided in the [*Blueprint for ELL/Multilingual Learner Success*](#) to ensure that ELLs receive equitable instruction. The District will ensure that all teachers of ELLs have access to professional development that is specifically targeted to English language learners' needs.

Teaching and Learning

NYSED Guidance. “Mandatory teaching and learning requirements include providing clear opportunities for equitable instruction for all students; ensuring continuity of learning regardless of the instructional model used; providing standards-based instruction; ensuring substantive daily interaction between teachers and students; and clearly communicating information about instructional plans with parents and guardians.

To allow for schools and districts to adapt to complications caused by the pandemic, certain flexibilities will be authorized, including: flexible student/staff ratio in prekindergarten; extended time for prekindergarten and kindergarten screening to be completed; a waiver allowing districts to convert UPK seats from full-day to half-day (not applicable to Statewide Universal Full Day Pre-K programs); flexibility with the 180 minutes per week Unit of Study requirement; flexibility in the delivery of physical education; allowance for a blend of hands-on and virtual science laboratory experiences; and when appropriate, districts and charters may utilize remote or virtual work-based learning experiences for CTE and CDOS programs,” (NYSED, July 2020, p. 9).

Academic Standards. The District will apply regular academic standards and follow its normal grading procedures to the extent possible, subject to any applicable NYS Department of Education or other governmental directives for all students in prekindergarten through grade twelve. Educators have identified priority standards for students in prekindergarten through grade twelve, around what was taught and what still needs to be learned to address any gaps that may have resulted from the unexpected closure in the 2019-2020 school year. This will guide our instructional choices for the 2020-2021 school year.

The structure of the classes, expectations for students and teachers, and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, and grading/providing feedback will have similar expectations as if students were physically attending school.

Learning Objectives:

- Establish weekly checklists with clear instructions that can be followed on- or off-site.
- Create lessons aligned to the New York State Common Core standards to work towards mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion.
- Ensure targets are being met to provide quality off-site instruction to include regular check-ins with students on a daily/weekly/set intervals.

- Students will be provided with additional time and support for assignments, activities, and assessments in consideration of the diverse home experiences for remote learning.
- Special education students' IEPs will be reviewed and accommodations/modifications will be added to ensure access for online learning accommodation and modifications will be determined on an individual basis.
- Ensure equity of instructional opportunities regardless of the educational setting (e.g., in-person, hybrid, or remote) for all students.
- Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote, or hybrid).

Academic Gaps and Intervention. The District currently uses Response to Intervention (RtI), which is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classrooms. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

The District is in the process of transitioning from RtI to a Multi-Tier System of Support (MTSS). MTSS builds upon the original concept of tiered support, but is more proactive. MTSS addresses systematic barriers and conditions for both students and educators. MTSS will be used to identify students who have experienced educational gaps and create plans to remediate. The District utilizes multiple measures and data points to determine which students need additional support and services. This includes, but is not limited to, Fastbridge, Fountas and Pinnell Benchmark Assessment, Lexia, common formative assessments, etc. This will be particularly helpful in the upcoming school year given the absence of New York State Grades 3-8 test results and lack of Regents scores.

Three Instructional Models. The NYSED required schools to develop three instructional models: In-Person, Hybrid, and Remote. With the amount of unknown, it is not unreasonable to expect that the District will need to transition between the three instructional models in response to the ongoing circumstances. A traditional in-person model and the details of the necessary modifications to implement this, has been provided throughout this plan. This section will focus on how the in-person plan will be modified for the hybrid or remote learning plan.

1. **In-Person Model-** 100% of Staff and students will attend school in the physical building for a full day on each scheduled school day and instruction will be delivered in traditionally scheduled courses/subject areas with established precautions for maintaining health and safety. Social distancing measures will be in place and masks are to be worn. Using this model, students will be actively involved in the school learning environment. In addition, instructional programs, for the most part, will maintain their current integrity.
2. **Hybrid Model-** Students will be back in school with an altered schedule to reduce student population within the District. Students will attend school in-person for a portion of the week and the rest of the week they would engage in remote instruction.
3. **Remote Model-** Neither students nor staff attend school in the physical building. Instruction will be conducted digitally through online methods.

Engagement of Strategies and Online Tools- Hybrid and Remote

CSUFSD will use a combination of asynchronous and synchronous learning for both the hybrid and full remote learning programs. These terms are defined as:

Asynchronous Learning- Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written materials and video presentations. Students show what they know by completing interactive learning activities, self-grading and teacher graded assessments, and teacher graded written work and projects.

Synchronous Learning- Synchronous virtual learning occurs when students join an audio/video enabled meeting space at the same time. This space is greatly enhanced when the meeting space includes an interactive whiteboard, chat, and breakout rooms. This synchronous session may include whole group instruction led by the instructor and small group work amongst the learners. The structure of this session is much like an in-person learning experience.

Grading and Academic Assessment- Hybrid and Remote. At the elementary level, faculty members will assess student academic work and administer grades as if we were physically in school. Faculty members will utilize the eSchool system to record and report grades. Please note that grades will be utilized to determine if students receive credit.

At the middle and high school levels, faculty members will assess student academic work and administer numerical grades as if we were physically in school. Faculty members will utilize the eSchool system to record and report numerical grades. Please note that numerical grades will be utilized to determine if students receive course and/or diploma credit.

Technology and Connectivity- Hybrid and Remote Models

NYSED Guidance. “Adequate access to a computing device and high-speed broadband is essential for educational equity. Schools and districts must determine the level of access all students and teachers have in their places of residence; to the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and provide multiple ways for students to participate in learning and demonstrate their mastery of the learning standards in remote and hybrid instructional models. Schools and districts should provide instruction on using technology and IT support for students, teachers and families and provide professional development for teachers and leaders on designing effective online/remote learning experiences.” (NYSED, July 2020, p. 9).

Technology and connectivity for students and staff continues to be a top priority for the schools in the District. With proper technology and connectivity, students and teachers within the District can participate through in-person and remote instruction. When schools were shut down in March 2020, the District immediately began taking steps to provide technology and connectivity to students and staff that required it.

Through effective communication with students and staff, the District was able to identify those students that still needed technology or connectivity in order to participate in remote learning, if necessary. The District will train students, families, and staff in areas such as software and hardware operations and maintenance, internet access, and applications being used for continued instruction and learning.

Opportunities for professional development are being provided to staff, especially in the area of remote learning and the use of technology.

The District recognizes that instruction in these areas should occur not only if students are currently attending school remotely, but also while on-site. Therefore, continuing training and development in these areas will occur even when the District is able to provide on-site educational opportunities for all students.

Chromebooks and Laptops. Chromebooks were purchased by the District for all students to assist with remote learning. Beginning in September 2020, all students in remote learning will be loaned one of the District's Chromebook. On-site instruction will also use these devices both to facilitate the in-person educational process and to prepare students for potential reliance on them if remote learning again becomes necessary. Students who were issued a Chromebook during the 2019-2020 school year and are still in possession of that Chromebook may continue to utilize that device. If we are in a full remote model to start the school year, the District will develop a plan using the “curbside pickup” model to distribute Chromebooks to students who are not currently in possession of a technological device. Families may opt to utilize their own personal technological devices to facilitate remote learning.

All students and faculty will have access to a broadband wireless internet connection that is stable and sufficient to handle the necessary demands of remote learning. If a student or faculty member does not have this access, they will be able to contact their school's social worker. The family or faculty member in need will be provided a mobile WiFi internet access point at the District's expense. This

unit will allow connection to the internet by any District owned Chromebook, laptop, or iPad. The school social worker will be the point of contact for faculty and family who need assistance in obtaining sufficient internet access.

The District utilizes Google Suite which includes: Google Classroom, Gmail, Google Docs, Google Sheets, Google Meet, and Google Slides. The main source of instructional communication will be provided through this platform. A number of commercial digital programs will also be utilized including, but not limited to: Raz Kidz, BrainPop, Castle Learning, IXL, and Zoom.

Professional development and assistance with technology will be provided including, but not limited to, the following: video tutorials, instructional documents, and virtual training. The District has created a standard protocol for the set-up of Google Classroom so students and families can navigate with ease.

At the elementary levels, parents and/or students may contact their classroom teacher for assistance with issues related to technology. At the middle and high school levels, parents and/or students may contact the student's *Kennedy Crew* or *Advisement* teacher for assistance with issues related to technology. These issues include, but are not limited to: computer hardware and software, logging in, working with the Google Suite and/or Zoom, accessing eSchool's Student and Parent Portal, and utilizing the student's District-issued email address. Our faculty member will then submit a "Service-Now Ticket" to the appropriate personnel, and in turn, act as the point of contact for the family.

Specials. CSUFSD recognizes the value to all students of subjects such as music, art, library, computer classes, and physical education. The District will maintain these components of its curriculum throughout the coronavirus pandemic, making adjustments and providing alternative access methods as necessary and feasible. Building principals will work with teachers in these areas to develop safe approaches to continue instruction in these areas consistent with applicable guidelines and restrictions. The District will ensure that a distance of twelve feet in all directions is maintained between individuals while participating in activities which require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.

Athletics and Extracurricular. Extracurricular activities, such as participating in sports and clubs, are important components of CSUFSD's student offerings. However, safety and health concerns related to COVID-19 require the District to limit participation in these activities. The District will continue to build the important skills, such as perseverance, teamwork, cooperation, that these activities offer students through safe and alternative activities to help students remain a sense of connectedness.

The District's vision is to educate the whole child and understands that sports are a major component of this. We will continue to monitor the guidance released from NYSPHSAA regarding sports and update our community accordingly. The Athletic Director will be providing more details at the beginning of the school year about creative offerings as well as keeping families informed about updates and modified schedules for school sports. The District will periodically review all applicable circumstances and announce updates on the availability of specific extracurricular activities, with a focus on balancing opportunities for all students with an array of interests and skills.

Recess. As the weather permits, teachers should allow students the opportunity to go outside on as close to a daily basis as possible. However, applicable guidelines must be followed, including social distancing. Students should receive frequent reminders about these requirements and suggestions about appropriate recess activities that conform to the requirements. Teachers should work together to stagger recess start and end times to avoid interaction between classes in the hallways and outside of the building.

Childcare. During periods of school closure, the District may have obligations to assist in arranging or providing childcare for children of essential personnel or other working parents without alternative childcare options. While in a period of full in-school instruction, the District will continue to monitor NYS requirements in this area, recognizing that the District might need to assist in childcare arrangements despite its schools being open to all students, such as when other school districts are closed or for non-school-aged children living within District boundaries. For parents who are interested, *Just for Kids* will continue to provide before and after school programs for a full in-school model.

Because the hybrid model relies on students not coming to school every instructional day of the school year, it will impose additional childcare burdens on families. The District will provide information about available childcare options in the area and work with parents to identify appropriate approaches to navigating a less-than-full-time school attendance plan. The District will follow NYS requirements regarding child care assistance during periods where students will not be physically attending schools.

Weekly Schedule for Hybrid Model and Remote Model:

Hybrid Model- If necessary, to limit the number of students in the District’s schools without going to a remote-only model, the District will divide its student population into two attendance groups (Group A and Group B). In this scenario, the District will modify its on-site attendance so that students in Group A attend school on some days and students in Group B attend on others.

Weekly Schedule for Hybrid Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	In-person instruction	In-person instruction	Asynchronous/ Synchronous instruction & Deep Clean of the Building	Asynchronous instruction	Asynchronous instruction
Group B	Asynchronous instruction	Asynchronous instruction	Asynchronous/ Synchronous instruction & Deep Clean of the Building	In-person instruction	In-person instruction

NOTE: All self-contained special education students will attend school Monday, Tuesday, Thursday and Friday.

Group A and Group B will be divided into groups primarily by using the alphabet. Group A will consist of students with the last name between A-L and Group B will consist of students with the last name between M-Z. As a default measure, all children living in the same household may be included within the same attendance group. However, the District will consider parental requests to place their children in different groups where it will be beneficial for instructional or childcare purposes. Once groups are confirmed, students will remain in the same group throughout the school year whenever a modified in-school instruction plan is in place. In special circumstances, students may change groups with the approval of the Superintendent of Schools. Families will be notified of the confirmed A and B groups as soon as possible once the District is informed in August 2020 regarding what plan is required for implementation in September 2020.

Primarily at the middle and high-school levels, the District may need to modify students’ course schedules to accommodate the modified in-school instructional plan. However, all reasonable efforts will be made to avoid eliminating subjects or course options.

Any special education students integrated into general education settings will be included in the age appropriate grade level class and provided services in accordance with their Individualized Education Plans. All self-contained special education students will attend school Monday, Tuesday, Thursday and Friday.

Weekly Schedule for Remote Model

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Asynchronous and/or Synchronous instruction	Asynchronous and/or Synchronous instruction	Asynchronous and/or Synchronous instruction	Asynchronous and/or Synchronous instruction	Asynchronous and/or Synchronous instruction
Group B	Asynchronous and/or Synchronous instruction	Asynchronous and/or Synchronous instruction	Asynchronous and/or Synchronous instruction	Asynchronous and/or Synchronous instruction	Asynchronous and/or Synchronous instruction

Attendance and Grading. The eSchool student management system will continue to be utilized to collect, record, and report student attendance whether it is in-person, hybrid, or remote instruction. Students are required to participate in instruction Monday through Friday for both the hybrid and remote models. For the hybrid model, students who are absent on their regularly assigned in-school attendance days will not be allowed to attend school with the other attendance group to make up days missed. Students are required to participate in remote learning when they are unable to attend in person and are healthy enough for remote learning. If a student is ill, parents will contact the main office to report student absences according to normal procedures.

CITED RESOURCES:

NYSED (July 2020). *Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools: Reopening Guidance.*

<http://www.nysed.gov/common/nysed/files/programs/reopening-schools/nys-p12-school-reopening-guidance.pdf>

NYSED (July 22, 2020). *School Reopening FAQs.*

<https://drive.google.com/drive/u/1/search?q=FAQ%20on%20COVID%2019>

NYSED (July 13, 2020). *Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency.*

<https://drive.google.com/file/d/1bB1T35g70K3iMt1FV6ejkvvhaO9lP6rz/view>