

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



Updated July 29, 2020

Note - This plan 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) 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. 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.

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 and 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 Wednesday and for remote learning on Tuesday and Thursday. Gold will learn at home remotely on Monday and Wednesday and will be in school for in-person instruction on Tuesday and Thursday. Each group will rotate Fridays to have “in school” instruction. 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, 1st
Kristine Strible, 3rd
Alan Rubin, 4th
Kelsey Kiblin, 5th
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/ 7th 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, 6th Grade/Special Education
Nancy O'Brien, 8th 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