

# Cleveland Hill Union Free School District COVID-19 Reopening Plan 2020-21 School Year



Updated August 19, 2020

**Note - This plan, created for the Cleveland Hill Union Free School District, along with Cleveland Hill Elementary School, Cleveland Hill Middle School and Cleveland Hill High School, will be updated periodically as required by state and local officials as COVID-19 circumstances and guidelines evolve. Any substantive changes will be communicated to the school community.**

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The Cleveland Hill Union Free School District's COVID-19 health and safety reopening plan establishes and explains the 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/Facilities:**

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/Teaching and Learning:**

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. NOTE - a separate document with academic specifications for each building, course/subject area is being developed.

**Social Emotional Supports:**

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 athletics.

## **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, Blackboard Connect. The system sends out email, text message, and voice mail alerts, usually pointing to an explanatory document or letter on the school district website. The school website ([www.clevehill.org](http://www.clevehill.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. Our district's COVID-19 webpage has been repurposed and titled, COVID REOPENING. This webpage contains the district's reopening plan, all communications and resources including guidance documents released by the Department of Health, New York State Education Department, Governor's Office, and the Centers for Disease Control and Prevention. All previous documents, communications and resources on the COVID-19 webpage will be archived there as well.

### ***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.
- 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 workspaces/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 products 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-person. A workplace risk assessment will also be conducted in each of the buildings.

### ***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). using EPA certified products that can be used against COVID-19. While most surfaces will need normal routine cleaning, including outdoor

areas, frequently touched areas will require daily disinfection as well.

Office spaces will be cleaned on the second and/or third 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. Job cards and checklists will be provided to all cleaning staff whose duties include disinfection.

Custodial and cleaning staff will be provided with appropriate PPE 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 continue training on proper cleaning and disinfecting procedures as well as the proper use of each product. Training will be ongoing and reinforced.

### ***Ventilation***

In 2019, the District completed a capital project that upgraded our HVAC systems across the district. Commissioning was completed in June of 2020 to ensure that all of the mechanical systems are operating as designed. The buildings and grounds staff will ensure ventilation systems operate properly and will increase circulation of outdoor air as much as possible. In addition, the HVAC air handling equipment will be equipped with the highest MERV rated filters in accordance with system capabilities that meet DOH standards.

## ***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 handwashing 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 answer six questions. If the response is “no” to all of the six following questions on the health screening survey, the visitor may be allowed in.

First – did you come into close contact (within 6 feet) with someone who has a laboratory confirmed COVID-19 diagnosis in the past 14 days.

Second – do you have symptoms of lower respiratory illness such as a cough, shortness of breath, difficulty breathing or sore throat.

Third – do you have a fever (greater than 100.0 degrees F or 38.0 degrees C) / non-contact thermometers will be at all sites to check if needed.

Fourth – did you 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. See NYS COVID-19 Travel Advisory site for restricted states: <https://coronavirus.health.ny.gov/covid-19-travel-advisory>

Fifth - Have you tested positive for or had a confirmed case of COVID-19 in the past 14 days?

Sixth - Are you currently under active quarantine related to COVID-19?

Visitors will be required to 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, and will be required to self-report any COVID-19 type symptoms.

Buses will be thoroughly cleaned daily with high touch services being cleaned between runs. To enable this to occur, the elementary bus pick-up times and school start time have been moved back 10 minutes. Information regarding specific bus pick up times and location will be mailed home after final routing is completed later in August.

The new elementary school start time is 8:30. Students should not be dropped off before 8:30. Middle/High school start times will remain unchanged, but students will not be released from buses or permitted to enter the building until 7:35.

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 the extent practicable, afternoon runs will also 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.)

In the Regional Reopening survey administered in June, 48% of respondents reported that they would transport their child or children to school to reduce the number of children on the bus at any given time. In an attempt to reduce density, we believe that parent pick up and drop off must increase. We will canvas parents to determine who will opt out of busing prior to the final bus routing in mid-August.

Social distance will be created between children on school buses where possible. We will require siblings to sit together without a seat between them. Students will be required to wear facial coverings when riding on buses. The option to have students 6 feet apart on a bus would not be practical. Reducing bus capacity in combination with requiring masks will mitigate risk of viral spread on the bus. If necessary, contingency plans will be implemented that further reduce density on buses.

### **Bus Density Reduction Plan – If Necessary**

*New York State requires school districts to transport K-8 students who live further than 2 miles from the school, and grades 9-12 students 3 miles from school. The Cleveland Hill School District presently transports all interested students living within ½ mile for K-5 and ¾ mile for grades 6-12 to and from school by bus. To meet the aforementioned COVID-19 health and safety requirements, including limiting the density on buses, the district may not be able to transport the number of students that we have in the past.*

*If deemed necessary, the district will only transport students who live south of the Kensington Expressway (Route 33), east of the NYS Thruway (Interstate 90), north of Cleveland Drive and west of Harlem Road. These changes are in line with the New York State transportation regulations and prevent any of our students from having to cross any of these high traffic roadways. This change in transportation service would stay in effect until health and safety requirements regarding COVID-19 change. If this change poses a significant hardship, and you have no other options for getting your student(s) to school, please email our Business Official, Carolyn Robertson at [crobertson@clevehill.org](mailto:crobertson@clevehill.org). Please include the name(s) of your children, their grade, your street address and a detailed description of your situation. We will try to accommodate requests for transportation to the best of our ability but cannot promise that will be possible.*

### **Food Service**

Food service workers will be monitored on a daily basis and will be required to self-report 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. Produce will be pre-portioned and either pre-wrapped or individually cupped with lids.
- Consider use of disposable trays and wrapping cold items in plastic and hot food with foil.
- Consider how workstations can be reorganized for proper physical distancing during meal preparation and meal service.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible.
- Provide at least 6 feet of physical distancing between students 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 socially distanced in lines or while waiting for seating.
- Consider installing physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
- In the event of a hybrid or distance learning model, the district will make available

bagged breakfast and lunch to any student who needs one. The meals will meet all NYS nutritional guidelines.

Cafeteria tables will be disinfected between lunch periods. Seating for meals will be adjusted as follows to allow maximum spacing during meal consumption:

#### Breakfast Service Locations

Elementary School – Main Cafeteria  
Middle School – Main Cafeteria  
High School – middle/high school gymnasium

#### Lunch Service Locations

Elementary School – Main Cafeteria  
Middle School – middle/high school gymnasium  
High School - middle/high school gymnasium

#### ***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?*

Individuals requesting accommodations should submit those in writing our Business Official, Carolyn Robertson at [crobertson@clevehill.org](mailto:crobertson@clevehill.org).

#### ***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. The following will be considered:

- 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. 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 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.

## **Health & Safety Protocols** (Coordinated by Ms. Jill Sherman)

Students, staff and other individuals in buildings and on campus (except identified special education students, and others with medical conditions or other health or safety factors) are required to wear appropriate personal protective equipment (PPE) whenever they are within six feet of other students, staff members or other individuals. Specifically, appropriate PPE means, at least, an acceptable face covering. Acceptable face coverings include, but are not limited to, cloth-based face coverings (e.g., homemade sewn, quick cut, Bandana), and surgical masks that cover both the mouth and nose. The District will provide training 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 encourages and must allow students, faculty and staff to use their own acceptable face coverings. This guidance shall not prevent employees from wearing their personally owned protective coverings as long as they adhere to the minimum standards of protection for the specified activity. The District may otherwise require employees to wear more protective PPE due to the nature of their work. If applicable, employers should comply with all applicable OSHA standards.

The District will provide students and employees with an acceptable face covering at no-cost and will maintain an adequate supply of face coverings in case of replacement. Face coverings must be cleaned and replaced after use or when damaged or soiled, may not be shared, and should be properly stored and discarded in the trash. Personal face coverings

should be washed frequently. The District will train all students, faculty and staff on how to adequately put on, take off, clean and discard PPE, including but not limited to appropriate face coverings.

Face coverings are strongly recommended at all times, except for meals and instruction with appropriate social distancing.

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

- Any time persons are less than six (6) feet apart from one another.
- Upon entry to the building and until arriving in their workspace or classroom.
- 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.
- 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. Mask breaks should occur when individuals can be six feet apart and ideally outside. Further guidance on mask breaks including duration and frequency will be forthcoming, as well as training about properly removing, putting on and disposal 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.

All individuals in school facilities and on school grounds must be prepared to put on a face mask in the event another person cannot socially distance. For this reason, individuals, including students must wear face coverings in common areas, such as entrance/exits, lobbies and when walking around the buildings.

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

The use of clear shields alone is acceptable but must meet safety standards as provided by the DOH.

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 and will be used in training students and staff.

Times should be designated on the schedule for students to sanitize with an alcohol-based hand sanitizer containing 60% or more alcohol and/or 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 100.0° 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:

- 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 confirm:**

First - did you come into close contact (within 6 feet) with someone who has a laboratory confirmed COVID-19 diagnosis or who has had symptoms of COVID-19 in the past 14 days.

Second - do you have symptoms of lower respiratory illness such as a cough, shortness of breath, difficulty breathing or sore throat.

Third - do you have a temperature (greater than 100.0 degrees F or 38.0 degrees C) / non-contact thermometers will be at all sites to check if needed.

Fourth – did you 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. See NYS COVID-19 Travel Advisory site for restricted states:  
<https://coronavirus.health.ny.gov/covid-19-travel-advisory>

Fifth - Have you tested positive for or had a confirmed case of COVID-19 in the past 14 days?

Sixth - Are you currently under active quarantine related to COVID-19?

Each employee entrance will have the six health screening questions clearly posted. By entering the building, faculty and staff are confirming that they have completed the screening and passed by answering “no” to all six questions in the health screening assessment. Employees who do not have a thermometer at home, should report directly, immediately upon arrival, to the Health Center for a temperature check.

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

Any employee who has symptoms of COVID-19, who reasonably believes 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.

Individuals who were exposed to the COVID-19 virus must complete quarantine, even if they have not developed symptoms prior to returning to in-person learning. Discharge from quarantine and return to school will be conducted in coordination with the Erie County Health Department.

**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.

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 Department of Health and assist, as directed by them regarding any tracking of students/staff.

**Daily Student Health Screening Procedures: On a daily basis, before leaving to school, parents must confirm:**

Parents must screen their children daily prior to attending school. Initially, using our Blackboard Connect mass communication system, the District will provide parents a notice reminding them of this health screening responsibility daily. As this daily routine progresses, district notification will become weekly. If the response is “no” to all of the six following questions on the health screening survey, the student can attend school.

If a family does not have a thermometer for checking their child’s temperature, they should call our school nurse for assistance at (716) 836-7200 ext. 8512.

First – Did your child come into close contact (within 6 feet) with someone who has a laboratory confirmed COVID-19 diagnosis or who has had symptoms of COVID-19 in the past 14 days.

Second – Does your child have symptoms of lower respiratory illness such as a cough, shortness of breath, difficulty breathing or sore throat?

Third – Does your child have a temperature (greater than 100.0 degrees F or 38.0 degrees C)? If you do not have a thermometer at home, please contact the school nurse for assistance.

Fourth – Did your child 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? See NYS COVID-19 Travel Advisory site for restricted states: <https://coronavirus.health.ny.gov/covid-19-travel-advisory>

Fifth - Has your child tested positive for or had a confirmed case of COVID-19 in the past 14 days?

Sixth - Is your child currently under active quarantine related to COVID-19?

If the answer is “yes” to any of the questions, the parent/legal guardian should call our Health Office at their earliest convenience at (716) 836-7200 ext. 8512. Our Health Office personnel will assist you. If no one answers, please leave a message that includes your child’s name, grade and a number where you can be reached. One of our Health Office staff will call you back as soon as possible.

Students that do not pass this health screening are expected to stay home or leave the building as soon as possible.

The District will work with each individual student’s family who sets forth this information to determine the return to school 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.

### **Positive Screen Protocols**

Any individual who screens positive for COVID-19 exposure or symptoms, if screened at the school, must be immediately sent home with instructions to contact their health care provider for assessment and testing.

- Students who are being sent home from a positive screen (e.g., onset of COVID-19 symptoms) must be immediately separated from all persons and supervised until their parent/legal guardian or emergency contact can retrieve them from school.
- Responsible Parties should provide such individuals with information on health care and testing resources, if applicable.
- Responsible Parties must immediately notify the state and local health department about the case if diagnostic test results for COVID-19 are positive.

Responsible parties must require individuals to immediately disclose if and when their responses to any of the aforementioned questions changed, such as if they begin to experience symptoms, including during or outside of school hours.

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

An examination room in our Health Center has been designated for anyone who exhibits COVID-like symptoms during hours of operation. Additional rooms will be reserved should more than one room be required. Individuals will be kept in this location until they can be safely transported home. Children will not be left without adult supervision.

Procedures will be implemented on a case by case basis 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 the ECDOH on 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.

The Health Center will have an isolation area(s) for suspected sick students until such time as the student can be transported home or to the hospital.

If necessary, the District will follow CDC and DOH protocols for disinfection, and temporary 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 COVID19, **with or without** positive test and/or symptoms, the District will refer to [CDC protocol](#) for return to school or work. This may need to be considered for family and/or household members who are positive for 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.
- 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.

### **Testing Protocols**

The District will develop a process for the provision or referral of diagnostic testing for students, faculty and staff for COVID-19, in consultation with the Erie County Department of Health officials, when needed, which will include plans for testing of symptomatic individuals, close contact of COVID-19 suspected or confirmed individuals, and individuals with recent international travel within a state with transmission of COVID-19 as designated through the New York State Travel Advisory, before allowing such individuals to return to in-person school.

### **Notification**

The District must notify the state and local health department immediately upon being informed of a positive COVID-19 diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

### **Tracing Support**

In the case of an individual testing positive, the District will support local health departments in tracing 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. Responsible Parties must cooperate with state and local department contact tracing, isolation and quarantine efforts.

The District will partner with local health departments to train older students, faculty and staff to undertake contact tracing efforts for populations in school facilities and on school grounds where feasible.

### **Care Coordination**

The school nurse coordinates health services with the school physician to manage, prevent and/or reduce health issues. The team will coordinate with the student's family and health team and include trauma informed education practices 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.

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 an N-95 mask fitted to the healthcare worker;
- Consult with the student's health care providers for alternative asthma medication delivery systems: and
- Consult with the school building and grounds department for environmental controls.

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 when possible, 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 will create a new layout to determine its capacity within parameters of proper social distancing to the greatest extent possible.

Strict adherence to a specific size of student groups (example, 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.

Seating/desks will be spaced so that students are 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 polycarbonate dividers will be used as needed. 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 wherever possible. Furniture deemed unnecessary will be removed from classrooms to provide the maximum amount of space in classrooms. Masks will be required during instruction only when social distancing is not accomplished. Social distancing is defined as six feet of space in all directions or use of an appropriate physical barrier between individuals.

In a circumstance where sufficient social 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.

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, occupancy must be kept under 50% of maximum capacity.

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

- 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.

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

- **Cohorts:** Schools will divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools will look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible. At the Elementary and Middle School, students will be placed in cohorts based on student instructional needs.
- **Capacity:** There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above. 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.

In order to reduce student density in the cafeteria, both the cafeteria and the HS gymnasium will be used as eating areas. Meal location designation is as follows:

Breakfast Service

Elementary School – In Main Cafeteria after cleaning/disinfecting from middle school breakfast

Middle School – In Main Cafeteria

High School – In middle/high school gymnasium

Lunch Service

Elementary School – Main Cafeteria

Middle School – middle/high school gymnasium

High School - middle/high school gymnasium

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

Classrooms will 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 implement traffic patterns that reduce bi-directional foot traffic and

best adhere to the social distancing guidelines. Such rerouting must address accessibility issues.

## **Signage**

Signs will be posted throughout the buildings in order to regularly share messages with the school community consistent with DOH COVID-19 public health protections against COVID-19.

Signage will be used to remind individuals to:

- Stay home if they feel sick
- Cover their nose and mouth with an acceptable face covering when unable to maintain social distance from others or in accordance with any stricter policy implemented by the school.
- Properly store and discard PPE.
- Adhere to social distancing instructions.
- Follow hand hygiene, and cleaning and disinfection guidelines.
- Follow respiratory hygiene and cough etiquette.

## **Closure Contingency Plans**

Closure includes contingency plans, protocols, and procedures for decreasing the scale or scope of in-person and/or closing the school.

Closure triggers: The District will identify conditions that may warrant reducing in-person education or closing the school, in consultation with state and local health departments, and a plan for an orderly closure.

Operational Activity: The District will determine, in consultation with the ECDOH, which operations will be decreased, or ceased and which operations can be conducted remotely. The closure process may include phasing milestones. The Superintendent will make the decision to close and key personnel will follow the emergency closure plan.

Communication: The District will utilize its communication plan to notify individuals internally and externally throughout the closure process.

## **Building Procedures**

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

### ***Building Access - All Schools***

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 required to screen students before leaving for school (check temperature to

ensure temperatures below 100.0 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), or if they have tested positive for or had a confirmed case of COVID-19 in the past 14 days, or are currently under active quarantine related to COVID-19.

Parents will receive a daily text message/email that contains building access questions for each of their children who attend school. Unless parents contact the school nurse or principal to report an issue with a child, receiving the email/text message is indicative of passive agreement and adherence to school health screening procedures.

Staff will be instructed to self-screen before leaving for work (check temperature to ensure temperatures below 100.0 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, or if they have tested positive for or had a confirmed case of COVID-19 in the past 14 days, or are currently under active quarantine related to COVID-19.

Signage that includes these six health screening questions will be posted at all staff entrances. Staff will affirm that they have self-screened upon entering the building each day.

School personnel will screen visitors in secure entryways. Screening will include basic health screening questions and a temperature check before allowing a visitor into the school.

Use of facilities requests will be vetted to conform with proper social distancing protocol. Any application for facility use must submit a COVID health and safety plan that aligns with the most recent CDC and DOH guidelines. Applications will be evaluated on whether and to what extent external community organizations can safely utilize the site and campus resources. We will ensure external community organizations that use the facilities also follow the school's health and safety plans.

### ***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.
- Require visitors and parent/guardians use their own pen for signing in/out.
- To the extent possible, establish "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.

### **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 single person use.

## **Academics**

### ***Definition of Terms***

**Asynchronous Learning** - Asynchronous virtual learning occurs when students work independently on learning activities and assignments. Teachers provide lesson content through written material 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.

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.

## **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. 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. A virtual learning model will be developed for staff and students identified as vulnerable and needing medical accommodations due to COVID-19.

### ***Hybrid Model***

To reduce student population/density within the buildings, approximately 50% of students will be scheduled to be in school. Students will attend school in-person part-time and on the other days 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.

**When implementing the hybrid learning model, we will use a Blue/Gold cohort model that isolates two distinct cohorts of students who attend school in-person on alternating days.** For example; Blue will be scheduled to be in school on every Monday and Thursday and for remote learning on Tuesday and Friday. Gold will learn at home remotely on Monday and Thursday and will be in school for in-person instruction on Tuesday and Friday. Each group will receive remote instruction on Wednesday. The district will ensure that siblings are in the same grouping to the fullest extent possible. An attendance calendar will be provided to all families, if the district engages in the hybrid model.

**High-needs students will be prioritized for full-time in-person learning when feasible.** That is, even if most students are not in school each day, schools will 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. Decisions will be made on an individual student basis by a team consisting of, but not limited to the parent, building principal, general education teacher(s), special education teacher(s), related service providers.

### ***Remote Model***

Students will not 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 in individual building plans. Asynchronous and synchronous instruction will be provided when practicable.

Following building level procedures, staff would be permitted to come into the building(s) as needed to meet their instructional requirements while the remote model is being utilized and while CDC and DOH recommendations permit such entry into the building.

### **Prioritizing Standards and Curriculum**

The District assessed curricular needs 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 Cleveland Hill Union Free 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.

### **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 Google Classroom (Grades 2-12) and SeeSaw (Grades UPK-1) to post assignments, communicate with students and parents, create assessments, and share digital information. These platforms will serve as our Learning Management Systems.*

*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.*

- If technology is not available at home, students will be provided with an electronic device for use at home.
- For those students who do not have access to the internet at home, the district will

work with local providers (Spectrum/Verizon/T-Mobile) to assure access for all students.

- Classes will meet on a regularly scheduled basis. That schedule will be dependent on teacher availability. The district will make every effort to schedule these classes between 8:00 - 4:00, where possible.
- 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 Google Classroom and related Google Tools (Gr2-12) and SeeSaw (UPK- Gr 1). District will also use the website and its Blackboard Connect communication system.
- Teachers will follow-up with communication through Gmail and/or Google Classroom 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. To the extent practicable: Emails- 24 hours, Discussion Board- 48 hours, and Submitted Work- 72 hours.
- In addition to class meetings, teachers will host regular office hours for individual student questions. These schedules will be shared where applicable.
- 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***

- Communicate instructional activities to 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***

- Using video conferencing (Google Meet, Zoom) 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 Tools
  - During class meetings, instructors can use various tools (screen sharing, whiteboard-like websites) to keep learners engaged in the material. Design activities that learners must respond to using the tools by typing, drawing or screen sharing.
  - 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 a video conference lesson (asynchronous) and store the saved file to an easily accessible location for sharing with students. This way, the content and skills demonstrated during the video conference can be revisited by students, when needed.

## **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.

During the 2019-2020 school year, the Committee on Special Education (CSE) Chairperson attended the Preschool Committee on Special Education (CPSE) meetings for those students suspected of meeting the eligibility criteria as a school-age student with a disability. Additionally, the CSE Chairperson will consult with the CPSE Chairperson prior to the re-evaluation meetings for those students entering Kindergarten. Special Education staff completing the CSE evaluations and attending those meetings will thoroughly review the prior evaluations, progress and current evaluations in advance. The special education teacher assigned to Kindergarten will attend the meetings as the special education representative, along with any related service providers.

## **PPE and Social Distancing**

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 and speech therapists 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 (social stories, visual cues, verbal prompting, behavioral reinforcement plan, etc.).

If a student requires a break due to sensory or behavioral concerns, a room/area will be provided in accordance with appropriate social distancing and PPE requirements implemented. The student will be monitored for appropriate staff to ensure safety.

## **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(s), special education teacher(s), related service provider(s), and families will discuss the student's individual needs with the Assistant Director of Special Education and agree to a prioritized set of services that provide access to curriculum and enable progress towards IEP goals.

## **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 through 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.

## **Meaningful Parent Engagement**

Parents will be provided the opportunity to participate remote or in-person Committee on Special Education and Preschool Committee on Special Education meetings. Communication regarding their child will be provided in writing in their preferred language and mode. All written materials will be translated into the parents preferred language and verbal communication will be facilitated by a translator.

Communications with parents will be documented in the communication log in Frontline Direct. In the event of a hybrid or distance learning model, modifications to the location, mode, duration and frequency of services agreed upon with the parent will be documented in that log.

### **Progress Monitoring and Reporting**

Special Education Teams will continue to use consistent data collection and service log procedure across all learning environments (in-school, hybrid, or remote). 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 on a schedule consistent with that of general education report cards.

### ***Planning for Students who are Medically Fragile and/or Immune Compromised***

The district recognizes that some students have conditions that place them at greater risk. As such, additional measures will be taken to ensure their health and safety regardless of the learning model. Additionally, it is understood that some students may not be able to return to regular school attendance. In these instances, individual decisions will be made by the team (general education teacher, special education teacher, school nurse, parent) with guidance from the child's physician and/or the district's physician.

Additional measures that may be determined necessary include, but are not limited to:

- Daily health screenings and temperature checks
- PPE, including gloves, masks and face shields will be used during the toileting of any student.
- Delayed passing in the hallway to increase social distancing
- Cohorting will be used when practicable to limit the number of students and staff contacts
- Classroom staff will have available extra cleaning supplies and PPE equipment for use in classrooms with identified medically fragile/immune compromised student

### ***English Language Learners***

Cleveland Hill 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.

The district 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, the Cleveland Hill Schools 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 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.

### **Social Emotional Learning (SEL)**

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.

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.

***Actions prior to school opening:***

- Prior to the opening of school, each building reopening committee will review the Comprehensive Counseling Plan and recommend any necessary changes required to meet the needs of students in any of the three instructional delivery models and bring those recommendations to the District Comprehensive Counseling Program Plan Committee.
- The district created a Comprehensive Counseling Program Plan Committee. This committee will make any recommended changes to the Comprehensive Counseling Program Plan. It will meet minimally every quarter.
- The district began providing professional development in the area of understanding and utilizing trauma-informed practices during the 2019-2020 school year. The district will provide these professional development opportunities to new hires.
- Building reopening teams will review their building's MTSS framework to determine if any revisions need to be made to accommodate the three models of instructional delivery. Each building will prepare for an influx of students requiring counseling.
- The district will provide the building reopening teams with a list of community partners that they may consider connecting students and families with for supplemental services not already being provided by the school.
- Buildings will integrate 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).
- Identify a screening measure for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.
- Each building's reopening committee will 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 is able to connect with for any needed support provided by the school.
- The administrative staff will receive training in implicit bias & equity.

***Actions once the school year begins:***

- The district and buildings have spent 6 years creating a comprehensive multi-tiered system of support. Each building has a framework for academic, behavioral, social, and emotional supports. Each of the three-tiered levels offer a continuum of evidence-based practices matched to student needs.
- During the first four days of school, each student will take a SEL screening. The screening

will measure symptomatic behaviors of post-traumatic stress disorder related to COVID-19. Results of the screening will be utilized to identify those students who require further evaluation. Each building's MTSS team will analyze the data. Depending on the results, students may receive supports in any of the three tiers.

- After the first month of school, the screening will be re-administered. At that time, the building's MTSS teams will analyze the data and apply decision-making rules to determine supports on an individual student basis.
- The building's MTSS teams create lessons on behavioral expectations, classroom and building procedures and social and emotional competencies as a preventative/proactive approach. These will be revisited frequently and revised by the building's MTSS teams based upon continuous analysis of data gleaned from multiple sources.
- As part of the MTSS, in both classroom discussion and small group sessions, there will be careful conversations with students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them. Care will be taken to build a culture 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.

### ***Welcoming Students Back/Re-Orientation with School***

The points listed below will be considered by faculty and staff when planning activities for welcoming back students and re-orienting them to school.

- The district will utilize an orientation period prior to beginning the academic program. During this time, the focus will be on relationship building, connection and healing. During this time, staff will observe for secondary traumas, isolation, increase in abusive tendencies and previous mental health issues worsening.
- Topics for discussion during this time will focus on, but not limited to, changes in routine, possible relocation, parental job loss, focus of the news on difficult and traumatizing topics, Frustration with use/knowledge of remote technology, orientations and class meetings and video and/or virtual tours to know what to expect.

### ***Pupil Personnel Services Staff***

Counselors, psychologists, social workers, the behavioral specialist and other PPS staff will provide student mental health and counseling services in-person or through teletherapy. Staff will 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).

### ***Family Resource Center***

The Family Resource Center Mission is to provide a school-community collaboration of services to families and children that will strengthen and support the family role in the child development and education to optimize student achievement in school and the community.

FRC staff will serve as a Tier 2 and Tier 3 support within each building's MTSS plan. It will

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. Through the use of the district's website, FRC webpage, written communication and Blackboard Connect calls, the FRC will convey information on how to access both school and community support to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

By the first day of October, the district will have identified a community partner to provide a mental health clinic in the FRC minimally one day per week. The district will communicate the availability of the clinic to parents, students and community members through multiple modes. The FRC will continue to provide free of charge:

- Solution-focused counseling free of charge for individuals, couples and families.
- Linkage of families with resources in the community.
- Encouragement and support of parents' involvement in their children's education.

### ***SEL for District Employees***

To that end, The Family Resource Center (FRC) may serve as a space for connection, listening, and healing among all leaders and staff in the school buildings. Staff is encouraged to reach out to FRC staff for support or help in accessing support from entities outside of the district.

The district will administer an SEL screening. The screening will measure symptomatic behaviors of post-traumatic stress disorder related to COVID-19. Results of the screening will be utilized as an aggregate by district or building level teams to develop a plan to support staff's social/emotional health.

## **Athletics**

### ***General Considerations***

We will follow the National Federation of High School Sports (NFHS) phased approach and New York State Public High Schools Athletic Association (NYSPHSAA) recommendations.

As of July 16, 2020, the Officers of the New York State Public High School Athletic Association (NYSPHSAA), voted to delay the official start date of the Fall 2020 sports season, cancel the Fall 2020 Regional and State Championships and prepare to implement a condensed season schedule in January 2021 if high school sports remain prohibited throughout 2020 due to COVID-19. This decision comes at the recommendation of the NYSPHSAA COVID-19 Task Force when they convened as a working group for the third time this morning.

The NYSPHSAA Officers' decision includes:

- Delay Fall sports start date until Monday, September 21st (NYSPHSAA PAUSE)
- Cancel Fall Regional and State Championship events
- Waive seven-day practice rule
- Maintain current practice requirements

- Encourage geographic scheduling for games & contests
- Schools would have the option, if permitted by state officials, to offer off-season conditioning workouts.

With regional differences, schools and areas will be impacted differently by the COVID-19 crisis. At the discretion of the NYSPHSAA Officers and authorization from state officials, if the Fall sports seasons are interrupted or impacted by COVID-19 crisis (i.e. state official guidance, school closings, cancelation of high-risk sports, etc.) then a condensed seasons plan will be implemented.

The Condensed Season plan would entail the following, with the stipulated dates being tentative.

**Season I (Winter Sports)**

Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks \*Note: tentative dates

Sports: basketball (girls & boys), bowling (girls & boys), swimming (boys), \*competitive cheer.

\*Because of the high-risk nature of competitive cheer, sports may have to be moved to Season II or season III.

**Season II (Fall Sports)**

Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks \*Note: tentative dates

Sports: football, cross country (girls & boys), swimming (girls), volleyball (girls)

Note: Weather will have an impact upon outdoor sports in some parts of the state in March and potentially early April. Girls Tennis moved to Season III.

**Season III (Spring Sports)**

Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks \*Note: tentative dates

Sports: baseball, softball, tennis (girls & boys), outdoor track & field (girls & boys).

The NYSPHSAA Officers have the ability to adjust seasons with the authority granted within the NYSPHSAA Constitution which states: “Article IV, 2: A committee of officers in consultation with the staff shall have the authority to act on all matters not provided for in this constitution and bylaws, and on such emergency business as may arise between regular meetings of the Executive Committee.”

**Individual School Building Processes and Protocols**

Individual building level procedures and protocols are presently being developed in committee. When sections are completed, they will be added to this plan and communicated to the school community. These processes and protocols will align with the District level plan, and 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.

## Committee Members

The District's COVID-19 Safety Coordinator is Ms. Jill Sherman, District Director of Health and Safety. The responsibilities of the position include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels.

### **District**

Marcie Pascual, Principal  
Andrea Kersten, Principal, CHAA Vice President  
Timothy Wiles, Principal  
Jeffrey Krause, Dean of Students  
Serena Kotch, CHEA President  
Carole McLaughlin, CSEA President  
Robert Elsaesser, CSEA Vice-President  
Wendy Limardi, District Clerk  
John Robertson, Director of Facilities  
David Evans, Assistant Superintendent  
Carolyn Robertson, Business Administrator  
Daryl Janus, Director of Curriculum and Technology  
Jon MacSwan, Superintendent

### **Elementary School**

Marcie Pascual, Principal  
Jason Jackson, Principal  
Felecia Hanesworth, Assistant Director of Special Education  
Linda Domres, Clerical  
Brenda Wagner, School Counselor  
Kelly Pokigo, Social Worker  
Alana Knaebe, School Psychologist  
Colleen O'Connor, UPK  
Kelly Stutz, AIS  
Jennifer Martin, AIS  
Lori O'Bannon, AIS  
Sheri Fadeley, AIS  
Shawn Sheehan, 1<sup>st</sup>  
Kristine Strible, 3<sup>rd</sup>  
Alan Rubin, 4<sup>th</sup>  
Kelsey Kiblin, 5<sup>th</sup>  
Matthew Schroeder, Music  
Janice Kowalski-Kelly, Library  
Amy Mings, ENL  
Katherine McKenzie, Physical Education  
Samantha Farino, Special Education  
Sandra Wesley, Teacher Aide  
Gabrielle Rude, Parent  
Bridgette Heintz, Parent  
John Strickland, Maintenance

### **Middle School**

Andrea Kersten, Principal  
Patrick Christie, Assistant Principal  
James Menzie, Administrative Intern/ 7<sup>th</sup> Grade  
Brooke Chapman, Physical Education  
Daniel Schiesser, STEM  
Richard Bridenbaker, Health  
Daniel McNess, Technology  
Erin Lepsch, RN  
Victor John Prisaznuk, Social Studies  
Patricia Balthasar, School Counselor  
Corcille Williams, Parent  
Christine Marchewka, Special Education  
Alissa Snyder, Teacher Assistant  
Kaley Fenush, ENL  
Debra Canfield, Special Education  
Janelle Santiago, Parent  
Lisa Hillyard, School Psychologist  
Melissa Bunce, 6<sup>th</sup> Grade/Special Education  
Nancy O'Brien, 8<sup>th</sup> Grade/CHEA  
Patricia Cyrek, Reading  
Jacquelyn Amsdill, Math  
Colleen Missana, Math  
Bonnie Peters, Art  
Elizabeth Haynes, Social Studies  
Suzanne O'Brien, Parent  
Amanda Thompson, English  
Marcie Langenbach-Mitchell – English  
Gloria Delonno, Teacher Assistant  
Leah Robinson, Substitute Teacher  
Justin Mullen, Math  
Donna Kuzdzal, Science  
Nicole Jeswald, Music  
Dawn Zmuda, English  
Sarah Janis, Technology Integrator  
Justin Ditzel, Physical Education

### **High School**

Allison Wilson, Counselor  
Erin Cogan, Counselor  
Corinne Fahey, Counselor  
Jeffrey Krause, Dean of Students  
Erin Lepsch, Nurse  
Ann Marshall, LMS  
Cindy Schmitt, Music Curriculum Leader  
Carmella Paternostro, Art  
Marcie McDougal-Domroes, Business  
Christopher Keicher, CTE Curriculum Leader  
Laurence May, Social Studies Curriculum Leader  
Robert Haley, Social Studies  
Kelly Baker, Social Students/Student Council

Jennilee Schmitt, Spanish Curriculum Leader  
Maria Palmisano, Math  
Christine Wilkolaski, Science Curriculum Leader  
Amy Miller, Science  
Susan Rooney, English Curriculum Leader  
Sarah Rooney, English  
Michael Lobuzzetta, Special Education Curriculum Leader  
Sarah Janis, Technology Integrator  
Carol Zajac, Teacher Assistant  
Felecia Hanesworth, Assistant Director of Special Education  
Katie McIntosh, Parent Representative  
Bridgette Heintz, Parent Representative  
Timothy Wiles, High School Principal

**Subsection A-**  
**Cleveland Hill Elementary Specific Addendum**

**CHES 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.
- There will be visible posted signage at entrances to indicate passive screening protocols.
- Any student, parent, caregiver, visitor, or staff showing signs of COVID-19 (reference CDC and DOH guidelines for COVID-19 symptoms) will not be allowed access to the building.
- Visitors will not be permitted into the building, except for prescheduled meetings or in an emergency situation.
- Before coming in for a prescheduled meeting, visitors must take their own temperature.
- All visitors will complete the health screen questionnaire upon arrival.
- Parents/guardians picking up their child(ren) early from school will show ID using the outdoor camera. Parents will remain outside while clerical staff verifies the ID and calls the student(s) to the office. The student will be escorted out of the building by staff to be reunited with their parent/guardian.
- Parents/guardians dropping off their child(ren) late to school will not enter the building. Parents will ring the buzzer and only the student(s) will enter the building.
- Sanitizing supplies will be established and available at entrances.

**CHES Arrival and Dismissal**

- The Elementary building will open at 8:30 am for student arrival via bus transportation. All walkers and students being dropped off will enter at the Eagle Entrance. The Eagle Entrance doors will open at 8:15 am. All students at the Eagle Entrance will enter the cafeteria for breakfast or to wait to be dismissed to homerooms at 8:30 am. Students in the cafeteria will be seated following proper social distancing guidelines.
- Parents/guardians will not be permitted to drop off students prior to 8:15 am at the Eagle Entrance. Walkers should not arrive at the Eagle Entrance prior to 8:15 am. The Eagle doors will be locked until 8:15 am and there will be no supervision.
- Parents/guardians will not be permitted to enter the building to walk the children to their classroom.

- Staff will be assigned to locations throughout the building and relevant outdoor locations to assist students with following guidelines and procedures. Staff will be trained in identifying COVID-19 symptoms during student arrival.
- Before/After school clubs will not take place at the start the school year. When it is deemed safe to begin before or after school clubs, that will be communicated as well as procedures to ensure the required health and safety guidelines are in place.
- Masks must be worn at all times while traveling through the building, including during the arrival and dismissal processes.
- Vehicle flow and logistics will be considered to accommodate anticipated increase in parents transporting children to/from school.
- *Bus arrival:* 1-2 buses will be unloaded at a time front to back and students should enter the school at their specified entrance. Students will proceed directly to their classrooms using their designated pathways through the building.
  - Bagged breakfast will be available for students in the classroom.
  - Bus students will enter the building using the doors specified for their grade level and must report directly to their classroom:
    - K - doors end of K/5 hall
    - 1 - main front ES doors
    - 2 - main front ES doors
    - 3 - District offices door
    - 4 - main front ES doors
    - 5 - doors end of K/5 hall
  - Students will proceed directly to their classrooms using their designated pathways through the building.
  - Breakfast will be available for bussed students in the classroom.
- The dismissal process will start with walkers, parent pickup, and students attending the afterschool YWCA program. The dismissal will be a controlled process to ensure the safety of all students and staff. Bus dismissal will commence when all busses arrive.
- *Dismissal - parent pickup:* Students will be housed in the cafeteria. While in the cafeteria, students will follow proper distancing guidelines. Parents/guardians will not enter the building. Parents/guardians will display their car tag and line up in the designated ES Car Lane in the rear of the elementary school next to the playground. Outside staff will communicate with inside staff as vehicles arrive. Students will be escorted out of the building to their cars in a controlled and safe manner.
- *Dismissal - walkers:* exit out the main ES doors.
- *Dismissal - buses:* Dismiss by grade level in descending order Grade 5 to K
  - Each grade will be called to dismiss in a controlled and safe manner.
  - Teachers will escort their class out of the building in a distanced line and remain with their class until all are on the buses.
  - Grade levels will exit the building through the doors specified for their grade level:
    - 5 - doors end of K/5 hall
    - 4 - main front ES doors
    - 3 - District office doors
    - 2 - main front ES doors
    - 1 - main front ES doors
    - K - Hehr is 1st K class dismissed - out main ES front doors
    - Rest of K - doors end of K/5 hall

- If a bus is delayed and is not at the school when bus dismissal commences, students who ride that bus will wait in a distanced fashion in the main ES gym.

## Social-Emotional Learning & Supports

CH has updated the [COMPREHENSIVE K-12 SCHOOL COUNSELING PLAN](#), developed under the direction of certified school counselors and social workers to meet current needs.

CH will continue to provide resources and referrals to address mental health, behavioral, and emotional support services and programs as outlined in the District Comprehensive K-12 School Counseling Plan.

### **Actions prior to school opening:**

- 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).
- Continuation of understanding and utilization of trauma-informed practices.
- Videos of proper health and hygiene expectations (i.e handwashing, sneezing, coughing).
- Create and share social stories to families so that they can view and have conversation with their children prior to returning to school.
- Create and share videos of what to expect with the “new normal” for students re: what a typical day will look like.
- Create and share out a continuation of mindfulness section on Counseling website.

### **Actions once school year begins:**

- Integration of SEL in teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).
- Adhere to the PBIS Tier 1 expectations
- 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)
- Continuation of understanding and utilization of trauma-informed practices.
- Push out social stories to families so that they can view and have conversation with their children about returning to school.
- Continuation of mindfulness section on Counseling website
- With approval from building administrators the UCLA Brief COVID-19 Screening for Child/Adolescent grades 3-5.
- Make signage to show caring gestures other than hugging. Elbow fives
- SEL push- in classroom lessons built into school schedules.

### **Welcoming students back/re-orientation with school:**

- Counselor/Psychologist/Social Worker will do morning announcements as a way to push out videos on proper health and hygiene expectations (i.e handwashing, sneezing, coughing).
- Video/and or virtual tour know what to expect.
- Positive messages for staff and students.

### **Family Resource Center:**

The Family Resource Center (FRC) 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. Referrals and connections will continue to be made with outside agencies

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

- The Family Resource Center will continue to update the community outreach resource guide.
- The Family Resource Center will continue to maintain link for Additional Supports.

### **Cafeteria and Food Services**

- Using proper safety protocols, breakfast will be served in the classroom for bussed students and in the cafeteria from 8:15-8:30 for walkers and students dropped off.
- Elementary students will have access to the MS/HS side of the cafeteria to allow for proper social distancing during lunch.
- Masks may be removed when seated at a table with a 6 ft. distance between students.
- Students with allergies will have a designated location with social distancing protocols.
- Physical guides, such as tape on floors and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating will be provided.
- Routines and protocols will be developed for student purchased meals and sanitizing of tables.
- Routines and protocols will be developed for discarding garbage, retrieving items, and returning lunch trays to minimize student movement in the cafeteria.
- Monitors and food service workers will be masked at all times and wear gloves.
- Students will perform hand hygiene before and after eating.
- Food and drink sharing will not be permitted.
- Visitors will not be allowed in the cafeteria.

## Academics: Curriculum & Instruction

### ELL:

- ELL identification process will be completed within 30 days of the start of the school year.
- Provision of required instructional Units of Study must be provided to all ELLs.
- Provide and maintain frequent communications at the district and building levels for parents/guardians of ELLs in their preferred language and mode of communication.
- Actively engage students on a regular basis to assess their need for Social Emotional Well Being supports that address the unique experiences of ELLs.

### Special Education:

- All identified students will have access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.
- Special Education teachers will document the programs and services offered and provided to students with disabilities as well as establish and maintain meaningful communications with parents, in their preferred language or mode of communication.
  - IEP direct/Frontline contact log for documentation purposes
- Provisions will be addressed to uphold FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
- Collaboration will be maintained between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
- A collaborative team consisting of CSE members, classroom teacher, special education teachers, supporting teachers, and the building principal will make careful considerations of the following:
  - Plans to address students' remote learning needs in the event of potential future intermittent or extended school closures.
  - Priority for high-needs students whenever possible.
  - Determine how students will receive access to the LRE, including documentation of the process and including parent voice in making LRE considerations.

### Academic Intervention Services (AIS):

- Data Teams in both Reading and Math will use the building developed protocols and procedures to be applied uniformly at each grade level for determining which students are entitled to such services.
- Data protocols will be used and meetings documented when determining which students are entitled to receive or discontinue such services.
- Students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures:
  - Developmental reading assessment
  - Benchmark and lesson embedded assessments

- Common formative assessments
- Unit and lesson assessments
- Results of psychoeducational evaluations
- Diagnostic screening for vision, hearing, and physical disabilities as well as screening for possible disabilities pursuant to Commissioner’s Regulations Part 117

Model	Staff & Students	What will instruction look like?
<b>In-Person</b>	All PK-5 staff and students will attend school in the physical building for a full day on each scheduled school day.	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. All special area classes will be “push-in” in classrooms.
<b>Hybrid</b>	<p>On defined days, some PK-5 students will learn remotely and others learn at school. Students will be divided into two groups: Blue and Gold. Students will attend school in-person for two days a week and engage in remote instruction for the remainder of the school week. See graphic below.</p> <p>Wednesdays will be a full remote day for everyone. The district will provide a calendar to each family with their child(ren)’s in-person and remote learning days.</p>	<p>See above for “in-person learning”.</p> <p>The defined remote learning days will include asynchronous instruction. Asynchronous learning enables students to learn and work without the constraints of having to be online at a certain time. The assignments and tasks will provide opportunities for extension, enrichment, and independent practice of the skills and content taught. Some synchronous (learning that takes place in real time) opportunities may also be scheduled on remote learning days.</p> <p>On Wednesdays, both synchronous (“live” teaching in real time) and asynchronous (assigned tasks) instruction will be provided. Schedules and expectations will be clearly communicated with families.</p>
<b>Distance Learning</b>	PK-5 instruction delivered digitally through online methods.	Instruction will follow grade level standards and consist of live learning lessons as well as required assignments and tasks. Reasonable expectations will be established for students to successfully manage both synchronous (live teaching in real time) and asynchronous learning (posted assignments).

PK-5 Schedule



In-Person Learning



Remote Learning

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
<b>BLUE</b>					
<b>GOLD</b>					
<b>Students with IEPs in Self-Contained Classrooms</b>					
<b>Full Distance Learning</b>	Distance learning will be fully online every day school is in session. Parents opting for Distance Learning will be asked to commit for at least the first trimester. Students will not attend in-person instruction until at least November 9, 2020.				

CHES: Shared Spaces- Specials (PE, Library, Art, Music)

- The plans for the implementation of a physical education, fine arts, and music curriculum considers the needs of all students and focuses on including activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.

**Physical Education**

- Physical Education will be push-in or outdoor classes beginning in September.
- Classroom activities will be designed to be done at the student’s assigned classroom space, maintaining social distancing throughout the lesson.
- Activities will focus on health and wellness utilizing various means of technology as a teaching tool.
- PE teachers will use a computer and projector in each classroom for presentation of content.
- Outdoor spaces will be utilized as often as possible and for as long as possible, weather permitting (football field, track, tennis courts, baseball/softball fields, courtyard) where students can engage in physical activity maintaining a 12 foot distance.

## **Art**

- Art class will be push-in classes beginning in September.
- Activities will be designed so that they can be done at each student's classroom work-space, maintaining proper social distancing throughout the lesson.
- The teacher will utilize the pencils, crayons, scissors and glue that is already a part of student's supply lists. Additionally, individual water color paints and brushes as well as individually wrapped "model-magic" clay packs will be purchased for every student in the ES. These will be used to offer a wide range of art mediums and projects to our students while eliminating the need for shared supplies.

## **Music**

- Grades K-4 will have push in music classes beginning in September.
- Classroom activities will be designed to be done at the student's assigned classroom workspace, maintaining social distancing throughout the lesson.
- Activities will focus on listening and responding to recordings and live music performed by the teacher. This might include writing, drawing, answering questions or low energy movements like swaying, patting, clapping and snapping.
- Singing will not be a part of the curriculum until new guidelines allow for singing to be done safely in a classroom.
- Grades 5 music classes will be held in the ES aud. The pianos from the piano lab will be moved to the ES aud and will be spaced so that there is at least 6 feet between every piano. 5th grade students will enter the auditorium and use the hand sanitizing station located at the entrance. They will sit at their assigned piano. Each 90 minute period will begin with a music composition/listening lesson followed by a piano lesson. Beginning in January, the composition unit will end and guitars will be added to the curriculum if NYS guidelines allow. Following each lesson the teacher will clean and sanitize each piano/guitar work-station.
- Instrumental Music: Instrumental music lessons will be available for fourth and fifth grade students. They will take place in the ES aud. Lessons will be scheduled by class so that students will not have contact with any students from other classes. Students will be spaced at least 12 feet apart. After each lesson, each music stand and chair will be cleaned and disinfected by the teacher. Band will not be a part of the curriculum for the beginning of the 2020 school year, only small group lessons. If the infection rate remains low and NYS guidelines allow, we will consider adding fourth and fifth grade band to our curriculum beginning in January.
- Chorus: We will not be offering chorus to begin the 2020 school year. If the infection rate remains low and NYS guidelines allow, we will consider adding fourth and fifth grade chorus to our curriculum beginning in January.
- There will need to be cleaning supplies and disinfectant sprays and wipes available in the ES aud at all times. These will be used after every fifth grade class and fourth and fifth grade instrumental lesson. The school may need to purchase some CAT-5 cable and ends to allow our keyboards to be hooked up in the larger space.

## Library Media Center

THE CLEVELAND HILL ELEMENTARY SCHOOL LIBRARY MEDIA CENTER WILL SUPPORT CLEVELAND HILL FAMILIES, AND THE CLEVELAND HILL ELEMENTARY SCHOOL'S 2020-2021 STUDENT ACHIEVEMENT GOALS IN THESE WAYS:

### INSTRUCTION:

- Library Media instruction will push-in to classrooms.
- Instruction will occur maintaining social distance standards.

### HEALTH & SAFETY/CIRCULATION

- Pursuant to Erie 1 BOCES and the REALM Project research (Reopening Archives, Libraries and Museums - [REALM PROJECT](#)), all library materials, including books, kits, videos, inter-library loan items, etc. will **remain undisturbed, in quarantine for four (4) days. On the fifth (5th) day, materials will be sanitized by gloved library staff, checked in, and returned to the shelves.**
- Items touched by ungloved hands will **remain undisturbed, in quarantine for four (4) days. On the fifth (5th) day, materials will be sanitized using material specific products by gloved library staff, checked in, and returned to the shelves.**
- Material requests from staff/students/others, will be accepted via circulation system/email/phone, professionally curated, or in writing at **least 5 days** prior to being checked out.
- Masks/face shields will be worn in the library by library staff at all times.
- Masks/face shields will be worn by all entering the library.
- Door handles/tables/chairs/floor seats will be sanitized periodically using material specific products.
- Inter Library Loan - no more than 10 of the same title may be requested.

### ENTRANCE/EXIT

- Library entrance via main double doors.
- Library exit via door closest to hall drinking fountain.

### ELECTRONIC DEVICES

Electronic Devices will be sanitized using material specific products.

## CHES: Universal Pre-Kindergarten

- Prekindergarten will follow the mandatory requirements as outlined under Teaching and Learning in the NYSED Reopening Guidance.
- Arrival & Dismissal: The pickup and drop off location for UPK students will be in the staff parking lot which is located to the right as you enter off of Gilmore Ave.
- Students will sit at tables with protective barriers.
- Mask will be required when entering and exiting the building and when within a 6 ft distance of another individual in the classroom. Frequent mask breaks will be built in throughout the day.
- Proper hand and respiratory hygiene will be reinforced throughout the day.

- Opportunities for Social Emotional Learning will be embedded throughout the day.
- Between the AM & PM sessions: Cleaning and disinfecting protocols will be followed daily to ensure clean bathrooms, floor mats, and cubbies.
- The afternoon start time will be pushed back by fifteen minutes to allow for cleaning and disinfecting of materials and supplies.
- Play centers: Proper handwashing will be followed before and after use; One student per center/area; Separate AM & PM bins will be used for materials/supplies/toys.

### **CHES: Classroom Configurations**

- Protocols and procedures will be maintained to ensure appropriate social distancing. Six feet of space in all directions between individuals or use of appropriate physical barriers will be followed in all classrooms.
- Necessary materials will remain at students workspace and the sharing of supplies and objects will be limited.
- Where necessary, other space may be repurposed for storage of instructional materials, to maximize student classroom space.
- Where necessary, larger building spaces (i.e. gymnasium, library, auditorium) may be repurposed for alternate instructional purposes and use.
- Signage will be used to illustrate social/physical distancing.
- Use outdoor instruction where health and safety conditions and physical space allow.
- High-touch surfaces will be cleaned and disinfected between cohort use.
- Each special area class will push into the classroom and follow social distancing guidelines to determine classroom set up and protocols (e.g. Art, P.E., Music, Library).
- Areas will be designated during the day for students to socially distance and take “mask breaks”.
- Mask breaks will occur frequently throughout the day (approximately 1-2 every hour for a duration of 5-10 minutes).
- All designated classrooms will be equipped with appropriate PPE materials, in addition to face masks.

### **CHES: Bathroom/Drinking Fountain Facilities Protocols (In-Classroom - Shared)**

- The school floor plan will be used to determine the best way to use, assign, and access bathrooms.
  - Grade levels will be assigned to bathrooms
  - Bathroom schedules will be established to ensure social distancing
- Ways to minimize social distancing in multi-stall shared bathrooms, hand-washing and daily bathroom protocols will be reviewed with students and implemented by teachers.
- Increase cleaning and disinfection of bathrooms consistent with CDC disinfecting and cleaning guidelines.
- Disposable cups and hand sanitizer dispensers will be available at all water fountains.

- The elementary school has two water bottle filling stations. Students are encouraged to bring in their own water bottles.

#### **CHES: 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.
  - Routine pathways for classroom transitions will be established.
- Install markings on floors to illustrate foot-traffic expectations.
- Hallway etiquette will be the same as rules of the road (stay to the right).
- High touch areas will be indicated for sanitizing as well as informing students.

#### **CHES: Outside Space & Playground**

- All pertinent guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess.
  - Spaces around the school will be identified for teachers to utilize as a brain break or social/emotional instruction.
- The playground will not be accessible to classes during the school day.

**Subsection B-**  
**Cleveland Hill Middle School Specific Addendum**

The purpose of this document is to provide Cleveland Hill families and community members with information regarding the opening of the Cleveland Hill Middle School for the 2020-2021 school year. Over 35 Cleveland Hill Faculty Members, Staff Members, and Parents have collaborated in development of our plan. The health, safety and social emotional needs of our students, families and staff have guided our decision-making process. Additionally, during these unprecedented times we will continue our commitment to providing students with an exceptional educational program tailored to meet the needs of the individual child. This document should be considered a “working document” and will be modified to reflect the ongoing work of our committee to best meet the needs of our students, faculty, staff, and Cleveland Hill Community.

***Arrival & Dismissal***

- **No students will be permitted to enter the Building before 7:35.**
- 3 separate designated entrances will be used for arrival and dismissal to allow for greater social distancing.
- Parents driving students to school will use the Elementary Bus loop to drop off students. Students will enter the building through Entrance Number 3. This entrance is located to the right of the Auditorium.
- One bus will unload at a time in the designated area. Students will enter the Building using Entrance Number 1 located on Bigelow Rd.
- Walkers will enter the Building using Entrance Number 2, located on the corner of Maplevue and Bigelow.
- Students participating in the breakfast program should report directly to the cafeteria.
- Students not participating in the breakfast program must report directly to their homeroom upon entering the building.
- Locker guidelines will promote minimal storage and use. Specific procedures will allow staggered locker access at specific times to promote social distancing.
- Student Dismissal will be staggered using specified exit points. Students using bussing will be dismissed 1 bus at a time.

***Models of Learning:***

The Cleveland Hill Middle School Reopening Committee has developed plans to provide instruction under 3 different Models as required by NYSED. These models include In Person, Hybrid, and Distance Learning models.

Under the In Person and Hybrid Instructional Models, students will be grouped in cohorts and will not change classrooms during the instructional day. Instead content area teachers will rotate into the students’ classroom to deliver instruction.

**In Person Learning Schedule:**

The In Person Model focuses on schools operating at 100% capacity.

**CHMS In Person Learning Schedule**

7:35	Doors Open-Students report directly to breakfast or HR	
7:45-8:05	HR/Breakfast	20 min
8:05-9:00	Block 1	55 min
9:03-9:57	Block 2	55 min
10:00-10:55	Block 3	55 min
10:57- 12:34  (Lunch 1) 10:57-11:24 (27 min) (Lunch 2)11:32-11:59 (27 min)	Block 4/Lunch	91 min  *Additional time built in for handwashing/lunch transition
12:37- 1:32	Block 5	55 min
1:35-2:30	Block 6	55 min
2:30-2:42	Staggered Dismissal	12 min

**Hybrid Learning Schedule:**

In this model school will open at 50% capacity with students being assigned to the Blue group, or Gold group. Students in the Blue group will report to school on Monday and Thursday. Students in the Gold Group will report to school on Tuesdays and Fridays. Wednesdays will be a remote learning day for all students. Students will be asked to participate in virtual class meetings at specific times. Meeting times will be determined by the students' class schedule.

Student schedules in the Hybrid model will be mailed home and available in PowerSchool.

**CHMS Blue/Gold Hybrid Learning Schedule**

7:35	Doors Open-Students report directly to breakfast or HR	
7:45-8:05	HR/Breakfast	20 min
8:05-9:00	Block 1	55 min
9:03-9:57	Block 2	55 min
10:00-10:55	Block 3	55 min
10:57- 12:34  (Lunch 1) 10:57-11:24 (27 min) (Lunch 2)11:32-11:59 (27 min)	Block 4/Lunch	91 min  *Additional time built in for handwashing/lunch transition
12:37- 1:32	Block 5	55 min
1:35-2:30	Block 6	55 min
2:30-2:42	Staggered Dismissal	12 min

**CHMS Remote Learning Schedule in the Hybrid Model (Wednesday Schedule)**

Block 1	9:00 - 9:30
Block 2	9:35 - 10:05
Block 3	10:10 - 10:40
Block 4	10:45 - 11:15
Block 5	11:20 - 11:50
Block 6	11:55 - 12:25

***Class Configuration:***

- Sanitizer stations available
- Desks are spaced minimally six feet apart
- Teachers will rotate into classroom spaces to deliver instruction
- Chorus and Band will take place in the Auditorium to maximize social distancing (min 12 ft)
- Instruction held outdoors will be encouraged when weather permits
- The use of shared classroom supplies will be very limited and sanitized between between student use
- Individual supply kits will be provided to students and stored at the student's assigned desk

***Hall Traffic/Locker Use:***

- 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
- Use of student lockers will be limited. The School Safety Committee/PBIS committee has developed a locker use plan that allows for staggered/ socially distanced locker visits
- No congregating in hallways

***Shared Spaces:***

- Sanitizer stations will be available in hallways and classrooms
- Touchless water bottle filling stations or disposal cups at water fountain
- Mask breaks will be scheduled throughout the day following CDC safety guidelines. Minimally students will have a 10 minute mask break per instructional block.
- 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.
- Assigned seating areas for students to eat lunch in the gymnasium. Desks/tables will be placed at least 6ft apart. Social distancing guidelines will be followed by those students who need to go through the lunch line. Students will remove masks once seated.

***Student Pick-Up and Early Release:***

- Parents will wait in their car in the front bus loop for their child to exit the building.

***Clubs & Activities:***

- Extracurricular and Co-Curricular clubs and activities will be held on a limited basis as long as proper social distancing and wearing of face coverings is enacted.

***Distance Learning Schedule:***

- In the event that a Distance Learning model is necessitated, students will be provided with both Synchronous and Asynchronous instruction. Teachers will provide students and parents with a schedule of meeting times and assignments.

***Special Education:***

- All identified students will have access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

**Academic Intervention Services (AIS):**

- Data Teams in both Reading and Math will use the building developed protocols and procedures to be applied uniformly at each grade level for determining which students are entitled to such services.

**CHMS Social Emotional Learning (SEL) Re-entry Plan*****Student Supports:***

- Teachers will collaborate with students to create new behavioral expectations for our “cohort pods” (crews)
- SEL lessons and activities identifying healthy coping strategies and stress management, emotional regulation and problem solving methods, along with conflict resolution will be delivered to students. Students, under teacher guidance will identify how we can work together and develop empathy and a sense of community in order to overcome challenges we may face after returning to school.
- Daily time will be dedicated to circle programs to develop a sense of community within both cohort pods, as well as the MS and district.
- The Second Step program will be used schoolwide as an ongoing program to address SEL needs across the school year.
- Students will receive the UCLA COVID PTSD screener upon returning to school and at one-month intervals to assess student stress and emotional status
- The PBIS Committee will develop lessons and activities focused on structures and routines
- Collaborate with PBIS team to develop “welcome back” video for students
- Parent communication and resources will be provided on our webpage
- Team Building/relationship building activities will occur on a regular basis.
- Student behavioral and social-emotional needs will be monitored through data collection inherent to Second Step programming and will be utilized to identify tier 2 and tier 3 students and differentiate additional need for support and intervention
- Additionally, our student support team will be available to support students on a as needed basis, in addition to regularly scheduled individual and group counseling services.

**Subsection C-**  
**Cleveland Hill High School Specific Addendum**

**Student, Family, and Community Reopening  
Communication Guide**

The Cleveland Hill High School Reopening Committee strives to accommodate the safest possible return for staff, students, and the community for the 2020 - 2021 school year. Careful consideration has been given to the New York State Education Department, Department of Health, and Center for Disease Control Guidelines and Regulations in the creation of this Communication Guide. For the purposes of this guide, Reopening refers only to the Hybrid (50% student capacity) and In-Person (100% student capacity) models of instruction. In the event that the Distance Learning (no students present in school) model is utilized, a separate guide will be made available.

## **BUILDING ACCESS**

### **COVID-19 Health Screening Questionnaire**

To ensure that all members of the Cleveland Hill High School community are as safe as possible, we are requiring that any and all individuals coming to the building (including staff, students, family members, guests, delivery persons, or other visitors) perform a daily COVID-19 Health Screening prior to their arrival. The COVID-19 Health Screening consists of the following questions:

1. Do you have a temperature of 100°F (38°C) or greater?
2. Are you currently experiencing, or have you experienced in the past 14 days, any symptoms of COVID-19, including a temperature of 100°F or greater?  
For a list of symptoms, see below.
3. Have you tested positive for or had a confirmed case of COVID-19 in the past 14 days?
4. Are you currently under active quarantine related to COVID-19?
5. In the last 14 days have you had close or proximate contact with someone who you knew or now know has tested positive for or had a confirmed case of COVID-19 or has/had symptoms of COVID-19?
6. In the last 14 days have you traveled outside the U.S. for any period of time or traveled to/within a U.S. State on the NYS COVID-19 Travel Advisory list for a period of 24 hours or more? <https://coronavirus.health.ny.gov/covid-19-travel-advisory>

Symptoms can include, but are not limited to:

1. Fever or chills (100°F or greater);
2. Cough or Shortness of breath/Difficulty breathing;
3. Fatigue and/or Muscle/Body Aches, Headache;
4. Recent loss of taste or smell (not otherwise tied to another cause);
5. Sore Throat or Congestion/Runny Nose;
6. Nausea, Vomiting, Diarrhea.

Only those individuals who do not demonstrate any of the above symptoms, answer “No” to the six screening questionnaire questions, **and who are wearing an appropriate mask or face covering (mouth and nose are covered with sealed edges), will be granted access to the building.**

### **Item Drop-Off/Pick-Up**

Visitors will not be allowed in the building, unless granted administrative permission or in the event of an emergency. For those parents/guardians or approved family members dropping off or picking up a student or other items, please ready the following.

1. Parents/guardians or other approved family members picking up their children during the day will be asked to report to the High School front entryway, have a visible ID ready to display in front of the camera, and remain outside while the office staff retrieves their son or daughter.
2. Parents/guardians dropping off their child for school will not be permitted in the building. If for some reason they need access to the building, they must get administrative approval in advance and complete the aforementioned Health Screening Questionnaire.
3. Parents/guardians dropping off items for their child should report to the High School front entryway, have a visible ID ready to display in front of the camera, inform the office staff of what the item is and who they are dropping off for, and then leave the item outside of the door. A member of the office staff will retrieve the item once the parent/guardian has left.

#### Signage and Postings

Wherever available, signage and postings will be present to inform students, parents/guardians, family members, and visitors/guests to the newly established practices and procedures. This will include information on decreasing disease transmission by practicing appropriate social distancing, using a face mask or covering that covers the mouth and nose, practicing good hand hygiene and cough/sneeze etiquette, and cleaning/disinfecting surfaces whenever possible.

### **ARRIVAL AND DISMISSAL PROCEDURES**

#### **Doors Open**

Students will not be permitted access to the building prior to 7:35 am, including those students arriving by bus, walkers, or those being dropped off. To ensure the safety of our students, parents/guardians or other family members may not drop students off prior to 7:35 am. It is expected that parents/guardians .

#### **Student Arrival**

To promote appropriate social distancing, specific measures for students arriving by bus, getting dropped off, or by bicycle/foot have been established, as follows:

1. Students arriving by bus must remain on the bus and seated until given direction by the driver and the door opens. One bus at a time will empty students, and students will be asked to proceed slowly and at a distance into the building. Once one bus has cleared all of their students, the next bus will be asked to dismiss. Masks must be worn as students enter the building.
2. Students getting a ride from a parent/guardian or otherwise must be dropped off at the Parent Drop-Off Loop. Prior to 8:05 am, parents/guardians may not drop students off in

front of the building (the bus loop). Students getting dropped off must wear a mask upon exiting the car and into the building.

### Student Dismissal

At the end of the day, students will be dismissed in a staggered fashion, based on categories (bus riders, walkers, parent/guardian pick up). At the beginning of the year there will be no after-school activities, so there should be no congregating in the halls for any reason.

1. Those students dismissing to walk or be picked up are expected to, upon being called over the loudspeaker, exit their classrooms, get any necessary items from their lockers, and dismiss as quickly as possible.
2. Those students taking the bus, bus numbers will be called out as the busses arrive, to avoid prolonged wait times and/or student clustering. These students should also dismiss quickly from their classrooms, obtain any items from their locker if necessary, and exit the building.

### Extracurriculars

During the initial opening of school, in-person meetings of clubs and/or activities will not take place. However, some club/activity advisors will elect to host online, digital meetings with the students in their organization. Students should direct specific questions of this regard to their individual club/extracurricular advisors.

### HALLWAY/STAIRS TRAFFIC AND LOCKER USE

In addition to the measures being taken to reduce risk of transmission in the classroom (see below), new practices have also been established in the hallways to promote healthy hand/respiratory hygiene practices.

1. First and foremost, upon entering the building, students must wear a mask or appropriate face covering in the hallways and on the stairwells, at all times. Members of the staff will be held to this expectation, as well.
2. Social distancing in the hallways will be enforced through the use of divider tape clearly marking directional traffic. To limit face-to-face interactions, students will be expected to stay in their lane, facing forward, going with the flow of traffic as they move from class to class. Extraneous travel or trips to non-essential locations will not be permitted.
3. Stairwells have been marked as one-way traffic to reduce opportunities for face-to-face interaction.
  1. The center stairwell (closest to the Parent/Guardian Drop Off doors) will be an “up” stairwell. The stairwells at the end of the College & Career wing and at the end of the Science Tower will be marked as “down” stairwells.
4. Posters and signage will be hung throughout the building to clearly highlight these new protocols, and to reinforce the use of safe hallway etiquette.
5. High touch areas (handrails, door knobs, etc) will be sanitized on a regular basis, and

- students will be encouraged to practice good hand hygiene after touching these objects.
6. To minimize hallway clustering/obstruction, students will only be permitted to go to their locker at three points during the day (before homeroom/1st block, before lunch, and at dismissal).
  7. To accommodate for the reduced locker visitations, students will be permitted to wear backpacks to carry their belongings.

#### RESTROOMS AND WATER FOUNTAINS

Students will be encouraged to use only those facilities closest to their assigned classroom. Extraneous travel through the hallways will not be permitted.

1. To reduce the opportunities for potential transmission, maximum occupancy limitations will be placed on each restroom. These limits will be based on the number of usable facilities (toilet, urinals, sinks, etc) within the restroom.
2. New water bottle filling stations have been added to the High School. Students are encouraged to bring reusable water bottles, so that they can use they “contactless” devices throughout the day. However, hand sanitizer and single-use cups will be available at traditional water fountains.
3. To minimize possible transmission, increased cleaning and disinfecting of restrooms and water fountains will occur throughout the day.
4. Emphasis will be placed on instructing students on these new practices during the first days of school. Additionally, signage has been added to reinforce the new expectations.

#### CLASSROOM CONFIGURATIONS

To address the needs of proper social distancing in the classroom, teachers, administration, and our building and grounds staff have been working together to create safe, socially-distanced, classroom configurations. Although each classroom has individual and unique uses and layouts, certain guidelines have been established:

1. Measures have been taken to establish 6 feet (in all directions) of teaching space for all members of the instruction staff.
2. Student desks/chairs have also been spaced at 6 feet (in all directions)
3. Student desks/chairs have been placed in rows, with all students facing the same direction.
4. Non-essential teaching materials and furniture have been tagged for removal to accommodate for the increased square footage needs per pupil.
5. All space within the high school has been considered as possible instructional space, to promote safe social distancing. In some circumstances, nontraditional spaces will be utilized for safe storage of non-essential teaching materials and/or furniture.
6. Additionally, larger building spaces are being repurposed to be available for alternative needs.
7. Posters and signage will be present throughout the building to promote awareness of these new practices and expectations.
8. To minimize possible transmission, increased cleaning and disinfecting of high touch surfaces will occur throughout the day.
9. All designated instructional spaces will be equipped with appropriate PPE materials and

disinfectants.

10. "Mask break" areas will be available to students throughout the day, during times and in areas where safe social distancing can be practiced. Each student will be permitted a minimum of a 10 minute mask break during each block. Students must remain seated and abide by the social distancing guidelines during the 10 minute breaks.

#### SOCIAL-EMOTIONAL LEARNING AND SUPPORTS

##### [CH Comprehensive K-12 School Counseling Plan](#)

In collaboration with the Elementary and Middle School Student Support Staff Teams (counselors, psychologists, social workers, and administration), Cleveland Hill has updated the District Comprehensive School Counseling Plan (linked in subheading) to meet the current needs associated with the effects that the COVID-19 pandemic has had on staff, students, and the community.

##### Preparations for the Return to School

In response to the impending need for the Social-Emotional Learning (SEL) and support of our students, proactive measures are being taken to address measures to mitigate the stress and anxiety that these events have caused, while embedding the teaching of new skills into the curriculum (for both in-person and digital instruction).

1. Detailed information sharing with students about expectations, procedures, and regulations through group discussions, tutorials, written communication, and posters/signage, to lessen the fear and anxiety associated with the return to school.
2. Freshman and Transfer Orientation modifications to inform incoming students and their families of the updates policies and procedures related to the safe return to school. At this time, the HS Counseling Department will also introduce themselves, share
3. Modifications to curriculum in Freshman Seminar to address the ongoing needs of ninth grade students as they not only adjust to the transition to high school, but do so in a potential variety of different learning models.
4. Develop a Child/Adolescent PTSD Screening document ([UCLA Trauma and PTSD Screening Tool](#)) to survey the student body to identify those students most at-risk of trauma or PTSD side effects.
5. Parents/Guardians electing to have their child participate in distance learning (as opposed to the Hybrid or In-Person model that might be running), must notify the building principal in advance for accommodations to be made.

##### Upon Returning to School:

Through the Tier 1 and Tier 2 PBIS teams, efforts will be made to ensure that all students are able to be successful with any of the possible transitions that might occur between the three learning models (In-Person, Hybrid, and Distance). More specifically, the Tier 1 team will work to create lesson plans and teaching materials to ensure that all students receive

instruction on the new expectations for health, safety, hygiene, and social distancing. The Tier 2 team will work at identifying and providing supports for those students who are not finding success through each of the transitions.

1. Upon returning to school, administer the PTSD/Trauma Screening tool.
2. Data from the screening tool will be shared with both Tier 1 and Tier 2 teams
3. The Tier 1 team will determine possible school-wide initiatives to address the concerns identified in the data (fear/anxiety around PPE, hallway traffic, lockers, etc.)
4. The Tier 2 team will determine those students considered high-risk (most affected by the circumstances) and will begin meeting with them individually or in small group settings (based on the need(s) of the student(s).
5. During those meetings a determination will be made if the child is in need of additional support or referral to an outside agency (including the FRC).
6. The counselor will continue to meet with and follow up on the student as needed on an individual basis.
7. After one month of returning to school, readminister the Screening Tool to gather the necessary data.
8. Repeat the steps listed above to identify those students still in need, or those students who are newly identified as high-risk.

#### Family Resource Center (FRC)

The staff at the Family Resource Center (FRC) excel at helping families work through challenging experiences, using strategies established under Solution-Focused Therapy. Undoubtedly, many of our students and families have experienced hardship during this time, and may be in need of these additional supports. Through the PBIS Tier 2 Team and the HS Counseling Department, we will place an emphasis on:

1. Identifying families in need of additional supports
2. Schedule socially-distanced appointments to engage families in counseling
3. Serve as a linkage between our school community and outside agency support
4. Create and administer a survey for parents/guardians to gauge specific areas that the High School might be able to support (talking to your child about COVID-19, managing the stress of a pandemic, enhancing employability/interview readiness, etc.)
5. Use the survey to create opportunities to support our families, based on the needs and interests they've expressed.

#### Staff Supports

It goes without saying that the students returning to school will be in need of additional support coupled with a great deal of compassion and care. This can be challenging for a staff who are potentially dealing with the stress and anxiety of this situation, as well. To ensure that our staff can uphold the level of care and support that our students will need, supports will be put in place to assist the staff in dealing with this transition.

1. Any staff member in need of assistance during the day will be provided with a safe space to sort through their emotions.
2. Support from a member of our counseling staff will be available upon request.
3. Information about the district's Employee Assistance Plan will be available upon request, should a staff member need assistance connecting with an outside agency.
4. The Health and Wellness Committee will continue their efforts to bring healthy programs and initiatives to our staff, to promote overall health and wellness during these times.

#### BREAKFAST AND LUNCH SERVICES

For the purposes of returning to school, the MS/HS Gymnasium is being reconstituted as cafeteria space. Students will report to the gymnasium for their scheduled breakfast and lunch times, where furniture will be available to allow them to safely socially distance, eat their meal, and take a mask break.

1. As in the past, high school students will have breakfast made available to them upon arriving to the building (7:35 am - 8:00 am).
2. Students will be asked to safely socially distance while waiting in the service line for breakfast/lunch, but are permitted to remove their mask or facial covering once seated.
3. The sharing of food/drink will not be permitted.
4. If a student needs to get up from their seat, they must put their mask/face covering on.
5. The students will be required to sit in pre-designated locations. These locations will be first come, first served.
6. Routines will be developed and established for the purchasing of meals, sanitizing of tables, and disposal of waste, in an effort to minimize student contact and possible transmission.
7. Students will be encouraged to practice good hand hygiene, before and after eating.
8. Students will be permitted to visit their locker before lunch, to obtain any lunch items brought from home.

#### INSTRUCTIONAL CONSIDERATIONS

##### Special Education

For those students classified by the Committee on Special Education as having a disability, access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive), will be provided, to meet the unique needs of the individual student.

1. Any classified student has a right to FAPE, and provisions will be made to protect the health and safety of those students classified by CSE, and the service care providers that work with them.
2. Special Education teachers will document the programs and services offered to each student with a disability, and will communicate these needs to all other stakeholders within the staff.

3. Special Education teachers will also serve as a primary source of communication between the school and home.
4. IEP Direct/Frontline will be used to track school-home communications and the monitoring of student progress.
5. Under the Hybrid model, prioritization for those students of the highest need will be made, to address the potential need for additional time spent on “In-Person” instruction.

#### English Language Learners

For those students whose primary language is not English, additional accommodations will be made available, based on the individual needs of the learner.

1. In all cases, the process for identification of ELLs will be completed within the first 30 days of the school year.
2. Whenever possible, provisions will be made to provide and maintain frequent communication between the building and the home, in their preferred language and mode of communication.
3. Required instructional units of study will be provided to all ELL students.
4. If the building is engaging in the Hybrid Learning Model, provisions will be considered to provide the highest-need learners with additional “in-person” instruction.

#### Academic Interventions and Supports

Data protocols will be established to determine which students are entitled to additional academic intervention services. A variety of measurements will be utilized to make these considerations, but additional measures will be taken to recognize student and parent/guardian requests.

#### Technology Needs and Connectivity

Under the Hybrid Learning Model, to the extent possible, all students will be provided with a device capable of allowing them to fully engage in Distance Learning (Chromebook). Those students and families with connectivity (WiFi) concerns should contact the building principal for assistance.

#### SHARED SPACES

At present, plans to meet the needs of those courses/programs that utilized high frequency shared spaces are being considered. This includes measures to ensure the health and safety of all students and staff, while simultaneously attempting to uphold the standard and

expectation of a given course, curriculum, or activity.

#### Physical Education

1. To the extent possible, physical education classes will be based out of the classroom under the Hybrid Learning and In-Person models
2. The physical education staff will plan and design learning opportunities that can meet the needs of our students, while strictly adhering to the CDC and DOH guidelines.
3. Weather permitting, PE staff may engage the students in outdoor learning, while still adhering to the CDC and DOH guidelines.

#### Band

1. Band will still operate at the High School, with provisions in place to ensure safe social distancing.
2. Band will occur from 7:40 - 8:00 am in the MS/HS Auditorium. Students will be allowed in the building at 7:35 am. As this is a credit-earning class, students will be expected to be present and ready in their assigned location in the Aud by 7:40 am.
3. Student assignments in the auditorium will be 12 feet (or more) apart, to reduce the risk of possible transmission.
4. Students will be asked to practice hand hygiene at the beginning and end of band.

#### Chorus

1. Chorus will still run during the school day (during 5th block), as in the past.
2. Measures comparable to band (see above) will be established, to allow for safe social distancing (12ft or more in all directions).
3. Students will be asked to practice hand hygiene at the beginning and end of band.
4. Additional sanitizing equipment will be available for the student assigned locations and the instruments.

#### Library

1. For the foreseeable future, the Library will offer push-in services only.
2. Students will be introduced to the "Digital Sign Out" of Library Media Resources, where they can log in and sign out materials that will be delivered to them the following morning.
3. In addition, the Librarian will be available to push-into classrooms for instructional purposes.

### **HYBRID LEARNING**

#### **Hybrid Learning**

Hybrid Learning is a combination of in-person and remote learning, intended to serve as a bridge for returning staff and students to the classroom, while still meeting the criteria established by the CDC and DOH for safe social distancing in schools. Measures are taken to reduce the total population of students in the school at a given time, to allow for 6 feet of social distancing in the classroom and

other shared spaces.

### **Schedule**

The student body will be divided into two groups, the BLUE group and the GOLD group. Those students in the BLUE group will receive live, in-person instruction on Mondays and Thursdays and remote instruction on Tuesday and Friday. Those students in the GOLD group will receive live, in-person instruction on Tuesday, and Friday and remote instruction on Monday and Thursday. All students will engage in remote learning on Wednesdays, following a synchronous schedule (see below). In some circumstances, students in need of specialized accommodations (IEPs, ELLs, Social-Emotional Needs), will receive live, in-person instruction on Monday, Tuesday, Thursday, and Friday. These students will be identified as the GREEN group, and they will also receive remote learning on Wednesdays. (See Example Calendar - Appendix C)

### **Letter Days**

In this model, Monday and Tuesday will share the same letter, as will Thursday and Friday, to account for the students who are working remotely on a given day. These letter days will follow a pattern similar to a traditional calendar, moving from A to F in order. The remote learning on Wednesday will follow a separate schedule, with each Wednesday being assigned a letter, A through F and rotating through in order. This will ensure that over time, there is equity in the distribution of letter days over the course of the period that we will potentially be in Hybrid Learning.

**Blue Group - Monday/Thursday, Gold Group - Tuesday/Friday - [HYBRID SCHEDULE \(Appendix A\)](#)**

### **Remote Learning**

The remote learning that will occur for the students in the BLUE group (Tuesday/Friday) and GOLD group (Monday/Thursday) will be a combination of extension activities/independent practice based on the content that they've recently learning in person, and potential frontloading of new content or concepts that they will learn about when they return on their next day of in-person instruction. This content will be designed and implemented by the classroom teacher and efforts will be made to provide the teacher with asynchronous time in their schedule to provide assistance to those students (virtually), whenever possible.

On Wednesdays, when all students are working remotely, a synchronous schedule will be followed (see below). Students and teachers will follow this schedule to meet digitally, where new content, direct instruction, and/or instructional support can be conducted "live," albeit using a digital platform like the Google Suite (Google Classroom, Gmail, etc).

### **Wednesday Synchronous Remote Schedules**

<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5e</b>	<b>Block 5l</b>	<b>Block 6</b>
9:00 - 9:30 am	9:35 - 10:05 am	10:10 - 10:40 am	10:45 - 11:15 am	11:20 - 11:50 am	11:55 - 12:25 pm	12:30 - 1:00 pm

This will be an abbreviated schedule, to allow staff additional professional time during their contractual day for office hours, meetings, professional development, and/or instructional planning. For remote learning, students should log in to their Chromebooks (1:1 devices will be provided for students in the 20-21 school year) to access Google Classroom, Gmail, or any other predetermined methods that teachers will use to drive digital instruction.

### **IN-PERSON LEARNING**

For In-Person Learning (See Appendix B), all of the same practices and procedures indicated in the Hybrid Learning model will be established and reinforced, however all students will report daily. Social Distancing and Hand/Respiratory Hygiene are still an expectation. Students will follow their schedule as indicated in PowerSchool, however a third lunch period will be added to the Bell Schedule to allow for greater social distancing during lunch service. Students will be assigned to 5 Early Lunch, 5 Late Lunch, or the newly developed 5 Mid Lunch. For some students, this might mean a minor change to their schedule, from either the 5 Early or 5 Late Lunch to the 5 Mid Lunch. These changes will only be reflected in PowerSchool after the announcement to go to the “In-Person” model has been announced by our District Superintendent. Students and families will be notified of this change by their High School Counselor.

### **DISTANCE LEARNING**

#### **District-Wide Distance Learning**

In the event that the entire district needs to implement a period of Distance Learning in the 20 - 21 school year, we will use the lessons we learned in the Spring of 2020 to implement a more comprehensive program that provides a more structured set of supports for our students. This will include a synchronous schedule that teachers and students will follow, to improve on the overall efficacy of our instructional program. At present, this plan is still being developed by a committee made up of members of the High School learning community.

#### **Individual Student Distance Learning**

In some circumstances, we may find that the district and schools are operating in a Hybrid or In-Person model, but the individual health, wellness, and/or social-emotional needs of a student may require them to have access to a Distance Learning program instead, that they can access from home. If you feel your son or daughter may require these provisions, please contact the High School Principal for more details.

**APPENDIX A**

**CHHS ALTERNATE BELL SCHEDULE  
USED IN THE EVENT OF HYBRID INSTRUCTION (50% Return of Students)**

<b>Block</b>	<b>Start Time</b>	<b>End Time</b>	<b>Total Minutes</b>
0 (Band)	7:35 am	8:00 am	25 *
1	7:50 am	9:00 am	70 **
2	9:05 am	10:00 am	55
3	10:05 am	11:00 am	55
4	11:05 pm	12:00 pm	55
	<b>1st Lunch</b>		
5 early Lunch	12:05 pm	12:35 pm	30
5late Class	12:40 pm	1:35 pm	55
	<b>2nd Lunch</b>		
5 early Class	12:05 pm	1:00 pm	55
5 late Lunch	1:05 pm	1:35 pm	30
6	1:40 pm	2:42 pm	62 ***
<p>*Band students will be expected to report to 1st period by 8:05 am.            **Additional time is built into 1st period, due to the removal of Homeroom. Homeroom was removed to reduce the number of transitions (and thus, possible transmission), in the High School schedule. The time from 7:50 am to 8:05 am will be spent on announcements, reinforcement on COVID-19 safety precautions and practices, technology issues related to 1:1 chromebooks, restroom and hand hygiene opportunities, and controlled locker visitations). First period course instruction should begin by 8:05 am, allowing for 55 minutes to be designated toward course content.            ***Due to COVID-19, dismissal will be staggered to accommodate for appropriate social distancing in the hallways. As busses arrive, applicable bus numbers will be called on the P.A. system, and those students only will be released. The additional time on this block mitigates the potential loss of instructional time in Block Six.</p>			

APPENDIX B

**CHHS ALTERNATE BELL SCHEDULE  
USED IN THE EVENT OF IN-PERSON INSTRUCTION (100% Return of Students)**

Block	Start Time	End Time	Total Time
Band	7:35	8:00	25 *
Block 1	7:50	9:00	70 **
Block 2	9:05	10:00	55
Block 3	10:05	11:00	55
Block 4	11:05	12:00	55
<b>1st Lunch</b>			
5 Early Lunch	12:05	12:30	25
5 Late Class	12:35	1:35	60
<b>2nd Lunch ***</b>			
5 Early Class (1)	12:05	12:30	25
5 Mid Lunch	12:35	1:00	25
5 Late Class (2)	1:05	1:35	30
<b>3rd Lunch</b>			
5 Early Class	12:05	1:05	60
5 Late Lunch	1:10	1:35	25
Block 6	1:40	2:42	62 ****

\*Band students will be expected to report to 1st period by 8:05 am.  
 \*\*Additional time is built into the 1st period, due to the removal of Homeroom, which was removed to reduce the number of transitions in the schedule. The time from 7:50 am to 8:05 am will be spent on announcements, reinforcement of COVID-19 safety precautions and practices, technology issues related to 1:1 chromebooks, restroom and hand hygiene opportunities, and controlled locker visitations). First period course instruction should begin by 8:05 am, allowing for 55 minutes to be designated toward course content.  
 \*\*\*The 2nd Lunch falls in the middle of an academic period, splitting the instructional time up. Students chosen for this lunch will be selected by prioritizing those enrolled in study halls or other non-core content courses.  
 \*\*\*\*Due to COVID-19, dismissal will be staggered to accommodate for appropriate social distancing in the hallways. As busses arrive, applicable bus numbers will be called on the P.A. system, and those students only will be released. The additional time on this block mitigates the potential loss of instructional time in Block Six.

APPENDIX C

CHHS HYBRID LEARNING  
EXAMPLE CALENDAR FOR SEPTEMBER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 HOLIDAY	8 <b>A</b> GOLD - In-Person BLUE - Remote GREEN - In-Person	9 <b>A</b> BLUE - Remote GOLD - Remote GREEN - Remote	10 <b>B</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	11 <b>B</b> GOLD - In-Person BLUE - Remote GREEN - In-Person
14 <b>C</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	15 <b>C</b> GOLD - In-Person BLUE - Remote GREEN - In-Person	16 <b>B</b> BLUE - Remote GOLD - Remote GREEN - Remote	17 <b>D</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	18 <b>D</b> GOLD - In-Person BLUE - Remote GREEN - In-Person
21 <b>E</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	22 <b>E</b> GOLD - In-Person BLUE - Remote GREEN - In-Person	23 <b>C</b> BLUE - Remote GOLD - Remote GREEN - Remote	24 <b>F</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	25 <b>F</b> GOLD - In-Person BLUE - Remote GREEN - In-Person
28 <b>A</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	29 <b>A</b> GOLD - In-Person BLUE - Remote GREEN - In-Person	31 <b>D</b> BLUE - Remote GOLD - Remote GREEN - Remote	1 <b>B</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	2 <b>B</b> GOLD - In-Person BLUE - Remote GREEN - In-Person
5 <b>C</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	6 <b>C</b> GOLD - In-Person BLUE - Remote GREEN - In-Person	7 <b>E</b> BLUE - Remote GOLD - Remote GREEN - Remote	8 <b>D</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	9 <b>D</b> GOLD - In-Person BLUE - Remote GREEN - In-Person
12 HOLIDAY	13 <b>E</b> GOLD - In-Person BLUE - Remote GREEN - In-Person	14 <b>F</b> BLUE - Remote GOLD - Remote GREEN - Remote	15 <b>F</b> BLUE - In-Person GOLD - Remote GREEN - In-Person	16 <b>F</b> GOLD - In-Person BLUE - Remote GREEN - In-Person