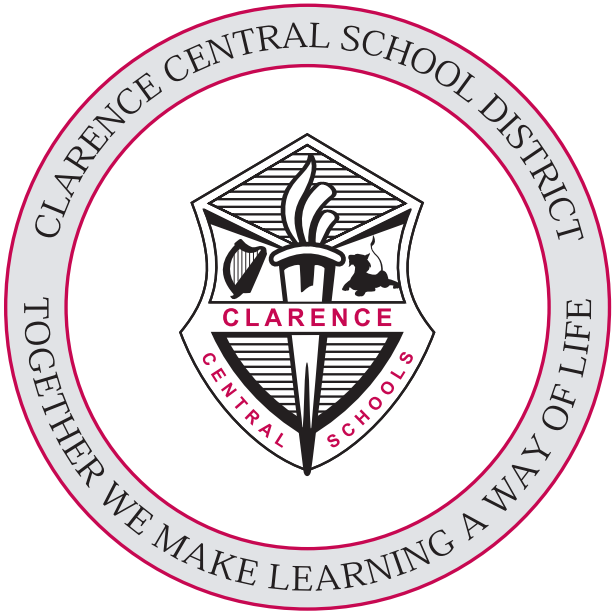


CLARENCE CENTRAL SCHOOL DISTRICT

COVID-19 REOPENING PLAN

2020-21 SCHOOL YEAR



JULY 1, 2020

CCSD Reopening Plan - 2020

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The Clarence Central School District's COVID-19 health and safety reopening plan establishes and explains the necessary policies, practices and conditions necessary to meet the Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) and New York State Education Department (NYSED) guidelines for COVID-19, the State's "New York Forward" guidelines, along with federal Occupational Safety and Health Administration (OSHA) standards related to employee safeguards and potential exposure to COVID-19. As the health and safety of district staff is our top priority, the plan has a strong commitment to those measures.

The reopening plan is divided into logical categories. Each category contains guidance, procedures, protocols and/or other measures which explain practices that need to be considered in order to maximize the health and safety of students and staff.

A short description of the plan categories is provided below:

Communications:

Describes the channels the district will utilize to communicate with parents, students, faculty & staff regarding information on COVID-19 and related topics.

Operations:

Explains health and safety protocols for COVID-19 testing, contact tracing workplace risk assessment, cleaning and disinfecting, and ventilation and HVAC. Provides procedures for buildings & grounds, transportation and food service.

Health & Safety Protocols:

Describes safeguards for public health and safety including healthy hygiene practices, use of masks, symptom monitoring & screening, plans for when a stakeholder becomes sick, readmission, and protocols for social distancing.

Building Procedures:

Explains building access, classroom layout, cafeteria, personal property rules, playgrounds, hall traffic, arrival and dismissal, and extracurricular procedures.

Academics:

Describes instructional models, prioritizing standards, academic gaps and interventions, and considerations for supporting diverse learners. Based on guidance from the NYSED, the DOH, and the Governor, the district will determine the instructional model for the 2020-2021 school year. All core and special area courses will follow the specifications of the determined model.

Social Emotional Supports:

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Describes the steps taken to create emotionally and physically safe, supportive and engaging learning environments that promote all students' social and emotional development.

Athletics:

Explains general considerations for health and safety precautions with athletic practices, competition, sporting venues, locker rooms, gyms, game operations, offseason programs, and sports medicine.

Communications

General Information

The district will utilize numerous communication channels to inform parents, students, teachers, administrators, support staff and the community in general of procedures and protocols with respect to the COVID-19 pandemic. The most highly utilized channel is our email and text message mass communication system, Connect 5i. The system sends our email, text message, and voice mail alerts, usually pointing to an explanatory document or letter on the school district website. The school website (www.clarenceschools.org) is the primary repository for letters, documents, event headlines, frequently asked questions, and general information about the district and each school building. The website has a dedicated page to all correspondence, sorted chronologically, regarding the coronavirus pandemic. A separate dedicated webpage contains guidance documents released by the Department of Health, New York State Education Department, Governor's Office, and the Center for Disease Controls.

Parent & Student Notification

The district will provide guidance to parents and students with the following information regarding COVID-19:

- When/how long to stay home from class/other activities if they are sick. This should include details on how this will affect grading policies.
- What they should do if exposure is suspected and what will happen if a student tests positive. This should include details about isolation and when they can return to campus/class/activities. This should also include details about procedures if a student's close contact tests positive.
- How student 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.

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- 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 & Staff Notification

The district will provide guidance to faculty and staff with the following information regarding COVID-19:

- When/how long to stay home from work if they are sick. This should include details on how this will affect sick time allowance.
- What they should do if exposure is suspected and what will happen if an employee tests positive. This should include details about isolation and when they can return to work. This should also include details about procedures if an employee's close contact tests positive.
- 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 work, including any new procedures, updates to timing, etc. This should include details on 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 and how a failure to follow these protocols will be handled.
- How work spaces/classrooms/common areas will be cleaned/disinfected and what is the responsibility of employees vs. institution?

Operations

Before Opening

Prior to reopening the school buildings administrators will consult the most recent federal guidance for school programs, including ongoing mitigation strategies, as well as prevention, support, and communication resources. Administrators will also ensure that appropriate inventory of personal protective equipment (PPE), and cleaning/disinfection have been purchased. The district will post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering. The district will also train all faculty and staff ("employees") on the precautions either remotely or in-

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person. A workplace risk assessment will also be conducted in each of the buildings. Each building will identify a COVID-19 point person.

Cleaning & Disinfecting

A deep cleaning of all buildings will take place prior to students and staff being reintroduced. Regular building cleaning and disinfecting practices will occur at the end of each workday, including routine cleaning and disinfecting of work surfaces and areas in the work environment, including restrooms, offices, break rooms, classrooms, and other spaces throughout each building. Daily cleaning and disinfecting will be conducted in high-touch areas (door handles, sink handles, drinking fountains, electronics, shared objects). While most surfaces will need normal routine cleaning, including outdoor areas, frequently touched will require daily disinfection as well.

Office spaces will be cleaned on second shift daily. High touch areas in office spaces will be disinfected daily.

Toys, classroom objects, community play materials, community supplies, and physical education equipment will be disinfected daily. If playgrounds are open, they will be disinfected daily.

Coverage hours for cleaning staff should be expanded to allow more frequent cleaning throughout the day, including frequent cleaning and disinfection of shared objects and surfaces, as well as high transit areas, such as restrooms and common areas.

Custodial and cleaning staff will also clean and disinfect routinely throughout the day. Custodial staff will maintain a daily cleaning log documenting date, time, and scope of cleaning, and keep it on file at each building.

Custodial and cleaning staff will be provided with disposable gloves and masks to perform their cleaning and disinfecting duties.

The District will follow the hygiene and sanitization requirements from the Centers for Disease Control and Prevention (CDC) and NYSDOH document "Interim Cleaning and Disinfection Guidance for Primary and Secondary Schools for COVID-19". Disinfecting products specifically labeled for SARS-CoV-2 have been procured and will be used.

If an employee becomes ill with COVID-19, the building will be disinfected and closed for a determined amount of time, both in accordance with CDC and NYSDOH recommendations.

Buildings and Grounds staff will receive training on proper cleaning and disinfecting procedures as well as the proper use of each product. Training will be ongoing and reinforced.

Ventilation

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The buildings and grounds staff will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible such as by opening windows and doors, unless they pose a safety or health risk to students using the facility.

Hygiene

Sanitizing products will be provided and located on/near commonly shared equipment and supplies (e.g. copiers). Prior to use of a shared piece of equipment, the employee should sanitize the parts that will be touched. After use of a shared piece of equipment, the employee should sanitize the areas that were touched. Employees should then practice hand-washing or hand sanitization procedures.

Buildings and grounds employees will provide and maintain hand hygiene stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

Visitors, Construction Contractors, and Non-Essential Employees

Visitors to the building will be limited. Limitations include employees who are not otherwise scheduled to work on a given day. In general, the building will be considered closed for the summer with only essential staff, any other employees assigned to work when absolutely necessary, and construction contractors being within the building.

Visitors who buzz for entry to the building should be communicated through the buzzer system only. Employees will ask the purpose for their visit and whether their business can be accomplished through phone, email, or mail. If they are dropping something off, they should be advised to leave the item at the door.

Only visitors with scheduled meetings with an employee in the building should be allowed in. Visitors will be required to respond to monitoring questions, sanitize their hands upon entry to the building and wear a face covering, disposable masks will be available for those who need one.

To the extent possible, deliveries should be made to building loading docks. Delivery people should be requested to wear a face covering when entering the building. Social distancing should be practiced.

Transportation

Bus drivers will be monitored on a daily basis, including responding to self-monitoring protocol.

Buses will be cleaned and disinfected on a daily basis. Drivers will wipe down high touch surfaces between bus runs. In order to reduce the density of students on buses, no more than two students will be assigned to each seat. Students will be required to wear facial coverings when riding on buses where six feet of social distancing cannot be enacted.

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Social distance will be created between children on school buses where possible. If necessary, contingency plans will be developed that reduces density on buses by staggering runs, and making multiple trips with fewer students per trip.

Bus drivers will be required to wear facial coverings at all times. Students and staff should wear face coverings at bus stops and on buses.

We will instruct students and parents to maintain 6-foot distancing at bus stops and while loading and unloading.

We will seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)

40% Bus Density Reduction (if necessary)

- The option to have students 6 feet apart on a bus would not be practical as pick up times and drop up times and school start times would vary from 7:30am to 10:30am. Reducing bus capacity on an average to 40% is possible if wearing masks does not mitigate risk of viral spread on the bus.
- In the 40% reduction plan, a 72 passenger bus would have on average 29 students.
- We would stagger the start time for the elementary schools.
- To slightly further reduce density, we will require siblings to sit together without a seat between them. For example, out of 470 students at Harris Hill, 130 are siblings. This percentage runs true throughout the District.
- In addition, all students would have assigned seats and the same grade level would be in closest proximity (except for siblings).
- To attempt to further reduce density, we believe that parent pick up and drop off would increase. We will canvas parents to determine who will opt out of busing prior to the final bus rounding in mid-August, understanding that at any time parents may opt back in.
- No students would be picked up prior to 7am.
- 7:35 am: Drop off time for Harris Hill and Clarence Center Elementary Schools - buses then pick up Sheridan Hill & Ledgeview Elementary students.

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- 8:15 am: Drop off time Sheridan Hill and Ledgeview elementary students
- 9:00 am: Drop off time for middle school and high school students.
- High School ridership in the AM would be on average 40% of capacity (based on survey results).
- Approximately six High School buses will arrive early so they can be used for Middle School student pickup that will reduce ridership to our goal of 40%.
- 7:45am to 2:05pm: Harris Hill and Clarence Center Elementary School day
- 8:25am to 2:45pm: Sheridan Hill and Ledgeview Elementary school day
- 9:10am to 3:47pm: Clarence Middle School day (mirroring current schedule 8:58am to 3:35pm)
- 9:10am to 3:48pm: Clarence High School day (mirroring current schedule 8:52am to 3:30pm)

Food Service

Food service workers will be monitored on a daily basis and self-reporting any COVID-19 type symptoms.

Kitchen areas will be cleaned and disinfected on a daily basis. Food service workers will wear face coverings at all times. Equipment, including high touch objects will be disinfected daily or more often given the rate of usage.

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Consider how work stations can be reorganized for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize number of staff in the kitchen.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.

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- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.

Cafeteria tables will be disinfected between lunch periods.

Absentee Protocols

Accommodations for at-risk employees with underlying medical conditions or who have household members with underlying health conditions will be made to the extent practicable. Employees should contact their supervisor to initiate the discussion.

Employees seeking medical accommodations will follow ADA guidance:

- *How does the disability create a limitation?*
- *How will the requested accommodation address the limitation?*
- *Is there another form of accommodation that could effectively address the request?*
- *How will the proposed accommodation enable the employee to continue performing the essential function of their job?*
- *Is the requested accommodation reasonable or will it create an undue hardship?*

The Director of Personnel, Robert Michel, is the designated staff person responsible for COVID-19 concerns. He can be contacted with questions.

Hiring Protocols

The existing process for hiring professional staff will stay in place with the following exceptions:

- First and second round interviews will take place via video conferences or in-person if proper social distancing regulations are followed.
- Demonstration lessons will not take place unless they can be organized following the proper precautions for social distancing and face coverings.

Safety Drills

Safety drills should be performed in conjunction with social distancing to mitigate the spread of infectious diseases within reason. Consider the following:

- Drills should test the capacity of all involved in emergency response, highlighting building-level cooperation between schools, police and first responders.
- Drills should be treated as real emergencies, with full and serious participation from all participants, including administrators, teachers, students and first responders.
- Drills should be practiced frequently, in a realistic manner, such as during lunch, recess or when the school principal is away from the building. Drills shouldn't be scheduled based on when it is most convenient or least disruptive.
- Debriefings should be held after every drill to further enhance response skills. Debriefings can be held with teachers and students in classrooms or in all-staff and faculty meetings.
- Drills should be thoroughly evaluated and input should be collected from various drill participants. Mistakes or inconsistencies during drills are learning opportunities and can

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help improve future response. Many safety experts say the most important part of any drill is the discussion and updated action plan that follows.

- Drills should have associated communication plans that include long-term follow-up to support sustainability and progression. Plans should cover all drill types, identify specific objectives and goals for each drill, include logistics and available resources and ensure compliance with state and/or district regulations.

Update District Plans and Documents

The District Safety and the District Wellness Committee will collaboratively review this plan and update the following District Documents to ensure inclusion of and alignment to the provisions contained in this plan:

1. District Safety Plan
2. District Wellness Plan
3. District Code of Conduct
4. District Attendance Procedures

Any modifications made to existing, approved District plans must be approved by the Board of Education no later than September 30, 2020.

The District Professional Development Planning Committee must review the tenets of this plan and revise the priorities of the District PDP plan to reflect training/ staff development priorities to build the capacity of staff to implement this plan. Any revisions must be approved by the Board of Education not later than September 30, 2020.

Health & Safety Protocols

Staff and students (except identified special education students) are required to wear acceptable face coverings whenever they are within six feet of other students or other staff members. The District will provide information to staff and students on proper use, removal, and washing of cloth face coverings.

According to Executive Order 202.17, any individual who is over age two (2) and able to medically tolerate a face-covering shall be required to cover their nose and mouth with a mask or cloth face-covering when in a public place and unable to maintain, or when not maintaining, social distance.

The District will provide employees with an acceptable face covering at no-cost to the employee. The District encourages employees to use any fabric face coverings they may have in their possession, due to comfort and availability of disposable surgical masks at this time. However, masks will be provided by the District as needed.

Masks or cloth face-coverings **must be** worn when:

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- Any time personnel are less than six (6) feet apart from one another.
- Upon entry to the building until arriving in your workspace.
- While in any common spaces (for example, time clocks at start and end of shifts, break rooms for lunches and breaks, supply closets, restrooms, hallways, copiers).
- When in tightly confined spaces occupied by more than one individual at a time.
- When there is more than one occupant in a District vehicle.

Masks or cloth face-coverings **do not need to be** worn when:

- At least six (6) feet of social distance is able to be maintained.
- In-person gatherings when held in an open, well-ventilated space with appropriate social distancing among participants.
- Polycarbonate dividers are utilized.
- Employees are in their normal workspace while observing social distancing, or working alone within a workspace.

Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.

Mask breaks should occur throughout the day. Breaks should occur when students can be six feet apart and ideally outside or at least with the windows open. Further guidance on mask breaks including duration and frequency will be forthcoming, as well as more information about properly removing and putting on masks.

Transparent face coverings provide the opportunity for more visual cues and should be especially considered as an alternative for younger students, students who are deaf and hard of hearing, and their teachers.

However, whether this plan indicates a mask does not need to be worn in a given scenario, all employees reserve the right to wear a mask in a situation when they are not required. They also have the right to request those they are interacting with to wear a mask along with them. All employees should be considerate of those who are wearing a mask and those who request that they put a mask on for their interaction.

The district will provide students and staff with acceptable face coverings at no cost, and will maintain an adequate supply of face coverings in case of replacement. 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. Personal cloth face coverings should be washed frequently. Disposable surgical masks should be discarded in the trash.

The district may use alternate PPE (i.e., face shields or coverings that are transparent at or around the mouth) for therapies or interventions that require visualization of the movement of the lips and/or mouths (e.g. speech therapy). These alternate coverings may also be used for

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certain students (e.g. hearing impaired) that benefit from being able to see more of the employee's face.

Teachers and support staff will reinforce proper hand hygiene and cough/sneeze covering with all students. Educational videos regarding handwashing, facemask protocol and other public health measures have been made available to students and staff.

Times should be designated on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:

- at the start of the day when children enter the classroom | before snacks and lunch
- after using the toilet or helping a child use a toilet
- after sneezing, wiping, and blowing noses
- after snacks and lunch, particularly if hands are sticky, greasy or soiled when students come in from outdoor play or recess

The district will provide and maintain adequate supplies to support healthy hand and respiratory hygiene, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, and lined trash receptacles.

Health Monitoring

Active surveillance for severe acute respiratory syndrome coronavirus 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.

A fever is technically defined as a body temperature of 100.4° F or higher, according to [the Centers for Disease Control and Prevention](#). The fever temperature is consistent for both children and adults.

Faculty and staff are required to stay home if they are sick. Parents are required to keep sick children home.

Employees shall self-monitor for signs and symptoms of COVID-19 daily (see BUILDING ACCESS section).

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

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

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- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

This list is not all possible symptoms. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.

If employees believe they are experiencing symptoms, stay home. Call in to use a sick day, following your normal call-in procedures and notify your supervisor.

Signs will be posted throughout the facilities and school buildings reminding employees of the COVID-19 symptoms and to frequently self-monitor.

Daily Employee Health Screening Procedures:

On a daily basis, upon arriving to work, employees must respond to the following questions:

First - you did not come into close contact (within 6 feet) with someone who has a laboratory confirmed COVID-19 diagnosis in the past 14 days.

Second - you do not have symptoms of lower respiratory illness such as a cough, shortness of breath, difficulty breathing or sore throat.

Third - you do not have a fever (greater than 100.4 F or 38.0 C) / non-contact thermometers will be at all sites to check if needed.

Fourth - you did not travel 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.

Employees that do not pass this health screening are expected to leave the building immediately and contact their supervisor for further instructions.

Any employee who has symptoms of COVID-19, who reasonably believe they may have been exposed to COVID-19, who lives with anyone who has been diagnosed with COVID-19, or who has been diagnosed with COVID-19, shall immediately report this information to their supervisor and/or seek proper medical attention.

If any of the scenarios listed above apply to you, stay home. Call in to use a sick day, following your normal call-in procedures and notify your supervisor.

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The District will work with each individual employee who sets forth this information to determine use of leave and return to work protocols, in accordance with guidance and directives that have been issued by the federal, state and local public health authorities and governmental agencies.

The District will report to the Erie County Dept. of Health and assist, as directed by them regarding any tracking of students/staff.

Plan for when a staff member, student, or visitor becomes sick

Each school will identify an area to separate anyone who exhibits COVID-like symptoms during hours of operation, and ensure that children are not left without adult supervision.

Procedures will be established for safely transporting anyone sick to their home or to a healthcare facility, as appropriate

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.

Areas used by any sick person will be closed off and not used until they have been disinfected.

Sick staff members or children will be advised not to return until they have met CDC and/or DOH criteria to discontinue home isolation.

Those who have had close contact with a person diagnosed with COVID-19 will be informed to stay home and self-monitor for symptoms, and to follow CDC or DOH guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC or DOH guidance for home isolation.

Any employee or student who screens positive for any of the above criteria (i.e., symptoms, test, or close contact) is prohibited from entering the school. They will be sent home with instructions to contact their health care provider for assessment and testing.

The District will refer to NYSDOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" regarding protocols and policies for individuals seeking to return after a suspected or confirmed case of COVID-19 or after close or proximate contact with a person with COVID-19.

The District will cooperate with contact tracing efforts, including notification of potential contacts, such as employees or students who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

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The health office will have an isolation area for suspected sick students until such time as the student can be transported home or to the hospital.

If necessary, the District will have ready a plan for deep cleaning, disinfection, and temporarily closing as ordered by the DOH, in the event of a positive COVID-19 case.

Plan for returning to school

If a staff member or student is diagnosed with COVID-19, **with or without** positive test and/or symptoms, the District will refer to [CDC/DOH protocol](#) for return to school or work. This may need to be considered for family and/or household members who are positive of COVID-19, as carriers can be asymptomatic.

If an employee tests positive for COVID-19, regardless of whether the employee is symptomatic or asymptomatic, the employee may return to work after:

- Completing at least 10 days of isolation from the onset of symptoms, **OR**
- Completing at least 10 days of isolation after the first positive test if they remain asymptomatic.

If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time **AND** is experiencing COVID-19 related symptoms, the employee may return to work after completing at least 10 days of isolation from the onset of symptoms.

- “Close contact” is defined as being within 6 feet of an infected person for at least 10 minutes starting from 48 hours before illness onset until the time the person was isolated.

If an employee has had close or proximate contact with a person with COVID-19 for a prolonged period of time **AND** is not experiencing COVID-19 related symptoms, the employee may return to work upon completing 14 days of self-quarantine.

If an employee is deemed essential and critical for the operation or safety of the business, as determined by the employee’s supervisor and a human resources representative in consultation with appropriate state and local health authorities, the exposed, asymptomatic employee may return to work if the employee complies with the following practices:

- Regular monitoring: The employee must self-monitor for a temperature greater than or equal to 100.0 degrees Fahrenheit every 12 hours and symptoms consistent with COVID-19 under the supervision of their employer’s occupational health program.
- Wear a mask: The employee must wear a face mask at all times while in the workplace for 14 days after the last exposure.
- Social distance: The employee must comply with social distancing practices, including maintaining, at least, six feet of distance from others in the workplace when possible.

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- Clean and disinfect workspaces: The employer must continue to regularly clean and disinfect all areas, such as offices, bathrooms, common areas, and shared electronic equipment.
- Maintain quarantine: The employee must continue to self-quarantine and self-monitor for temperature and symptoms when not at the workplace for 14 days after the last exposure.

Compliance will be monitored and documented by the District and employee.

If an employee is symptomatic upon arrival at work or becomes sick with COVID-19 symptoms while at work, the employee must be separated and sent home immediately and may return to work after completing at least 10 days of isolation from the onset of symptoms **OR** upon receipt of a negative COVID-19 test result.

Care Coordination

The school nurse coordinates school health services with the school physician and medical director to manage, prevent, and/or reduce health issues. The team will coordinate with student's family and health team and include trauma informed education practice to address the behavioral health needs of students.

The school nurse will establish community behavioral health referral agencies, and coordinate with school health professionals, counselors, social workers, school psychologists.

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.

The school nurse will coordinate with 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
- Communicate with parents and health care providers to determine return to school status and modify IEP's as indicated.

Social Distancing

Faculty and staff need to ensure at least six feet of distance between individuals, unless safety or core function of the activity (e.g., instruction) requires a shorter distance. However, any time that staff or faculty are less than six feet from one another or students, they must wear acceptable face coverings. Each classroom should create a new layout to determine its capacity within parameters of proper social distancing to the greatest extent possible.

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Strict adherence to a specific size of student groups (eg, 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies given what is known about transmission dynamics, adults and adult staff within schools should attempt to maintain a distance of 6 feet from other persons as much as possible, particularly around other adult staff.

We encourage schools to aim for six feet of distance between individuals where feasible. At the same time, a minimum physical distance of three feet has been established when combined with the other measures outlined in this list of safety requirements. Because of the reduced susceptibility in children and lower apparent rates of transmission, establishing a minimum physical distance of three feet is informed by evidence and balances the lower risk of COVID-19 transmission and the overarching benefits of in-person school.

Seating/desks will be spaced at least six feet apart or if the size of the classroom is not indicative, seating will be spaced to the greatest extent possible and masks will be worn by students and staff. Desks should be turned to face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart.

Extra/ unnecessary furniture will be removed from rooms to create the maximum space possible between individuals in shared spaces.

Students will be seated at individual desks to the maximum extent possible. All student furniture will be positioned to face in the same direction. Individualized seating from other buildings will be used to replace multi-student seating such as tables and chairs to the maximum extent possible. If tables must be used, only two per table sitting on the same side with plastic barrier in place. Students at tables must wear masks.

In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

Polycarbonate dividers will be installed in all classrooms to further mitigate risk. When seated behind the polycarbonate dividers, students can remove masks.

Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. If occupied by more than one person, will keep occupancy under 50% of maximum capacity.

Alternative spaces in the school (e.g., cafeteria, library, and auditorium) should be repurposed to increase the amount of available space to accommodate the maximum distance possible.

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- In these larger spaces, establishing consistent cohorts/classes with separation between the cohorts/classes provides another option to maximize these spaces safely.

Social distancing markers will be posted using tape or signs that denote 6 ft. of spacing in commonly used and other applicable areas on the site.

Elementary Student groups: To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day and middle and high schools are encouraged to minimize mixing student groups to the extent feasible. **Our initial requirements and related guidance are as follows:**

- **Cohorts:** Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
- **Capacity:** There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. (This guidance for the fall will replace previous summer guidance at the start of the school year, assuming positive health metrics hold.)

Gatherings, events, and extracurricular activities are limited to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas. Communal use spaces such as dining halls and playgrounds will be closed if possible; otherwise use will be staggered and the area will be disinfected between use. Whenever possible, conduct remote extracurricular activities (non- athletics) via video conferencing. All extracurricular/interscholastic after school activities will require all students to provide their own transportation home.

In order to reduce student density in a cafeteria, meals can be served in classrooms. Individually plated meals can be served and activities can be held in separate classrooms.

Arrival and drop-off times can be staggering or other protocols can be put into place that limit direct contact with parents as much as possible.

Each child's personal belongings should be kept separated from others' and in individually labeled containers, cubbies, or areas. If possible, avoid sharing electronic devices, toys, books, and other games or learning aids. Place communal materials in special areas.

Classrooms should have adequate supplies in order to minimize sharing of high touch materials to the extent possible (art supplies, music equipment, general classroom supplies) or use of supplies and equipment should be limited by one group of children at a time and cleaned and disinfected between use.

Each building will need to create traffic patterns that best adhere to the social distancing guidelines. Such rerouting must address accessibility issues.

Building Procedures

This section explains building access, classroom layout, cafeteria, personal property rules, playgrounds, hall traffic, arrival and dismissal, and extracurricular procedures.

All Building Access

Any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and DOH guidelines for COVID-19 symptoms) will be excluded.

Parents will be asked to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19, and that they did not travel 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 (passive screening). Parents will receive a weekly text message/email that contains building access questions for each of their children who attend school. Unless parents contact the school nurse to report an issue with a child, receiving the email/text message is indicative of passive agreement on the school screening procedures.

Staff will be instructed to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19, and that they did not travel 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.

School security monitors will screen visitors in secure entryways utilizing the T-Pass system. Monitors will include basic health screening questions and a temperature check before allowing a visitor into the school.

Use of building requests will be vetted to conform with proper social distancing protocol. Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.

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.

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- Establish separate entrances and exits to school facilities where possible.
- Require visitors and parent/guardians use their own pen for signing in/out. zCreate “one-way routes” in hallways.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts 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.
- Put signage around school buildings to provide hygiene advice and reminders (CDC offers [printable resources](#) and [handwashing posters](#)).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.

Clarence Center, Harris Hill, Ledgeview and Sheridan Hill Elementary Schools

Building Access

- Ensure that students and families are educated and engaged in the new expectations related to all health policies and protocols.
- Communication plans will include video presentations with complementary written materials (i.e. Handbook), as well as defined times at the beginning of the school year to teach health & safety protocols, with frequent reminders, to review the new policies and procedures.
- Familiarize all participants with mitigations and practices being used to help prevent the spread of diseases.

These practices include, but are not limited to:

- social distancing,
- frequent hand washing and use of hand sanitizer,
- use of face coverings that completely cover the nose and mouth,
- respiratory and cough etiquette
- polycarbonate student work stations
- enhanced cleaning/disinfection of surfaces.

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- Develop consistent policies to address when clubs, before- and after-school programs, athletic teams or other outside groups may be allowed to use school space.
- The YMCA after school care program is subject to the same procedures as the school day. Protocols and expectations should be shared and approved through the District Office, and in accordance with Reopening Plans.

Arrival & Dismissal

- Elementary Buildings will open at 7:45 a.m. for arrival of students.
- Parent Drop-off/Pick-Up will be a designated location outside of each building, coordinated and implemented according to guidelines and procedures.
- Vehicle flow and logistics will be considered to accommodate anticipated increase in parent transports.
- Fewer buses will be unloaded in a staggered fashion for arrival.
- Limit before/after school activities to ensure time for daily sanitizing and teaching of new health and safety protocols and schedules.
- Students must report to their classroom upon arrival.
- Students who need breakfast can enter the building to get their food with direction from staff in the parent drop-off or the bus loop, at designated time.
- Teachers will monitor students' use of lockers at both arrival and dismissal.
- If parents are signing out at a time other than arrival or dismissal, the procedure will take place in a specified location, based on purpose.
- Drop-off of items for students during the school day will be limited.

Classroom Configuration

- Maximize social distancing between student workstations, when determining the classroom layout. Desks should be spaced apart with protective dividers at tables.
- All classrooms will be equipped with polycarbonate dividers.
- Where necessary, assess other space that may be repurposed for storage of instructional materials, to maximize student classroom space.
- Incorporate signage to illustrate social/physical distancing.
- Use outdoor instruction where health and safety conditions and physical space allow.
- Ensure the classroom cohort will have access to washing stations, and plan for hand sanitizer dispensers and access to sanitizing materials for wiping down any spaces after usage each day or, if needed, between groups.
- Each special area class will follow social distancing guidelines to determine classroom setup and protocols (e.g. Art, P.E., Music, Library).
- Areas will be designated during the day for students to socially distance and take a "mask break."

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- All designated classrooms will be equipped with appropriate PPE materials, in addition to face masks.

Class Groups/Cohorts (for Fourth and Fifth Grade Only)

- A “cohort” is a group or team of students and educators with consistent members that stay together throughout the school day.
- When possible, we will have teachers of specific academic content areas rotate, instead of student groups.
- Maximize other safety precautions where cohorts may have contact, such as more close-ly monitored use of facial coverings, hand washing and sanitizing between cohorts.
- Cohorts will be assigned a specific entry and exit that remains consistent day-to-day, when possible.
- Similar design will be implemented for assignment of restrooms, classrooms, and outside space where it is possible to restrict primary use to a single cohort, or consistent group of cohorts.

Bathroom/Drinking Fountain Facilities Protocols (In-classroom and Shared)

- The school floor plan will be used to determine the best way to use, assign, and access bathrooms.
- Ways to maximize social distancing in multi-stall shared bathrooms, hand-washing and daily bathroom protocols will be reviewed with students and implemented by teachers.
- Designate a time each day where a sanitizing of multi-stall bathrooms is completed. Increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines.
- Drinking fountains will be limited to bottle fill-up purposes only.

Hall Traffic

- Masks must be worn at all times by students and staff.
- Single line flow of students - Teachers will line students up in the classroom to leave and monitor the hallways when passing.
- Limit face-to-face encounters by designating foot-traffic patterns — such as one-way hallways and by designating entrance-only and exit-only doors, when feasible.
- Install markings on floors to illustrate foot-traffic expectations.
- Hallway etiquette will be the same as rules of the road (stay to the right)

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

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- Develop plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students. (See Sections of Reopening Plan for each of the Special Areas)
- Sanitizer stations available.
- Shared spaces will have posted guidelines for capacity restrictions.

Cafeteria

- Cafeteria Capacity will be reduced and identified cohorts will be scheduled to eat in classrooms on a schedule rotation.
- Protocols will be developed for student-purchased meals, sanitizing of tables, monitoring of bathrooms and traffic flow for social distancing and sanitizing procedures.

Outside Space & Playground

- All pertinent guidelines related to social distancing and disinfecting areas and equipment will be used for physical education and physical activity, including recess.
- Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting fit-ness equipment or other smaller outside equipment after each group of students' use.
- Consider staggering recess times for each class/cohort.

Clarence Middle School

Arrival & Dismissal

- A morning drop-off area will open 30 minutes prior to opening of the school day.
- Parents are not to drop their student(s) off prior to the 30 minute window.
- One bus will unload at a time in the designated area.
- Limit and reduce before/after school activities to ensure time for daily sanitizing.
- Students must pre-register for any offered morning extracurriculars and morning Learning Center in order to enter the building and will check-in with support staff.
- Students must pre-register for the PM Learning Center (if it is in session).
- Students must report to their first period class upon arrival.
- Students who need breakfast can get their food and go directly to first period.
- Families A-K will drop-off/pick up in the front loop and L-Z in the side parking lot.
- Weather permitting, students should wait for parents outside.
- Locker guidelines will promote minimal storage and use.

Class Configuration

- Sanitizer stations available.
- Desks are spaced six feet apart unless not practicable. Desks can be spaced three feet apart with polycarbonate dividers.
- Each department will follow social distancing guidelines to determine classroom setup and protocols (e.g. Art, P.E., FACS, Music, Science, Technology).

Hall Traffic

- Limited locker visits.
- Masks must be worn at all times by students and staff.
- Hallway etiquette will be the same as rules of the road (stay to the right).
- Single line flow of students- students must avoid walking side by side. Teachers will line kids up in the classroom to leave and monitor the hallways between passing periods.
- Stairs will be designated for up or down.
- No congregating in hallways.

Shared Spaces

- Limit LC and Library capacity.
- Sanitizer stations available.
- Only touchless features on water stations will be available.
- Areas will be designated during the day for students to be socially distance and take a “mask break.”
- Students will be directed to step out of bathrooms if they find more than two classmates in the lavatory upon arrival. They should wait in the hall until one of the students leaves.
- Additional areas will be designated and assigned for students to eat lunch.
- Shared spaces will have posted guidelines for capacity restrictions.

Student Pick-Up and Early Release

- Parents will sign students out over the intercom/visual confirmation vs. entering the building.
- Parents will wait in their car in the front loop for their child to exit the building.

Clubs & Activities

Extracurricular and Co-Curricular clubs and activities can hold sessions as long as proper social distancing and/or wearing of face coverings is enacted.

Faculty and staff are responsible for creating a digital sign-up for these activities prior to the event and must only allow those students who pre-registered to participate.

Clarence Senior High School

Arrival & Dismissal

- Visual checks of students as they enter the building.
- A morning drop-off area will open 30 minutes prior to opening of the school day.
- Parents are not to drop their student(s) off prior to the 30 minute window.
- No lockers - eliminates the risk of students congregating in the hall.
- Students wear masks at all times while in the building.
- Limit and reduce before/after school activities to ensure time for daily sanitizing.
- Adjusting start and end time by grade level
- Students report directly to first period class.
- Dismissal - Seniors with early release need to leave the building immediately after their last class if transportation is provided.
- Implement Early Dismissal for Juniors if transportation is provided. PM Harkness kids that drive will be dismissed from Harkness.

Class Configuration

- All co-taught and self-contained classrooms will be equipped with face shields.
- All classrooms will be equipped with plexiglass dividers.
- Chorus classes will be conducted by sections and must be socially distanced (soprano, alto, baritone, and bass).
- Each classroom will be equipped with disinfectant wipes.
- Appropriate distancing of desks will be indicated by marking the floor of classrooms.

Hall Traffic

- No lockers - eliminates the risk of students congregating in the halls.
- Consider grouping students during scheduling. Grouping would mean that pathways are created to decrease cross trafficking.
- One way direction during transitions - Example - Everyone goes clockwise.
- Staggering 2 or more sections of the building to avoid crowding.

Shared Spaces

- Library 25% Capacity - 1 student per table.
- LAC - Sign-up only. 1 student per table.
- Multiple sanitizing stations.
- Antibacterial wipes at each table.
- Restrooms locked throughout the day. Each classroom has a restroom key that kids can sign-out when needed.

Student Pick-Up and Early Release

- Students wait in the senior lounge area at least 6 ft. apart.
- Students must wear masks.
- If a student has to be dismissed due to being ill will remain in the nurse's office until they are picked up.

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- A student who is dismissed from the building early for medical reasons must show evidence that they were evaluated at the medical facility and are cleared to re-enter public space.

Clubs & Activities

Extracurricular and Co-Curricular clubs and activities can hold sessions as long as proper social distancing and/or wearing of face coverings is enacted.

Academics

The following section describes instructional models, prioritizing standards, academic gaps and interventions, structures and expectations for K-12 hybrid/remote learning, and considerations for supporting diverse learners. Based on guidance from the NYSED, the DOH, and the Governor, the district will determine the instructional model for the 2020-2021 school year. All core and special area courses will follow the specifications of the determined model.

Prioritizing Standards and Curriculum

The District conducted a curriculum needs assessment throughout the closure period to determine essential standards and skills addressed, as well as those needing reinforcement in the 2020-21 school year. The District focused on prioritizing standards, which creates clarity around what is to be taught and what students should learn next school year. Furthermore, prioritizing the standards fosters efficient planning and more efficient sharing of resources. These analyses identified what is most important for students to know and be able to do, and prioritized our curriculum and teaching around essential standards.

Academic Gaps and Interventions

The District has established instructional practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RtI) process applicable to all students. The Clarence Central School District will provide appropriate prevention, intervention and/or remediation while ensuring high quality instruction and access to grade level standards for all.

Response to intervention is structured as a three tiered program. Tier 1 provides Prevention through standard based, high quality, differentiated instruction. Tier 2 provides Intervention through targeted grouping with essential standard focused instruction. Tier 3 provides Remediation through smaller groups. (1-3 students)

A separate document listing curriculum specifications for each subject area has been developed and will serve as an addendum to this plan.

Instructional Models

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.

Hybrid Model

Students will be back in school with an altered schedule to reduce student population within the building. Students would attend school in-person for a portion of a day or a portion of a week and the rest of the time they would engage in remote instruction. 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 a smaller group setting.

(Ex. Two-Day Rotation Blended Learning – Alternating Days, A/B Week Blended Learning - Alternating Weeks, Looping Structure, Early/Late Day Staggered Schedules – Half Day On Site, Targeted Remote Learning, By Grade Span or Grade Level)

When planning for a hybrid learning model, we recommend that schools use an A/B cohort model that isolates two distinct cohorts of students who attend school in- person on either different weeks, different days of the week, or half days each day. For instance, Cohort A would attend school in-person from Monday – Friday of Week 1, while Cohort B learns at home remotely. In Week 2, Cohort B would attend in-person school and Cohort A would engage in remote learning at home.

High-needs students should be prioritized for full-time in-person learning when feasible. That is, even if most students are not in school each day, schools should consider setting up small programs that would run daily for one or more cohorts of high-needs students, including students with disabilities and English learners who are most in need of in-person services.

Elementary Hybrid Model Options

Hybrid #1: Change Grade Level Configuration & Two Cohorts

Each elementary school building will change its grade configuration to either K-2 or 3-5. Grade level class sections will be divided into two cohorts. In addition, each class section will have a slightly larger number of students in order to free up a floating remote teacher for each grade level, at each building. Only approximately half of the students in a particular section will attend in-person each day.

Grade Configurations

CC (K-2) LV (3-5)

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SH (K-2) HH (3-5)

50% of the class section will attend school on Monday/Tuesday every other Wednesday. The other 50% will attend on Thursday/Friday every other Wednesday.

A single teacher per grade level will be assigned as the remote teacher. The remote teachers will conduct lessons remotely for the entire grade level of students in the paired buildings (CC/LV, SH/HH) who are not attending school in-person.

Hybrid #2: Two-Day Alternate Model

Each elementary school will maintain the K-5 grade configuration. Each class section will be divided in half (approximately). Half of each class section will attend in-person two days per week (M/T or R/F), while the other half receives remote instruction. On Wednesdays, students will be provided with knowledge acquisition activities and teachers will have time to produce video, assignments and activities for the two days of remote instruction.

Secondary Hybrid Model Options

Hybrid #1: Two Day Alternate Section:

Students attend in-person two days per week (M/T or R/F). Teachers instruct students in-person four days per week. On days students are scheduled for remote learning, they are required to log on to Schoology in real-time of the day's lesson by class period. On Wednesdays, all students engage in knowledge acquisition activities and teachers have time to produce video, assignments and activities for the two days of remote instruction.

Some students will continue in-person instruction each day due to the fact that they are already placed in low density situations (e.g., students with special needs or English Language Learners). Students are broken into two cohorts based upon last name. Students with last names A-M attend school on Mondays/Tuesdays while students with last names N-Z will connect with their classes via Schoology. Students with last names N-Z attend school in-person on Thursdays/Fridays while students with last names A-M will connect with their classes via Schoology. Wednesdays are for all students to engage in remote learning while teachers would use the time for collaborative planning and professional learning.

Hybrid #2: A/B Week Blended Learning Model:

Students with last names A-M attend in-person learning opportunities four full days per week while students with last names N-Z connect with classes via Schoology. The students would alternate each week. The instructional program would be sequenced to accommodate both asynchronous and synchronous learning opportunities for students. Wednesdays are for all students to engage in remote learning while teachers would use the time for collaborative

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planning and professional learning. Some students will continue in-person instruction each day such as students with special needs or English Language Learners.

Hybrid #3: Alternate Day with Remote Teacher

One to two teachers per department per subject area will be assigned as the full-time remote teacher(s). The remote teachers will conduct lessons remotely for each course within the subject area.

Students will alternate between three days per week in-person and two days per week in-person.

Remote Model

Neither students nor staff will attend school in the physical building. Instruction will be conducted digitally through online methods. 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 be explained.

Structures and Expectations for K-12 Hybrid/Remote Learning

A predefined set of structures has been established for hybrid/remote learning. When planning for and delivering instruction, all faculty and staff will follow the expectations outlined below:

Systems Management

Grades K-12 will use the Schoology Learning Management System to post assignments, communicate with students and parents, create assessments, and share digital information.

A Learning Management System (LMS) is used to plan, deliver, and manage the learning content for Hybrid/Remote instruction. Content is created in other applications and uploaded and organized within the LMS. Learning content may include documents, videos, learning activities, and assessments.

- All students will be provided with an electronic device for use at home.
- Portable connections to the internet will be provided for students who do not have an internet connection at home.
- Keep a regular school schedule with exact times for course/subject area instruction. Times established by K-5, 6-12 grade level bands.
- Take attendance for each lesson or course.

Communication Protocols for Students and Families

- Provide clear communication to students and families to share course expectations and online learning participation expectations, including set office hours and opportunities to collaborate with educators and other students.
 - District Welcome Letter sent to all students and families including directions for parent access to the Schoology Management System
 - Teachers will follow-up with a Schoology post to welcome all students and families outlining **class/course schedule*** and online participation expectations, including teacher contact information
 - Teachers will commit to a response time for emails, discussion board posts, and submitted work (Suggested Best Practice: Emails- 24 hours, Discussion Board- 48 hours, and Submitted Work- 72 hours)
 - In addition to daily class meetings, teachers will host regular office hours for individual student questions (Suggested Best Practice: two sessions each week, opposite days of class meetings)
- Establish remote classroom materials access for students and families
 - Provide guidance and ensure all students are able to login to all systems that are a part of the class/course
 - Setup, test, and troubleshoot hardware in the audio/video enabled meeting space
 - Communicate tech-help protocol for logistical and technical help

Setting Learning Objectives

- Establish weekly checklists with clear instructions that can be followed on- or off-site.
- Create standards-aligned lessons that work toward 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.

Engagement Strategies and Online Tools

Definition of Terms

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.

- Using video conferencing (Google Meet, Zoom, Microsoft Teams) software for daily live (synchronous) lesson instruction.
 - Online Tool: Chat
 - One way to keep students engaged in the learning process during the lesson is to pose questions that they must respond to. Students who may not raise their hand in a face-face classroom may feel more comfortable sharing a response in chat. Students can also ask questions and provide insights during the lesson.
 - Wait time is important when asking questions in the classroom. This gives students time to prepare a response. Wait time is especially important in the virtual classroom. Students may have delays in video and audio feed due to equipment, network, or bandwidth limitations. Students may type or click at different speeds.
 - Online Tool: Interactive Whiteboard
 - During class meetings, instructors can use the whiteboard to keep learners engaged in the material. Design activities that learners must respond to using the whiteboard tools by typing or drawing. Remember that using the whiteboard will be new for most learners. Offer a practice activity to give them the time and opportunity to figure out how the tools work.
- Recording each video conference lesson (asynchronous) and store the saved file to an easily accessible location for sharing with students.

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 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 in distance learning as well as what accommodations and modality of learning allows the greatest access.

PPE and Social Distancing Procedures

Teachers and teacher aides need to wear facial coverings at all times when working with students who are unable or unwilling to wear face coverings for medical or programmatic reasons. Some teachers may need face coverings that have a clear opening in order to see their mouth during instruction. If teachers are scheduled to work with students who spit, they will be provided with a face shield in addition to face coverings.

When an individual student is unable to wear a mask and/or social distance due to a disability and/or medical condition, the staff/teacher will be expected to follow the PPE guidelines outlined in this plan while working with the student. The student will be provided instruction and accommodations to increase tolerance to wear a mask and understanding of PPE guidelines (i.e. social stories, visual cues, verbal prompting, behavior reinforcement plan, etc).

Maintaining Inclusive Practices and Least Restrictive Environment

To maintain inclusive practices any student integrated into general education settings will be included in the same grade level class and pulled out for core academics with the same students receiving special ed services in that general ed class. The students will be required to follow the PPE requirements and practice social distancing when moving from classroom to classroom.

IEP services will be provided in accordance with the IEP 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 curriculum and enable progress towards IEP goals.

In a hybrid or remote model families and staff will discuss and agree to a set of prioritized services to be delivered based on each setting.

Evaluations

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.

Planning for Students who are Medically Fragile and/or Immune Compromised (Needs further revisions)

Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.

- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
 - Daily health screening and temperature checks
 - Restroom use as well as diapering and toileting
 - Paths of travel
 - Use of campuses for recess or recreational activities
 - Cleaning and disinfecting

English Language Learners

CCSD 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

These items are collected or generated during the interview and may include writing samples or exercises completed at the time of the interview. Parents/guardians can submit the work samples through email, through pictures of the students' work, and/or by using other digital platforms.

CCSD 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 school district re-opens, it will re-conduct the ELL Identification process in person, including a full parent orientation as mandated by Part 154.

Communicating with Multilingual Families

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

Continuity of ELL services

ENL teachers will continue to provide appropriate instruction and support to all students with English language acquisition needs. For students unable to attend school, CCSD 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 students' levels of language proficiency into account as instruction is planned with the appropriate scaffolds. ENL teachers, as well as content area teachers co-teaching with ENL teachers in Integrated ENL courses, will provide instruction and supports 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.

Social Emotional Learning

Even before COVID-19 dramatically changed the context of teaching and learning across the country, there was a growing consensus in education that schools can and should attend to students' social-emotional development. The social-emotional learning skills or the five core social-emotional competencies, as identified by the Collaborative for Academic, Social and Emotional Learning (CASEL) are the foundations for young people's well-being: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.

Learning does not happen without social connection. We recognize that in light of the social disconnections that have occurred in the wake of COVID-19, distance learning cannot occur without first addressing the social-emotional needs of our students, teachers and families. Furthermore, we recognize that to attend to these social emotional learning needs, we must provide the necessary support and resources to all district stakeholders to build a community of collective understanding of how we can attend to students as well as each other.

Leaders will use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff. In an attempt to better understand the issues students face, the District utilized a school climate survey instrument to glean data from students, teachers, staff, administration, and parents.

Actions to consider prior to school opening:

Provide professional development to support educators':

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- Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
- Understanding and utilization of trauma-informed practices.
- Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.

Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family and is able to connect with for any needed supports. In addition to in-school structures (i.e., mentors, advisory classes), schools may want to consider community partners who may be able to connect with students and families and supplement the services already being provided by the school.

Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Actions to consider once the school year begins:

Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Consider instructional strategies that best work for your school's context (i.e. community meetings, small group mentoring, brain breaks).

Have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.

- Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity.
- Topics you may consider include but are not limited to:
 - Potential increases in bullying behavior;
 - Grief, loss, and trauma;
 - Mental health and supportive behaviors;
 - Bias, prejudice, and stigma;
 - Preparedness, hope, and resilience; and
 - Fear and anxiety.

Staff should be trained as necessary, and schools should be prepared to support both staff and students that may feel unnerved by these topics or conversations.

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Schools should be prepared to support an influx of students who may need counseling support.

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. In order to improve school culture and climate, districts should:

- Prioritize the health and emotional well-being of staff and students above all else;
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Welcoming Students Back/Re-Orientation with School

The bulleted points listed below should be considered by faculty and staff when planning activities for welcoming back students and re-orienting them to school. Behind on schoolwork/classwork

- Having to send child back to school
- Secondary traumas
- Increase in abusive tendencies
- Isolated/lonely
- Change in routine
- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology
- Family job loss
- Middle and High School Orientations and Class Meetings
- Video and/or virtual tour to know what to expect

Pupil Personnel Services Staff

Counselors, psychologists, the behavioral specialist and other PPS staff should be prepared to provide student mental health and counseling services with telehealth options. Staff should be prepared to create plans with students and parents that return to school, monitoring various mental health needs related to COVID-19 (e.g., added financial stress, abusive home environments exacerbated by remote learning, isolation, and depression).

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The sample questions below can be used as a starting point for phone/video conferences or planning meetings that engage stakeholders in sharing their perspectives.

- *What has your experience been like since school has been closed? What is on your mind as you think about next school year? What are your biggest hopes or worries?*
- *What has our school done well during the past months, and what could we have done better?*
- *How might you like to contribute as we prepare to transition to a new school year?*
- *What will help you learn this upcoming year?*
- *What can we do to make school feel even more like a community that cares for you?*

Each school will need to plan for building a broad coalition to integrate SEL and academic supports into transition plans, and create and maintain a caring, safe, and supportive environment for all students and adults.

Family Support Center

The Family Support Center (FSC) will develop a space for connection, listening, and healing among all leaders and staff in the school building. The goal is to maximize staff members' abilities to connect with students, families, and community partners and ensure access to mental health and trauma support for students, families and staff members.

The FSC will seek out and plan for professional learning to build educators' capacity to support students' SEL.

Athletics

General Considerations

We will follow the National Federation of High School Sports (NFHS) phased approach to summer conditioning and New York State Public High Schools Athletic Association (NYSPHSAA) recommendations for seasonal play. During the summer, there will be 2-week intervals between each phase to resume. All practices and games will require a pre-workout screening and record keeping. All organized activities will include increased diligence on personal hygiene and personal and social responsibility.

Offseason Training Programs

NYSPHSAA requires off-season programs to be optional and open to the entire student body. School must enter Phase 4 of the NY Forward reopening plan. NYSPHSAA guidelines follow the National Federation of High School Sports and a 3 phase approach. School districts permit campus facilities to open to students and faculty. NYS recommended social distancing and safety protocols can be implemented in a safe and appropriate manner. Coordination between the athlete and coach should occur to ensure any training is developmentally appropriate. Training

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programs should include a phased reintroduction of physical activity with proper heat acclimatization and a focus on hydration.

Phase 1 - No more than 10 in a group, no sharing of equipment, no locker rooms or indoor use, cannot do any drills that pass the same ball from one player to another

Phase 2 - up to 50 Players for outdoor activities and no more than 10 for indoor activities, low risk sport may practice or compete (cross country running, gymnastics) moderate and high risk activities should keep the sharing of equipment to small pods of less than 10 in each pod

Phase 3 - Gathering sizes of up to 50 in a group for indoor and outdoor activities, Moderate risk sports may resume practices and competitions, modified practices for high risk sports

Practices

In person instruction with athletic participation allowed

Follow NFHS Guidelines:

- Minimize contact, maximize skill development and limit full group activities to a reasonable level.
- Coaches will be diligent and hyperfocused on hygiene practices
- Coaches will wear masks when social distancing is not possible

Hybrid Instruction model with athletic participation allowed

- Follow In person guidelines

Remote Instruction without athletic participation allowed

- Coaches will provide instruction on skill development, strength and conditioning
- Coaches provide video and strategic work for athletes to view and analyze
- Coaches will hold regular team meetings after school hours

Games/Contests

In person with athletic participation allowed

- Coaches will be diligent and hyperfocused on hygiene practices
- Coaches will wear masks when social distancing is not possible
- Will only allow two spectators per athlete in a socially distant manner.
- Players, coaches and officials will be screened prior to entering the field.
- There are several scenarios for the 2020-2021 athletic seasons which will be determined by the NYSPHSAA at a later date. The scenarios involve alternate starting dates and change of season based on potential risk by sport.

Hybrid Instruction model with athletic participation allowed.

- Follow In person guidelines

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Remote instruction without athletic participation allowed.

- Not applicable in most cases
- There are several scenarios for the 2020-2021 athletic seasons which will be determined by the NYSPHSAA at a later date. The scenarios involve alternate starting dates and change of season based on potential risk by sport.

Venues

In person instruction with athletic participation allowed.

- All facilities will be sprayed with district own sprayers at the end of each practice session and prior to use.
- Areas will have social distancing measures in place for spectators, coaches, athletes and officials.

Hybrid Instruction Model with athletic participation allowed.

- Follow In person guidelines

Remote instruction without athletic participation allowed.

- Not applicable. Facilities will be closed to teams if we are in a remote instruction model.

Locker Rooms/Fitness Room

In person instruction with athletic participation allowed

- Locker rooms will be used only for athletics and social distancing measures will be utilized. Lockers assigned will be separated by 6 feet or more.
- Each team will have assigned times to use them.
- Use floor markings (nine feet or six feet with masks) to ensure social distancing due to exertion and forceful expulsion of breath. These can be tape or physical artifacts such as hula hoops.
- Utilize fitness room facilities but ensure nine feet of social distancing.
- Maximize use of outdoor activities whenever possible.

Hybrid Instruction Model with athletic participation allowed

- Follow In person guidelines

Remote instruction without athletic participation allowed

- Not applicable. Facilities will be closed to teams if we are in a remote instruction model.