



CATHOLIC ACADEMY OF WEST BUFFALO

1069 DELAWARE AVENUE

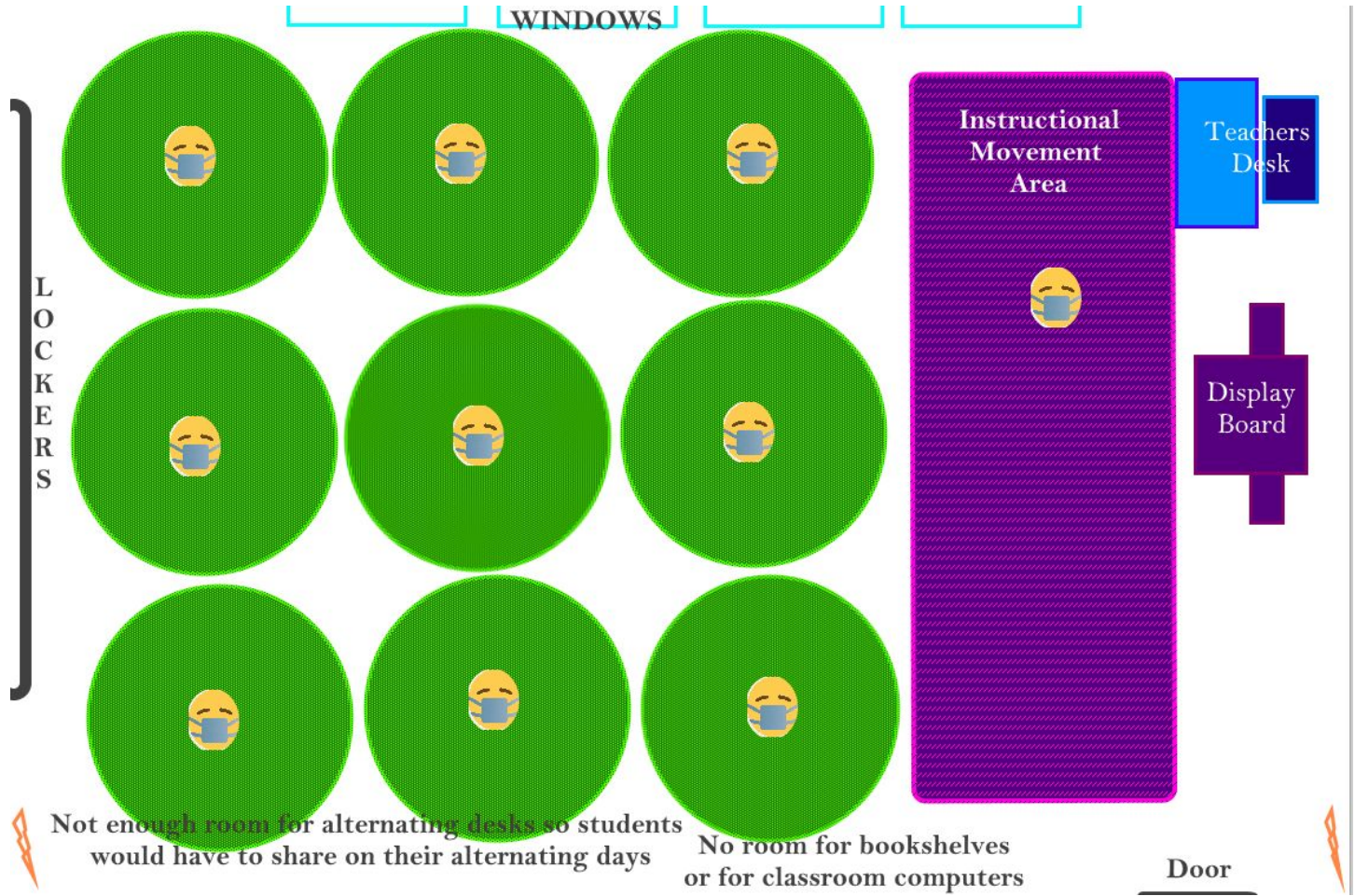
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Covid-19 Coordinator
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Basic classroom set up 20' x 30'



Communication/Family and Community Engagement

Reopening Plan Mandated Requirements:

- **The school and/or district engaged with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) when developing reopening plans. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.**
 - The reopening plan was developed with input from :
 - *Board members.*
 - *Panel of teachers.*
 - *Parent conversation and survey.*
 - *Food service committee.*
 - *Sanitation committee.*
 - *Sr Gail Glenn* met reviewed guidance and mandates from the Center for Disease Control (CDC), the Department of Health, and the New York State Education Department. *Sr Gail Glenn* discussed and developed recommendations to include the reopening plan.
- **The school developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information. Responsible Parties may consider developing webpages, text and email groups, and/or social media groups or posts.**
 - uses many communications channels for its everyday business. With regard to reopening, we are continuing to do the same. The following are the methods we use to communicate with stakeholders:
 - Website
 - Facebook page
 - Twitter
 - School Messenger: mass communication for parents, students and staff. This tool allows us to email, text and call constituents
 - Printed materials: these are mailed to parents as well as the community
 - Community focused email newsletter
 - Signage at school locations, visible before students, staff, parents/guardians and any visitors enter any school facility
- **The school will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.**
 - This training is being handled as part of the health and safety assurance component of our reopening plan

- **The school will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when a social distance cannot be maintained.**
 - is providing communication both by email, in meetings and signage regarding the proper use of PPE and specifically, face coverings. Additional detail may be found in the Health and Safety section of the reopening plan
- **The school will provide communications in the language(s) spoken at home among families and throughout the school community. Written plans must be accessible to those with visual and/or hearing impairments.**
 - The district has established a practice of communications with families and throughout the school community in the languages spoken at home. *Utilize Title I funding to secure authorized translations for families that are ELL* in the school community are provided in the languages spoken at home.
 - *Members of the school community will be utilized to help us secure translations for our ELL families.*

Health and Safety

Reopening Plan Mandatory Requirements

COVID-19 Workplace Safety Plan - See Appendix A

- **Each school and/or district reopening plan must review and consider the number of student and staff allowed to return in person. These factors should be considered when determining resumption of in person instruction: (1) Ability to maintain appropriate social distancing or face coverings; (2) PPE and face covering availability; (3) Availability of safe transportation; and (4) Local hospital capacity - consult your local department of health.**
 - The school has calculated the potential number of students who will return to school and have developed plans to meet Department of Health mandates in areas 1-4 above through *the registration paperwork on file.*
- **Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/legal guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.**
 - The reopening plan was developed with input from a committee developed from various areas of the school community. This committee was made up of _____ members from
 - *Board of Education Members regarding Office of Federal and State Programs*
 - *Home School Association*
 - *District Administration*
 - *District instructional staff*
 - *Bargaining Unit Presidents*
 - *Parents of Students from PreK through 8th grade*
 - *BOCES staff regarding educational materials and workshops*
 - Committee members met reviewed guidance and mandates from the Center for Disease Control (CDC), the Department of Health, and the New York State Education Department. The Catholic Academy of West Buffalo school committee discussed and developed recommendations to include the reopening plan.
- **Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.**
 - *A plan was developed to address clear, consistent, transparent and frequent communication with the stakeholders identified above has been established.*
 - *A comprehensive plan for signage and training was likewise established*

- **Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.**

- The district will ensure that each staff member will be educated on the signs and symptoms of COVID-19 by the school building nurse. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:
- Fever or chills (100°F or greater)
- Cough;
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Staff will be educated to observe students or other staff members for signs of any type of illness such as:

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

Students and staff exhibiting these signs with no other explanation for them will be sent to the school health office for an assessment by the school nurse. If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child or send the staff member home.

Daily health screenings including daily temperature checks and completion of a screening questionnaire are required for staff, contractors, vendors, and visitors. Students are required to have a daily temperature check and periodic completion of a screening questionnaire. Anyone who has a temperature of 100°F or greater or has a positive response on the screening questionnaire must be sent home or stay in the isolation room until they can leave school.

- **Each school and/or district reopening plan has a written protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.**

- *The school has developed a plan for checking temperatures of students whose parent/guardian did not perform the screening. The school will be implementing a plan with the Erie County Health Department and with parents and school staff to ensure accurate screening, reporting, tracking and tracing of individuals with COVID-19 symptoms. If a student needs to be screened at school, staff members will supervise students who are waiting their turn to be screened. While waiting, students must be socially distanced and wearing a mask. The school will train staff members prior to the first day of in person learning on how to conduct temperature screenings.*

Staff will **use infrared thermometers for screenings** at 3 different entryways. When an infrared thermometer is not available an oral thermometer will be used for taking temperatures using disposable thermometer probes and PPE or barriers for staff members conducting the screening and following protocols outlined by the school district.

Screeners will wear the proper PPE including face-shields, gloves and appropriate masks to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks. The following protocol will be used:

- Perform hand hygiene;
- Wash your hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60% alcohol;
- Put on disposable gloves;
- If performing a temperature check on multiple individuals, ensure that you use a clean pair of gloves for each child and clean the thermometer thoroughly between each check;
- If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with the child, you do not need to change gloves before the next check; and
- If non-contact thermometers are used, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each student. You can reuse the same wipe if it remains wet.

If social distancing or barrier/partition controls cannot be implemented during screening, personal protective equipment (PPE) can be used when within 6 feet of a child:

- Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child is occurring
- Take the child's temperature
- If performing a temperature check on multiple individuals, ensure that a clean pair of gloves is used for each child and clean the thermometer thoroughly between each check
- If disposable or non-contact (temporal or infrared) thermometers are used and there was no physical contact with an individual, you do not need to change gloves before the next check.

*If a non contact thermometer is not available and an oral thermometer is used, a new probe cover will be used for each student.

- **Each school and/or district reopening plan requires that ill students and staff be assessed by the school nurse (registered professional nurse, RN) or medical director and that if a school nurse or medical director is not available, ill students and staff will be sent home for follow up with a healthcare provider.**
 - The school will use the door screeners to assess all students and staff daily and keep a log if there are any questionable responses.
 - Certain protocols must be met before a student or staff member can return to in-person learning after suffering symptoms associated with COVID-19. At minimum, there must be a resolution of symptoms, testing negative for COVID-19 and a note from a health care provider stating it is safe for the individual to return to school. If the individual tests positive for COVID-19, they must have been released from isolation as described on page 40 of SED's reopening guidance. Also, districts must create policies with local health authorities and follow U.S. Centers for Disease Control guidance as detailed on page 40 of SED's reopening guidance.

- **Each school and/or district reopening plan has written protocol requiring students or staff with a temperature, signs of illness, and/or a positive response to the questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.**

- Each school building has designated a room to be used as an isolation area for staff or students with signs or symptoms of COVID-19. Students will be supervised until they are sent home. If a separate room is not available, the school nurse will keep at least a 6-foot distance between ill students and other persons. If they cannot be isolated in a separate room from others, it is recommended that a facemask (e.g., cloth or surgical mask) be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home.
- The school nurse or supervising staff member will:
 - Escort student from isolation area to the parent/guardian
 - Instruct the parent/guardian to call their health care provider, or if they do not have a health care provider, to follow up with a local clinic or urgent care center;

If the student or staff member has emergency warning signs such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, call 911 and notify the operator that the person may have COVID-19.

- **Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.**
 - ***All visitors and vendors must have an appointment and may not enter the building without a mask***
 - ***All visitors and vendors must stop at a checkpoint to have temperature taken and questionnaire completed***
 - ***All deliveries will be left in designated school lobby***
 - ***Gloves and masks must be worn when receiving goods needing signature***
 - ***Only school employees or contract employees are allowed to freely move about the building to accomplish their tasks.***
- **Each school and or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from school.**
 - Parents/guardians will be educated on signs of illness. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:
 - Fever or chills (100°F or greater);
 - Cough;
 - Shortness of breath or difficulty breathing;
 - Fatigue;

- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.
- Staff will be educated to observe students or other staff members for signs of any type of illness such as:
 - Flushed cheeks;
 - Rapid or difficulty breathing (without recent physical activity);
 - Fatigue, and/or irritability; and
 - Frequent use of the bathroom.
- See “When you should keep your child home for influenza on the CDC website.”
- **Each school and/or district reopening plan has a written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.**

Hand Hygiene

- Staff and students will be educated on traditional hand washing procedures (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method. Staff and students may use alcohol-based hand sanitizers (60% alcohol or greater) when soap and water are not available, and hands are not visibly dirty. Some students or staff may be unable to use alcohol-based hand sanitizers for health reasons therefore they must be permitted to wash their hands with soap and water.
- The school district will make parents/guardians aware that they need to inform the school if they do not want their child to use alcohol-based hand sanitizers by sending in a written notice to the school. The school will provide accommodations for students who cannot use hand sanitizer, to allow for their use of handwashing stations.
- The school will provide hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high touch surfaces, and use touch free dispensers when able. Students will be supervised by adults to minimize accidental ingestion and promote safe usage. Supervision is required for all elementary students.
- The school district will place signage near hand sanitizer indicating visibly soiled hands should be washed with soap and water.
- Staff and students will be educated on when hand washing should occur, how to wash hands correctly, and how to correctly use alcohol-based hand sanitizers.
- Each school will provide the following:
 - Adequate facilities and supplies for hand washing including soap and water
 - Paper towels or touch free paper towel dispensers where feasible (hand dryers are not recommended as they can aerosolized germs)

Catholic Academy of West Buffalo

- No-touch/foot pedal trash cans and/or trash liners replaced and sanitized each day
 - Alcohol based hand sanitizers with at least 60% alcohol or disinfectant hand wipes
 - Time in the schedule to allow for frequent hand washing
 - Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.
- o At a minimum, students and staff will wash hands, as follows:
 - Upon entering the building and each classroom
 - After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops)
 - Before and after snacks and lunch
 - After using the bathroom
 - After helping a student with toileting
 - After sneezing, wiping or blowing nose, or coughing into hands
 - Upon coming in from outdoors
 - Anytime hands are visibly soiled

Respiratory Hygiene

- o Students and staff will be educated on the possible spread of the COVID-19 virus from person to person in droplets produced by coughs and sneezes. Education and visuals will be used to educate and remind staff that it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. A supply of tissues and no touch/floor pedal trash cans will be available in each room. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands. Always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.
- **Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.**
 - o Each school building will educate staff on appropriate social distancing. Appropriate social distancing means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk. If used, physical barriers must be put in place in accordance with United States Department of Labor's Occupational Safety and Health Administration (OSHA) guidelines, and may include strip curtains, cubicle walls, plexiglass or similar materials, or other impermeable divider or partition. Where appropriate, visual markers will be used to designate six feet spacing.
 - **Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.**
 - o Students, faculty, staff, and other individuals will be provided appropriate PPE to protect against the transmission of the COVID-19 virus when on school grounds and in school facilities. All students, faculty, and staff will have the required PPE (i.e., acceptable face coverings) before

entering school facilities, grounds, or any other space owned or administered by the school or school district (e.g., school buses)

- Social distancing will be encouraged which means six feet of space in all directions between individuals or use of appropriate physical barriers between individuals that do not adversely affect air flow, heating, cooling, or ventilation, or otherwise present a health or safety risk.
- Students and staff members who are in one of the high risk groups listed below will consult with their healthcare provider regarding prevention and report any accommodations or modifications to the building principal and school nurse.
 - Individuals age 65 or older
 - Pregnant individual;
 - Individuals with underlying health conditions including, but not limited to:
 - chronic lung disease or moderate to severe asthma
 - serious heart conditions
 - immunocompromised
 - severe obesity (body mass index [BMI] of 30 or higher)
 - diabetes
 - chronic kidney disease undergoing dialysis
 - liver disease
 - sickle cell anemia
 - children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.
- Students with special needs or students who are medically fragile who are not able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask. School staff and parents/guardians will work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety. Transitioning these students back to school will require:
 - Planning and coordination of:
 - school health services personnel
 - special education personnel
 - pupil personnel services and
 - administration.

- School district staff need to be aware that these families are already under significant stress and COVID-19 has made their situations are more critical. Alternate plans created in consultation with school health personnel on how to meet the needs of the child while keeping social distancing may include:
 - Additional PPE for staff caring for such students
 - Assigning only one staff member to care for the student
 - Decreased students in a classroom, alternating schedules, and provision of related services to an individual instead of group setting.
 - If the parents/guardians choose not to send their child back to school, the school will provide instruction remotely. Please refer to the section on Special Education for more details.
- **Each school and/or district reopening plan has a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.**
 - The school district will provide the appropriate PPE which includes, at least, an acceptable face covering, which is **required to be worn at all times even where appropriate social distancing can be maintained**. Students will be allowed to remove their face covering during meals as long as they maintain appropriate social distance. 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.
 - Masks will be worn at all times, even if 6' apart, exception is at meal time.
- **Each school and/or district reopening plan has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks, and PPE for use by school health professionals.**

Buildings & Grounds

- Standard PPE for school-based staff (teachers, TA's, administrators, clerical, students, custodial staff, etc.)
- PPE for maintenance staff and summer workers
- All buildings: cleaning and disinfecting supplies & equipment needed for offices, classrooms and common areas (wipes, sanitizer, sprayers, etc.)
- Physical barriers or partitions such as curtains, cubicle walls, plexiglass-type screens, etc.

Transportation

[Student busing is provided by Buffalo Public Schools, therefore refer to the BPS guidelines regarding transportation requirements.]

PPE for bus drivers and attendants

- PPE for bus garage office staff and bus mechanics
- PPE on buses for students who need a mask to board the bus
- Cleaning / disinfecting supplies & equipment needed for buses

Health Services

[Nurses are provided by Buffalo Public Schools. The contracted provider supplies the nurses with their equipment. We will have supplemental equipment on the premises provided by our school.]

- PPE for School Nurses (N95 masks, face shields, gowns, etc.)
- PPE for students who need a mask to enter the health office
- PPE for staff who are assisting a student who is symptomatic and needs to be isolated until they can be picked up
- Thermometers & other health screening equipment

Special Education

- Alternate PPE and accommodations for teachers and students with special needs
- All therapists will be provided with the appropriate PPE unless they bring their own appropriate face coverings or shields as well as gloves and gowns.

- **Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.**
 - If there is a confirmed case of COVID-19 in the schools, the building principal will notify the director of school health services and the director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law. The director of school health services, or other health professionals acting upon direction or referral of such director, will make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff
 - If testing is necessary it is the responsibility of the Erie County Health Department and/or the family
 - For staff members, if Erie County Health Department and/or private insurance does not cover the cost of the testing, the school will cover the cost.
- **Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19**

symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.

- Schools will follow DOH and CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19.
- If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:
 - *once there is no fever, **without the use of fever reducing medicines for at least 48 hours**
 - * they have felt well for at least 24 hours
 - *If they have been diagnosed with another condition, they must provide a healthcare provider written note stating they are clear to return to school.
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
 - *It has been at least ten days since the individual first had symptoms
 - *It has been at least three days since the individual has had a fever (**without using fever reducing medicine**)
 - *It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.
 - *Documentation from a health care provider following evaluation
 - *Negative COVID-19 diagnostic test result
- **Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.**
 - The school will adhere to hygiene, cleaning, and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs on site that document date, time, and scope of cleaning.
 - Hand hygiene stations will be provided throughout the school buildings with soap, running warm water, and disposable paper towels and lined garbage can. Alcohol-based hand sanitizer containing 60% or more alcohol will be provided for areas where handwashing is not feasible.
 - The school district will regularly clean and disinfect the site and more frequently clean and disinfect high risk areas used by many individuals and for frequently touched surfaces. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses.
 - School staff will be trained in proper cleaning procedures for high touch surfaces that need to be cleaned and disinfected throughout the school day. Students will not be present when

disinfectants are in use and should not participate in cleaning and/or disinfection activities.

Examples of high touch surfaces include:

- Tables
 - Doorknobs
 - Light switches
 - Countertops
 - Handles
 - Desks
 - Phones
 - Keyboards and tablets
 - Toilets and restrooms
 - Faucets and sink
- If there is a Covid-19 case the building will close off areas used by the sick person and these areas will not be used until after cleaning and disinfection has occurred. Staff will open outside doors and windows to increase air circulation in the area. If possible, staff will wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible and clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas. Once the area has been appropriately cleaned and disinfected it can be reopened for use. Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

School Health Office Cleaning

- School staff will be instructed that school health office cleaning must occur after each use of:
 - Cots
 - Bathroom
 - Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer's directions.
 - Disposable items should be used as much as possible including:
 - Disposable pillow protectors
 - Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.
- **Each school and/or district reopening plan has a written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.**

- When conducting an emergency drill, students will be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety. Maintaining social distancing in an actual emergency that requires evacuation or lockdown is not recommended and should not be the first priority. Building level Emergency Response Plan will be revised to establish protocols for drills versus actual emergencies.
- School buildings will conduct drills on a “staggered” schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering drills by classroom, minimizes contact of students in hallways, stairwells and at the evacuation site. It is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose.
- If schools re-open with a “hybrid” in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, each school will be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.
- When performing Lockdown Drills, staff will conduct lockdown drills in a classroom setting while maintaining social distancing and using masks. The building administrator can conduct lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing, however each school must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person. Lastly each building can conduct a lockdown drill in the classroom without “hiding”/ “sheltering” but provide an overview of how to shelter or hide in the classroom.
- **Each school and/or district reopening plan has a written plan for district/school run before and aftercare programs (or, for charter schools, as required by the school’s charter).**
 - The school will ensure all before and after care programs impacted by the district or community organizations follow district COVID-19 Reopening Plan requirements.
- **Each school and/or district reopening plan designates a COVID-19 Safety Coordinator (administrator) whose responsibilities 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.**
 - The School’s COVID-19 Safety Coordinator is Sr Gail Glenn
<https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/coronavirus-facts-infographic>

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit.pdf>

https://coronavirus.health.ny.gov/system/files/documents/2020/04/13067_coronavirus_protectyourself_poster_042020.pdf

<https://www.cdc.gov/handwashing/posters.html>

<https://www.cdc.gov/handwashing/videos.html>

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

<https://www.cdc.gov/flu/business/stay-home-when-sick.htm>

https://www.cdc.gov/coronavirus/2019-ncov/downloads/cover-your-cough_poster.pdf

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks>

Facilities

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.**
 - General Health and Safety: The school will follow all guidance related to health and safety, including meeting social distancing requirements and cleaning frequently touched spaces regularly to prevent spread of infection. Please refer to the Health and Safety section of this guidance for additional detail on general Health and Safety protocols.
 - Building Space Related Changes: The School will meet all NYSED requirements associated with building space related changes that the District may elect to make to better accommodate staff and students in the reopening plan.
 - Fire Code Compliance: Changes or additions to facilities require review by the Office of Facilities Planning (OFP), since all spaces to be occupied by public school students and staff must meet the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code. Should alterations be made, the school will submit the proposed changes to the Office of Facilities Planning for review and approval.

- **Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.**
 - Inspections: Fire system, Water safety, and insure inspection for hazardous conditions.

- **Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.**
 - Lead Testing due in 2020: The School understands that at present, the statutory requirement that lead testing occur in 2020 continues.
 - NYS DOH regulation 67-4, Lead-In-Water Testing, DOH requires lead-in-water testing to be conducted when the building is “normally occupied.” Sampling will not be conducted when the building is vacant or has been vacant for an extended period due to COVID-19 closure. The District will not conduct a simulation of “normally occupied operation” for the purpose of lead-in-water testing as this is not permitted.
 - All 2020 Lead-in-Water sampling and testing in district-owned buildings has been completed..

- **Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations are in accordance with FCNYS 2020 Section 5705.5.**
 - Hand Sanitizer: All hand sanitizer dispensers will be located in common spaces.

- **Each school and/or district reopening plan which includes the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.**
 - Installation of Dividers: If the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors and other points of congregation is required as part of the reopening plan, the School will ensure the submission of detailed floor plan to the Office of Facilities Planning for review.
- **Each school and/or district reopening plan must ensure that all new building construction and temporary quarter projects will be submitted to OFP for a full code review.**
 - New Building Construction and Temporary Quarter Projects: These projects are not being contemplated by the School at this time as part of the reopening plan. If such projects are added to the plan the School ensures the submission of the project to the Office of Facilities planning for a full code review.
- **Each school and/or district reopening plan which include new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation**
 - New Facilities for Leasing: These projects are not being contemplated by the School at this time as part of the reopening plan.
- **Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.**
 - Temporary or Permanent Use of Tents: If such projects are required as part of the reopening plan, the School will provide plans adhering to the BCNYS. These projects are not being contemplated by the School at this time as part of the reopening plan.
- **Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the BCNYS.**
 - Toilet and Sink Fixtures: The existing number of toilet and sink fixtures in the School building meets the minimum standards of the BCNYS. Properly donned masks will be required in all restrooms to ensure that the School meets the minimum standard. Beyond that measure, fixtures that exceed the minimum standard will be decommissioned to increase social distancing, inasmuch as possible. Actions will depend on what type of learning model is in place at any given time.
 - Doorways: . The doors that are normally held in the open position The function, position, and operation of those doors will remain unchanged. They should not need to be touched during normal use.
 - Emergency Drills: will conduct standard operations and procedures to the best of our ability without deviating from current requirements. Fire (evacuation) Drills and Lockdown Drills are required by Education Law and regulation and the Fire Code and they will be conducted without exceptions. Fire Code Section 404 requires that schools maintain Fire Safety, Evacuation, and Lockdown Plans and these plans include how lockdown and evacuation drills are conducted. Methods to promote and provide for social distancing during the evacuation drills will be included in the Fire Safety plans.

- **Each school and/or district reopening plan must ensure that each building provides one drinking fountain per one hundred occupants or provide a written plan for a reasonable alternate source of drinking water.**
 - **Drinking Water: Families are to send each student with one 16oz drinking bottle each day and students will be supplied with a second personal water bottle with lunch.**

- **Each school and/or district reopening plan must provide written plans on how to maintain adequate, code required ventilation (natural or mechanical) as designed.**
 - **Air Ventilation: will maintain adequate, code required ventilation (natural or mechanical) as designed.**

- **Each school and/or district reopening plan must ensure that all project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.**
 - **Project Submissions: All project submissions only dedicated to “COVID-19 Reopening” will be labeled as such.**

- **Each school and/or district reopening plan which includes the use of plastic separators must comply with the 2020 BCNYS Section 2606.**
 - **Use of Plastic Separators: Any plastic separators that are used as part of the school reopening plan will comply with the 2020 BCNYS Section 2606. No plexiglass is being employed in the fabrication of such shields used in district buildings. Lexan polycarbonate is the only material used.**

Child Nutrition

Reopening Plan Mandatory Requirements [Nutrition Subcommittee Reporting Docs]

- **Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.**
 - Access to School Meals: will provide all students enrolled in the school with access to school meals each school day. This will include students in attendance at school and students learning remotely. Service models chosen for each building will be driven by school-specific schedules, space, and needs.
 - Student in attendance at school: service models available for students in attendance at school include breakfast/lunch in the classroom and breakfast/lunch in the cafeteria following social distancing guidelines.
 - Students learning remotely: Service models include grab 'n go and delivered meals.
- **Each school and/or district reopening plan must address all applicable health and safety guidelines.**
 - Health and Safety Guidelines: will follow all applicable health and safety guidelines in providing access to school meals for all enrolled students.
- **Each school and/or district reopening plan includes measures to protect students with food allergies if providing meals in spaces outside the cafeteria.**
 - Allergies: will implement measures to protect students with food allergies if providing meals in spaces outside the cafeteria. The school will prepare individual meal plans for all students with dietary restrictions. Student allergy information will continue to be maintained in the Federal Food Service Information System.
- **Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.**

Hand Hygiene: protocols and procedures

- Students will perform hand hygiene before and after eating through hand washing before and after each meal as well as having hand sanitizer available at all times.
- Appropriate hand hygiene will be promoted through a collaboration between Food Service, Facilities and building administrators to develop protocols in classrooms for handwashing.
- Sharing of food and beverages will be discouraged through training, communication, signage, and meal supervision protocols.

- **Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.**
 - Cleaning and disinfection: If meals are served in the same common area, cleaning and disinfection will take place prior to the next group of students arriving for meals.
- **Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).**
 - Compliance with Child Nutrition Program: will continue to ensure compliance with all Child Nutrition Program requirements. The District and its Food Service Management Company will develop cycle menus meeting all meal pattern requirements for breakfast and lunch.
- **Each school and/or district reopening plan must require that students must social distance (at least six feet of separation) while consuming meals in school unless a physical barrier is provided.**
 - Standard Operating Procedures: Procedures will be updated to include information on how to maintain social distancing during the meal serving process. Meals in the classroom would provide social distancing (at least six feet apart) as the classroom desk configuration would meet that requirement. Meals in a common area will be served in a configuration of desks or tables that seats students at least six feet apart.
- **Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.**
 - Communication: will communicate with families on the school nutrition program through multiple means -- including weekly menus on the school website, letters, emails, and School Messenger voice and text messages. Food Service will work with school administrators and counselors to notify any family in a language other than English. School meal information will be included in written and video communications regarding reopening plans so that families and students will know what to expect.

Transportation

Reopening Plan Mandatory Requirements

Buffalo Public Schools Provides our NonPublic School with transportation, and we will follow their transportation guidelines. These points are the responsibility of the public school and we will follow their protocols for safe transport of our students.

- **Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID 19 before arriving to work.**
 - School bus drivers, attendants and mechanics will perform a self-health assessment for symptoms of COVID-19 before arriving to work. If personnel are experiencing any of the symptoms of COVID-19 they should notify their supervisor and seek medical attention.
- **Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.**
 - School bus drivers, monitors, attendants and mechanics will wear a face covering along with an optional face shield at all times while on a bus.
- **Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.**
 - The Transportation Department will provide Personal Protective Equipment such as masks, gloves and face shields as needed for drivers and attendants in buses.
- **Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations such as dispatch offices, employee lunch/break rooms and/or bus garages.**
 - The Transportation Department will provide hand sanitizer for all staff in their transportation locations including dispatch offices, employee lunch/break rooms and garage areas.
- **Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.**
 - Drivers and attendants who must have direct physical contact with a child will wear gloves as provided by the transportation companies protocol.

Students on Transportation Protocols

As was outlined in the Health and Safety section of this guidance, all parents/guardians will be required to ensure their child/children are not experiencing any signs and symptoms of COVID-19 and do not have a fever of 100 degrees or more prior to them boarding their method of transportation to school.

- **Each school and/or district reopening plan requires students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.**
 - As part of bus safety training, all students will be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.
- **Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.**
 - Students must wear a mask on a school bus if they are physically able. Students who are unable to medically tolerate a face covering, including students where such covering would impair their physical health or mental health, are not subject to the required use of a face covering.
- **Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.**
 - As part of bus safety training, all students will be trained and provided periodic reminders on the proper use of social distancing.
 - Students will be trained that they must social distance on the bus. Seats will be marked or color coded to provide visual cues for social distancing requirements.
 - Students will be loaded from back to front and unloaded from front to back to promote social distancing on the bus.
 - Wheelchair school buses will configure wheelchair placement to ensure social distancing of 6 feet.
 - Options for staggered unloading and loading times will be explored to avoid having large numbers of students waiting for the bus at one time. Multiple loading/unloading zones will be established where possible to further promote social distancing.
- **Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.**
 - Students who do not have a mask will NOT be denied transportation.
- **Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.**
 - Students who do not have masks will be provided one by the district bus driver as they are boarding the bus.

- **Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.**
 - Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation. Transportation staff will collaborate with the Special Education Department on best practices and strategies for transporting students with disabilities.

Pupil Transportation Routing Protocols

- **Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in person session education when/if the district is not.**
 - If the school is in session remotely or otherwise, pupil transportation will be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Plans have placed them out of district whose schools are meeting in in-person sessions when the school is not.
 - All students are entitled to district-provided transportation to the extent required by law. The district will not deny transportation for children who are in foster care, homeless or attend private or charter schools. Parents who may have missed the due date to request out of district transportation due to a reasonable excuse may file a 310 appeal with the Commissioner of Education.

School Bus Cleaning and Disinfection Protocols

- **Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.**
 - All school buses (confirming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) will be cleaned and disinfected on a regular basis (at least once each school day) with hand held sprayers and other means of disinfection.
- **Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.**
 - There will be additional concentration of cleaning specifically to the high contact spots and areas of the school bus after each a.m. and p.m. run.
- **Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.**
 - Buses will not be equipped with hand sanitizer due to combustibility and liability concerns.

Professional Development and Training

- **Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.**
 - Specifically, social distancing protocols for staff will include the following elements: keys will be in the vehicles (instead of on a central key rack), staff will not enter the office space (unless necessary), and will practice social distancing while in any of the buildings, including but not limited to the transportation department and school buildings. Staff will be encouraged to utilize their district email for communication. These training topics will be incorporated into annual professional development and periodic refresher sessions.
- **Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.**
 - Transportation staff (including drivers, monitors, attendants, and mechanics) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19. These training topics will be incorporated into annual professional development and periodic refresher sessions.
- **Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants must not carry personal bottles of hand sanitizer with them on school buses.**
 - Training for transportation staff (including drivers, monitors, attendants, and mechanics) will include requirements that staff must not carry personal bottles of hand sanitizer with them on school buses due to combustibility and liability concerns.

Social Emotional Well-Being

Reopening Plan Mandatory Requirements

- **Each school and/or district ensures that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed and updated to meet current needs.**
 - School counselor will meet with students individually or in groups, virtually or in person
 - We have ensured that these practices are culturally and linguistically responsive to our student and family population.
 - Counselors will work with staff to develop a plan for recognizing problems, how to handle them and basic skills for being supportive when dealing with students. This includes knowing when to refer to the professionals.

- **Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan.**
 - We will establish an Advisory Committee to address arising developmental and social issues in the school community.
 - We will begin regular meetings throughout the year with the aforementioned advisory council.
 - We will regularly review and make adjustments to our comprehensive developmental school counseling plan with particular focus on social emotional learning and mental health and wellness.
 - The school counselor of our building will continue to collaborate with the school principal, school nurse and other support staff to ensure that the needs of students and adults are being met.

- **Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.**
 - Through collaboration and partnership with community based agencies and our local government we will continue and expand services available to students, families, faculty and staff.
 - We will strengthen our school based mental health, provide referrals to community based mental and behavioral health clinics and we will utilize our Employee Assistance Program to support the mental health needs of our faculty and staff.
 - Using a multi-tiered system of support, we will identify and support children and families who have experienced trauma and are struggling through referrals to agencies such as Child and Family Services, Catholic Charities etc.
 - We will continue to collaborate with our county government to provide case management and wrap-around services to our children and their families.

- **Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.**
 - We will continue to utilize the expertise of our pupil services team and our community based partners to design and implement comprehensive staff training in the areas of trauma informed practices, adult mental health and wellness, mindfulness and student social emotional learning and well being.
 - We will seek out professional development opportunities and provide them for the staff.
 - We will provide support groups and individual counseling to our children and parents who are experiencing stress, anxiety, grief and fear as a result of the COVID-19 health emergency.
 - We will continue to seek support and guidance from our school-based community based partners such as Catholic Charities.

School Schedules

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.**
 - Schools are given the ability to restructure their programs using flexible scheduling models—taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction. Per the New York State Department of Health and New York State Education Department guidance, plans should address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year

School Schedules		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Distance Learning
<ul style="list-style-type: none"> ● 100% in person student attendance ● Attendance in School 5 days per week 	<ul style="list-style-type: none"> ● 50% in person student attendance ● Alternating Attendance 	<ul style="list-style-type: none"> ● Both Synchronous and Asynchronous

Middle School

2020-21 Continuity of Learning Plan:

Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

Hybrid:

Hybrid Schedule

AA/BB MODEL				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	A	<i>Virtual Learning Day</i>	B	B
<ul style="list-style-type: none"> Students at each grade level are broken into “A” and “B” sections (<i>each representing ½ of the in-person student population</i>), and attend school either Monday/Tuesday or Thursday/Friday with the rest being virtual learning/live stream. Wednesdays are fully virtual for all students, and provides the opportunity for teachers to collaborate with PLC/Collaborative Teams and for the building to be cleaned. Focus on grouping students in A/B groups based on programming needs/balancing and sibling groups in the building. 				

- 50% of hybrid students in student attendance
- Alternating Attendance
- Based on a higher transmission risk of COVID-19:
- Student numbers in the school are reduced by ___% 50%
 - Students attend on A/B or C/D days
 - Distance learning takes place on days not in school
- Teachers will prepare for in-person instruction 5 days per week.
- All teachers will be expected to follow the daily schedule as by their School.

Standards Aligned Instruction

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:

- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction

Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions

- Teachers will use Google Classroom, Schoology, Seesaw or PBS as the platform for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:

- All teachers will be expected to meet with students every day (Live Instruction Daily) following a regular school schedule for the entire class period
- Teachers will take attendance by the end of the class period to determine who was present or absent.
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record the audio of live sessions to ensure students not in attendance have access to missed instruction and supply necessary documentation and screen captures.
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work
- Students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event.
- Students will be at their computer and following their personal schedule for “live” instruction by their classroom teacher.
- Students will be video and audio conferencing with their teacher and classmates while engaging in large group and break-out, small group sessions

Asynchronous Learning:

- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they’re not

Teacher/Student Interaction

- Teachers will be available for “office hours” during duty periods
- Duty periods
 - Make phone calls home regarding failing grades, social-emotional concerns, chronic absenteeism
 - Reach out to individual and/or small groups of students
- Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
- COVID-19 Log
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work

Potential Professional Learning Needs:

- Zoom accounts
- Online textbooks and resource instruction
- Google docs, forms etc inservice for teachers for class implementation
- Means for collaborative students centered learning (remotely)
- How to record own live sessions (where does it go, how do you find it)
- Google Classroom consistency between teachers
- PD on ELMO or other screen sharing utilities to maximize utility in teaching
- Live streaming
- Audio file recording and sharing

Equity- Clear Opportunities for Accessible Instruction

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school’s charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

- Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students
- Use of video instruction or live sessions (synchronous)
- Recorded videos of instruction (asynchronous)
- Routine and scheduled times for students to interact with teacher
- Learning targets will be explicitly stated and shared with students at the start of each lesson (whether posted on a slide show or included on the Google Classroom assignment, class material, etc...)
- Teachers will determine a time to provide reteaching to struggling students (ie: Team Literacy, after school hours, office hours, within class period)
- Schedule to support collaboration among teachers (team and department)
- Support services will be scheduled and provided

Feedback and Grades:

- Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards- aligned assignments
- Feedback will be provided on standards- aligned assignments (digitally or in-person)
- Students will have opportunities to improve, based on the feedback provided
- During remote learning, the use of audio,video or live sessions will be provided for students frequency
- Daily agendas and learning targets will be posted at the beginning of each day or class/period, including assignments and due dates

Attendance:

- Teachers will take attendance by the end of the class period to determine who was present or absent.

Potential Professional Learning Needs:

- How to provide feedback digitally

- Development of learning targets

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- Google Classroom/Seesaw will be the universal platforms for remote learning.
- A streamlined method of communication such as Google Classroom, School Messenger, Schoology, or Remind will be used
- Teachers will communicate with students and families using video calls, email, Google Classroom and other Apps. (frequency at least 1x / week) and identify the day and platform so it is predictable (i.e. check emails on Fridays)
- School Messenger will be used to communicate schoolwide messages
- There will be a dedicated parent-tech helpline
- Identify boundaries for communication. i.e. Teachers will identify school hours (i.e. 8:30-3:30) and commit to responding to students within 24 hours, but not outside of those school hours.
- Update the school website regularly

Potential Professional Learning Needs:

- Setting expectations for communication
- Teach families how to use communication platforms
-

Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

In Person

Not a consideration at this time until Covid-19 is successfully managed and the 6 foot limitations are dismissed.

- 100% in person student attendance
- Attendance in School 5 days per week
- Based on the lower levels of transmission of COVID-19:
 - All students return to school in person as part of a full reopening
- All teachers will be expected to follow the daily schedule for their School.

Standards Aligned Instruction

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:

- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)

Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

Remote:

- 0% in person student attendance
- All distance learning
- Based on increase in transmission levels of COVID-19:
 - Learning takes place at home for all students (school or district closure)
- All teachers will be expected to follow the daily schedule as by their School.

Standards Aligned Instruction

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:

- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)
- Developing standardized grade appropriate grading policy
- Rubric design program training such as the one available in Google Classroom

Regular and Substantive Interaction

Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions

- All students will have access to a device as a way of maintaining connection with their teachers and instruction while in remote learning.
- Teachers will use Google Classroom/Schoology/PBS as platforms for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:

- **All teachers will be expected to meet with students every day according to the hybrid schedule following a regular school schedule for the entire class period**

- Teachers will take attendance by the end the class period to determine who was present or absent
- Phone call at the end of day indicating the child was absent from some or all of classes that day.
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record sessions to ensure students not in attendance have access to missed instruction
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than the close of business on Friday each week.
- Students engage in instructional lessons/activities at a specific date/time, requiring that everyone be online with their cameras on for the duration or scheduled events.
- Students will be at their computer and following their personal schedule for “live” instruction by their classroom teacher.
- Students will video and audio conference with their teacher and classmates while engaging in large group and break-out, small group sessions.
- Students are expected to attend AIS/Special Education/Related Services at their scheduled time.

Asynchronous Learning:

- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they're not able to attend live sessions

Teacher/Student Interaction

- Teachers will be available for “office hours” during after-school contractual time on designated days
 - Make phone calls home regarding grading/work completion, social-emotional concerns, chronic absenteeism
 - Reach out to individual and/or small groups of students
- Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
- COVID-19 Log use required
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. If there will be any deviation from the set schedule, parents will be informed by the end of business on Friday of that week.
- A streamlined method of communication such as Google Classroom, School Messenger, Schoology, or Remind will be used

Potential Professional Learning Needs:

- Zoom , Loom, PBS, Glogster, Flipgrid, Khan Academy, Zearn, Xtra Math, IXL, Ted Talks for Kids, Storyboard, CommonLit, or other professionally helpful accounts?
- Means for collaborative students centered learning (remotely)
- How to record own live sessions (where does it go, how do you find it)

- **Google Classroom consistency between teachers**
- **Live streaming**

Equity- Clear Opportunities for Accessible Instruction

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school’s charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

- Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students
- Use of video instruction or live sessions (synchronous)
- Recorded videos of instruction (asynchronous)
- Routine and scheduled times for students to interact with teacher
- Learning targets will be explicitly stated and shared with students at the start of each lesson (whether posted on a slide show or included on the Google Classroom assignment, class material, etc...)
- Teachers will determine a time to provide reteaching to struggling students (ie: office hours, within class period, Tier 2 intervention sessions, etc.)
- Schedule to support collaboration among teachers (team and department)
- Support services will be scheduled and provided

Feedback and Grades:

- Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards- aligned assignments
- Feedback will be provided on standards- aligned assignments (digitally or in-person)
- Students will have opportunities to improve, based on the feedback provided
- During remote learning, the use of video or live sessions will be provided for students frequency
- Daily agendas and learning targets will be posted at the beginning of each day or class/period, including assignments and due dates

Attendance:

- Teachers will take attendance by the end the class period to determine who was present or absent
- Phone call or text at the end of day indicating the child was absent from some or all of classes that day

Potential Professional Learning Needs:

- How to provide feedback digitally
- Development of learning targets

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to

contact schools and teachers (e.g., email, online platform, and/or by phone).

- Google Classroom/Seesaw will be the universal platforms for remote learning.
- A streamlined method of communication such as Google Classroom, School Messenger, Schoology, or Remind will be used
- Teachers will communicate with students and families using video calls, email, Google Classroom and other Apps. (frequency at least 1x / week) and identify the day and platform so it is predictable (i.e. check emails on Fridays)
- School Messenger will be used to communicate schoolwide messages
- There will be a dedicated parent-tech helpline
- Identify boundaries for communication. i.e. Teachers will identify school hours (i.e. 8:30-3:30) and commit to responding to students within 24 hours, but not outside of those school hours.
- Update the school website regularly

Potential Professional Learning Needs:

- Setting expectations for communication
- Teach families how to use communication platforms

Elementary Schools

2020-21 Continuity of Learning Plan:

Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

Remote:

- 0% in person student attendance
- All distance learning
- Based on increase in transmission levels of COVID-19:
 - Learning takes place at home for all students (school or district closure)
 - Each student will have their own device or a school loaned device
 - Each student is expected to be able to use consistent learning platforms such as Google Classroom, Schoology and/or PBS.
- All teachers will be expected to follow the daily schedule as by their School.
- All students will be expected to follow the daily schedule as established by the school/teachers.

Standards Aligned Instruction

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:

- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction

Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions

- All students will have access to a device as a way of maintaining connection with their teachers and

instruction while in remote learning.

- Teachers will use Google Classroom/Schoology/PBS as platforms for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:

- All teachers will be expected to meet with students every day according to the hybrid schedule following a regular school schedule for the entire class period
- Teachers will take attendance by the end the class period to determine who was present or absent
- Phone call at the end of day indicating the child was absent from some or all of classes that day.
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record sessions to ensure students not in attendance have access to missed instruction
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than the close of business on Friday each week.
- Students engage in instructional lessons/activities at a specific date/time, requiring that everyone be online with their cameras on for the duration or scheduled events.
- Students will be at their computer and following their personal schedule for “live” instruction by their classroom teacher.
- Students will video and audio conference with their teacher and classmates while engaging in large group and break-out, small group sessions.
- Students are expected to attend AIS/Special Education/Related Services at their scheduled time.

Asynchronous Learning:

- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they're not able to attend live sessions

Teacher/Student Interaction

- Teachers will be available for “office hours” during after-school contractual time on designated days
 - Make phone calls home regarding grading/work completion, social-emotional concerns, chronic absenteeism
 - Reach out to individual and/or small groups of students
- Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
- COVID-19 Log use required
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than the close of business on Friday each week.
- A streamlined method of communication such as Google Classroom, School Messenger, Schoology, or Remind will be used

Potential Professional Learning Needs:

- Zoom , Loom, PBS, Glogster, Flipgrid, Khan Academy, Zearn, Xtra Math, IXL, Ted Talks for Kids, Storyboard, Common Lit, or other professionally helpful accounts?
- Means for collaborative students centered learning (remotely)

- How to record own live sessions (where does it go, how do you find it)
- Google Classroom consistency between teachers
- Live streaming

Equity- Clear Opportunities for Accessible Instruction

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school’s charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

- Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students
- Use of video instruction or live sessions (synchronous)
- Recorded videos of instruction (asynchronous)
- Routine and scheduled times for students to interact with teacher
- Learning targets will be explicitly stated and shared with students at the start of each lesson (whether posted on a slide show or included on the Google Classroom assignment, class material, etc...)
- Teachers will determine a time to provide reteaching to struggling students (ie: office hours, within class period, Tier 2 intervention sessions, etc.)
- Schedule to support collaboration among teachers (team and department)
- Support services will be scheduled and provided

Feedback and Grades:

- Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards- aligned assignments
- Feedback will be provided on standards- aligned assignments (digitally or in-person)
- Students will have opportunities to improve, based on the feedback provided
- During remote learning, the use of video or live sessions will be provided for students frequency
- Daily agendas and learning targets will be posted at the beginning of each day or class/period, including assignments and due dates

Attendance:

- Teachers will take attendance by the end the class period to determine who was present or absent
- Phone call or text at the end of day indicating the child was absent from some or all of classes that day

Potential Professional Learning Needs:

- How to provide feedback digitally
- Development of learning targets

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to

contact schools and teachers (e.g., email, online platform, and/or by phone).

- Google Classroom/Seesaw will be the universal platforms for remote learning.
- A streamlined method of communication such as Google Classroom, School Messenger, Schoology, or Remind will be used
- Teachers will communicate with students and families using video calls, email, Google Classroom and other Apps. (frequency at least 1x / week) and identify the day and platform so it is predictable (i.e. check emails on Fridays)
- School Messenger will be used to communicate schoolwide messages
- There will be a dedicated parent-tech helpline
- Identify boundaries for communication. i.e. Teachers will identify school hours (i.e. 8:30-3:30) and commit to responding to students within 24 hours, but not outside of those school hours.
- Update the school website regularly

Potential Professional Learning Needs:

- Setting expectations for communication
- Teach families how to use communication platforms

Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.

Hybrid:

AA/BB MODEL				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	A	<i>Virtual Learning Day</i>	B	B

- Students at each grade level are broken into “A” and “B” sections (*each representing ½ of the in-person student population*), and attend school either Monday/Tuesday or Thursday/Friday with the rest being virtual learning/live stream.
- Wednesdays are fully virtual for all students, and provides the opportunity for teachers to collaborate with PLC/Collaborative Teams and for the building to be cleaned.
- Focus on grouping students in A/B groups based on programming needs/balancing and sibling groups in the building.

- 50% of hybrid students in student attendance (other than students opting to remain in remote learning)
- Alternating Attendance
- Based on a higher transmission risk of COVID-19:
- Student numbers in the school are reduced by 50%
 - Students attend on A or B days (*see schedule below*)
 - Distance learning takes place on days not in school
 - Families may still opt for their children to remain in remote instruction, and receive Continuity of Learning from the school
- Teachers will prepare for in-person instruction 4 days per week.
- All teachers will be expected to follow the daily schedule as by their School.

Standards Aligned Instruction

Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school's charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

Expectations:

- Teachers are expected to follow the documented scope and sequence of each course/class
- Teacher will identify essential standards based on specific identification criteria
- Teachers will collaboratively determine the scope and sequence of curriculum delivery to ensure cohesiveness
- Teachers will develop student friendly learning targets for each standards within departments

Potential Professional Learning Needs:

- Criteria for identifying essential standards
- Developing student friendly learning targets (shared document with standards and learning targets)

Regular and Substantive Interaction

Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in- person, remotely or through a hybrid model of instruction.

Identify Expectations for synchronous / asynchronous interactions

- Teachers will use Google Classroom/SeeSaw as the platform for sharing and assigning information, work, and materials with students
- A regular school schedule will be created and teachers will provide direct, live instruction during identified times

Synchronous Learning:

- All teachers will be expected to meet with students every day (Live Instruction Daily) following a regular school schedule for the entire class period
- Teachers will take attendance by the end the class period to determine who was present or absent
- Phone call or text at the end of day indicating the child was absent from some or all of classes that day
- Teachers will create opportunities for students to ask questions, work in small groups, etc.
- Live direct instruction is with a teacher, while following a gradual release of responsibility model.
- The teacher will present focused instruction, guided instruction, collaborative learning and independent learning.
- Teachers will record live audio sessions to ensure students not in attendance have access to missed instruction and they will be provided with supporting documentation and screen captures
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than close of business, the Friday prior to the start of the work

- Students engage in course activities at a specific date/time, requiring that everyone be online for a scheduled event.
- Students will be at their computer and following their personal schedule for “live” instruction by their classroom teacher.
- Students will be video and audio conferencing with their teacher and classmates while engaging in large group and break-out, small group sessions

Asynchronous Learning:

- Time students have to complete assignments related to the teaching during synchronous instruction, while they are not in-person or in synchronous learning.
- Students will refer to prerecorded live sessions from their teachers when they’re not able to attend live sessions
- Students are expected to attend AIS/Special Education/Related Services at their scheduled time.

Teacher/Student Interaction

- Teachers will be available for “office hours” during after-school contractual time on designated days
 - Make phone calls home regarding grading/work completion, social-emotional concerns, chronic absenteeism
 - Reach out to individual and/or small groups of students
- Teachers/teams share their schedule with students and parents (teaching periods, office hours, etc..)
- Required COVID-19 Log
- Teachers will work collaboratively as grade-level teams to create a weekly schedule, as provided by building administration, to clearly outline for students and parents class session times, assignments, and class session time links. This schedule will be shared no later than midnight, the Sunday prior to the start of the work
- *Remind/SeeSaw as a preferred method of communication

Potential Professional Learning Needs:

- Zoom Accounts, Loom Accounts, PBS, Glogster, Online Textbooks etc.
- See Saw Integration
- Means for collaborative students centered learning (remotely)
- How to record own live sessions (where does it go, how do you find it)
- Google Classroom consistency between teachers
- PD on ELMO or other resources to maximize utility in teaching
- Live streaming

Equity- Clear Opportunities for Accessible Instruction

Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are/clear/opportunities for instruction that/are/accessible to all students./Such opportunities must be/aligned with State standards (or, for charter schools, the standards set forth in the school’s charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.

- Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students
- Use of video instruction or live sessions (synchronous)
- Recorded videos of instruction (asynchronous)
- Routine and scheduled times for students to interact with teacher
- Learning targets will be explicitly stated and shared with students at the start of each lesson (whether

- posted on a slide show or included on the Google Classroom assignment, class material, etc...)
- Teachers will determine a time to provide reteaching to struggling students (ie: Team Literacy, after school hours, office hours, within class period)
- Schedule to support collaboration among teachers (team and department)
- Support services will be scheduled and provided

Feedback and Grades:

- Focus on formative feedback over grades. When giving grades, they should reflect mastery or evidence of learning toward standards on standards- aligned assignments
- Feedback will be provided on standards- aligned assignments (digitally or in-person)
- Students will have opportunities to improve, based on the feedback provided
- During remote learning, the use of video or live sessions will be provided for students
- Daily agendas and learning targets will be posted within the Google Classroom, as well as deadlines for any “must-do” assignments

Attendance:

- Teachers will take attendance by the end the class period to determine who was present or absent
- Robocall at the end of day indicating the child was absent from some or all of classes that day

Potential Professional Learning Needs:

- How to provide feedback digitally
- Development of learning targets

Communication Plan

Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).

- Google Classroom/Seesaw/Remind/School Messenger will be the universal platform. Invite parents to the Google classroom.
- Utilize Remind app for parents and students
- Teachers will communicate with students and families using video calls, email, Google Classroom and other Apps. (frequency at least 1x / week) and identify the day and platform so it is predictable; based on the operating schedule.
- School Messenger will be used to communicate schoolwide messages
- There will be a dedicated parent-tech helpline
- Identify boundaries for communication. i.e. Teachers will identify school hours (i.e. 8:30-3:30) and commit to responding to students within 24 hours, but not outside of those school hours.
- Update the elementary school Website regularly

Potential Professional Learning Needs:

- Setting expectations for communication

Pre-K

2020-21 Learning Plan:

Learning Models of Instruction		
In-Person Learning N/A	In-Person Modified Learning (Hybrid Model)	Distance Learning
<ul style="list-style-type: none"> ● 100% in person student attendance ● Attendance in School 4 days per week 	<ul style="list-style-type: none"> ● 50% in person student attendance ● Alternating Attendance 	<ul style="list-style-type: none"> ● 0% in person student attendance ● All distance learning
<p>Based on the lower levels of transmission of COVID-19:</p> <ul style="list-style-type: none"> - All UPK students return to school in person as part of a full reopening 	<p>Based on a higher transmission risk of COVID-19:</p> <ul style="list-style-type: none"> - Student numbers in the school are reduced by 50% - Students attend on a AA or BB cycle <p>Distance learning takes place on days not in school</p>	<p>Based on widespread increase in transmission levels of COVID-19:</p> <ul style="list-style-type: none"> - Learning takes place at home for all students (school or district closure) - Parents have option to choose distance learning - All programs for 3 and 4 year olds
All teachers will be expected to meet with students every day.		
What this looks like at PH		
<p>PH School Total Enrollment 160 Potential Capacity with CDC Guidelines:</p> <ul style="list-style-type: none"> -Request for Distance Learning 31 -Request for in-person learning 71 -Waiting on parent survey information to have final numbers for in-person vs. distance 	<p>Schedule Model:</p> <ul style="list-style-type: none"> ● 50% of students face-to-face two days ● All students virtual one day ● The other 50% of students face-to-face two days <p>M/T → 50% in-person, 50% virtual W → 100% Virtual TH/F → 50% in-person, 50% virtual W → Deep cleaning,</p>	<p>100% of lessons delivered virtually to all students.</p> <p>Virtually learning 2 days per week for students in the program for three year olds</p> <p>Virtual learning 4 days per week for students in the program for four year olds</p>

	teacher:student virtual time, team meetings, staff development, etc.	
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Teacher-Student Interaction Expectations		
In-Person Learning N/A	In-Person Modified Learning (Hybrid Model)	Distance Learning
Students will attend classes for 2.5 hours per day following UPK regulations	<p>Students will attend classes 2 days per week</p> <p>Students will virtually attend classes 2 days per week</p>	<p>Students will virtually attend classes</p> <p>Synchronous Expectations:</p> <ul style="list-style-type: none"> Students will attend synchronous portions of class according to their classroom schedule <p>Asynchronous Expectations:</p> <ul style="list-style-type: none"> Students will complete asynchronous portions of coursework according to due dates set by their teacher(s) <p>Scheduled teacher-student check-in times where attendance and SEL check-ins can happen regularly.</p> <p>Communication and feedback via email or by use of an online platform or app.</p>
All teachers will be expected to meet with students every day in alignment with the contractual teacher day.		
	<p>Teachers will be expected to perform communication/duties in the form of “office hours” each day</p> <ul style="list-style-type: none"> Prior to the start of the school from _____ or after school from _____ (Schedule depends on Buffalo busing.) 	

AA/BB Hybrid MODEL				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	A	<i>Virtual Learning Day</i>	B	B
<ul style="list-style-type: none"> Students in the PK program are broken into “A” and “B” sections (<i>each representing ½ of the in-person student population</i>), and attend school either Monday/Tuesday or Thursday/Friday with the rest being virtual learning Wednesdays are fully virtual for all students, and provides the opportunity for teachers to collaborate within their PLC’s and for the building to be cleaned. 				

Budget and Fiscal Matters

All existing state aid reporting requirements and deadlines will be maintained and met as required by state guidance.

Attendance and Chronic Absenteeism

Reopening Plan Mandatory Requirements

- Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.

Schools are responsible for developing a mechanism to collect and report daily teacher/student engagement or attendance regardless of the instructional setting.

- School collects daily attendance via the student’s assigned homeroom teacher, regardless of instructional setting.

Attendance for Reporting Purposes Reopening Mandatory Requirements

- Attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school

district, BOCES, approved private in-State or out-of-State school, and State supported school) must be reported in SIRS. To date, the reporting of daily attendance of Prekindergarten students is not required;

- Attendance will be reported to SIRS in the same manner as it has been through an upload to level 0 and then verification by the Superintendent.
- Attendance must be reported by any reporting entity that is required to take attendance;
 - School will report attendance.
- Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma;
 - Compulsory age students will be reported per SED regulations
- Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.
 - Compulsory age students will be reported until they exceed compulsory age or move out of the district.

Technology and Connectivity

Reopening Plan Mandatory Requirements

- **Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high speed internet all students and teachers have in their places of residence.**
 - When schools closed in March, the school surveyed all parents and staff to find out what technology they had at home, including whether or not they had high speed internet access. We will re-survey parents as part of our reopening plan, to see what their needs are.
- **Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.**
 - In March, the School worked with both parents and teachers to make sure that when they were home, any student or teacher who required a device was provided one, and that every student or teacher had adequate online capability. If a student or family did not have adequate online capability the School worked to connect them to internet providers offering free or low cost internet. We will continue with these strategies for those students and teachers who will be learning/teaching at home.
- **Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.**

- Our learning model as we re-open school involves two modes of learning:
 - Students attend school as normal. In this design students will have a device loaned to them by the school as necessary.
 - Students attend virtually, from home. In this model, students will have a device assigned to them for home use, and will work with their teachers remotely, using web conferencing software and a learning management system. Students learning from home will work with teachers both synchronously and asynchronously.

Teaching and Learning

Reopening Plan Mandatory Requirements

- Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.

2020-21 Continuity of Learning Plan:

Learning Models of Instruction		
In-Person Learning [N/A]	In-Person Modified Learning (Hybrid Model)	Distance Learning
<ul style="list-style-type: none"> • 100% in person student attendance • Attendance in School 5 days per week 	<ul style="list-style-type: none"> • 50% of hybrid students in student attendance • Alternating Attendance 	<ul style="list-style-type: none"> • 0% in person student attendance • All distance learning
Based on the lower levels of transmission of COVID-19: <ul style="list-style-type: none"> - All students return to school in person as part of a full reopening 	Based on a higher transmission risk of COVID-19: <ul style="list-style-type: none"> - Student numbers in the school are reduced by ___% - Students attend on A or B days - Distance learning takes place on days not in school 	Based on widespread increase in transmission levels of COVID-19: <ul style="list-style-type: none"> - Learning takes place at home for all students (school or district closure) - Parents have option to choose
All teachers will be expected to follow the daily schedule for their School.		

- Each school and/or district reopening plan includes an education program that is aligned to the New York State Learning Standards (or, for charter schools, the standard set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.

To focus and accelerate learning, while addressing potential gaps in learning, we will continue to document and prioritize essential learning standards to drive our curriculum, instruction and assessment. Teacher teams will provide feedback to identify reteaching materials to cover any gaps in learning. Teachers are expected to follow the documented scope and sequence of each course/class, while prioritizing essential learning standards.

- Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.

Teacher-Student Interaction Expectations		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Distance Learning
	Identify Expectations for synchronous / asynchronous interactions Routine and scheduled times for students to have regular and substantive interaction with teacher	Identify Expectations for synchronous / asynchronous interactions How frequently are teachers / students having interaction / face-time? Scheduled student-teacher check-ins? Asynchronous communication and feedback via e-mail, Google Classroom or other apps Routine and scheduled times for students to have regular and substantive interaction with teacher
All teachers will be expected to meet with students according to the appropriate established schedule .		
	School Schedules - published on a weekly basis Teachers will be expected to perform communication/duties in the form of “office hours” each day	

- **Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards (or for charter school, the standards set forth in the school’s charter) and include routine scheduled times for students to interact and seek feedback and support from their teachers.**

Feedback/Grades:

The focus will be on formative feedback over grades. When giving grades, after feedback, they should reflect mastery or evidence of learning toward standards on standards-aligned assignments. Feedback will be provided on standards-aligned assignments (digitally or in-person). Students will have opportunities to improve their grade on assignments, based on the feedback provided.

Opportunities for Instruction and Feedback/Support		
In-Person Learning	In-Person Modified Learning (Hybrid Model)	Distance Learning
<p>Standards-aligned Instruction and feedback will be provided to students while they are in the classroom as would be the case at any time.</p>	<p>Provide feedback on standards-aligned assignments (digitally or during in-person sessions).</p> <p>Students will have opportunities to improve based on that feedback will be afforded to students</p> <p>Use of video instruction or live sessions (synchronous)</p> <p>Recorded videos of instruction (asynchronous)</p> <p>Routine and scheduled times for students to have regular and substantive interaction with teacher</p>	<p>Provide feedback on standards-aligned assignments (digitally or during virtual sessions) and opportunities to improve based on that feedback will be afforded to students</p> <p>Use of video instruction or live sessions (synchronous)</p> <p>Recorded audio/videos of instruction (asynchronous)</p> <p>Routine and scheduled times for students to have regular and substantive interaction with teacher</p>
	<p>Daily agendas will be posted at the beginning of each day/class period.</p>	

- **Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).**

Teachers will communicate with students and families in a variety of ways. The use of telephone/video calls (through Zoom, Google Meet or Hangout), email, newsletters, Social Media, Google Classroom posts, Website Communications posted, Apps such as Remind, Seesaw may be used. School Messenger (email and voice messages) will be utilized to communicate district wide or schoolwide messages. There will be a dedicated Parent-Technology Helpline

- **Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.**

Prekindergarten Reopening Plan Mandatory Requirements

- Districts and schools operating Prekindergarten programs must include Prekindergarten in the mandatory requirements outlined under Teaching and Learning above.

A plan for in-person, in-person modified (hybrid) and distance learning programming has been developed. The PK program will continue to use the appropriate programs in each of these learning models and meet the Next Generation Early Learning Standards. Students will be given the opportunity to interact with their teachers and peers as per outlined schedule. The PK program will use a variety of communication tools such as phone calls, email, Remind app, SeeSaw, and Zoom/Google class meetings.

We have planned distance learning for students in our three year old program. Students will have the opportunity to interact with their teacher and peers twice a week with the use of an online platform. The teacher will lead curriculum based activities, model activities that parents/guardians can complete with their children at home and provide resources for parents/guardians on socialization, language development and topics requested by families. .

- All Prekindergarten programs that have a direct contract or a Memorandum of Understanding (MoU) with NYSED must submit a Reopening Plan to the Office of Early Learning. Additional information on the format and submission requirements will be forthcoming.

NA

APPENDIX A

COVID-19 WORKPLACE SAFETY PLAN

Last Updated: July 29, 2020

Catholic Academy of West Buffalo is committed to providing its employees, contractors, vendors and any visitors to its facilities with a healthy and safe environment. In alignment with that commitment, is implementing the following **WORKPLACE SAFETY PLAN**, in compliance with applicable federal, state and local Health Department guidance.

Industry: Catholic Academy of West Buffalo

Address: 1069 Delaware Avenue, Buffalo, New York 14209

Contact Information: Sr Gail Glenn, 716-885-6111, GGlenn@CAWB.ORG

Workplace Safety Plan:

To address and minimize the risk of COVID-19 transmission, Catholic Academy of West Buffalo will take the following steps:

I. PERSONNEL, VENDORS, CONTRACTORS & VISITORS

A. Physical Distancing

- Staff should remain six (6) feet apart and wear a mask at all times, unless safety or the core function of their work activity requires a shorter distance. Any time staff are less than six (6) feet apart from one another, they must wear acceptable face coverings. Staff will be required to wear masks at all times in common areas and when traveling around the office. Acceptable face coverings will not be supplied for students by Catholic Academy of West Buffalo. In addition, staff may use their own acceptable face coverings. Catholic Academy of West Buffalo will supply teachers with face shields and/or goggles per teacher request. The school will have student masks for emergency situations.
- Tightly confined spaces where 6 feet distance is not possible, will be occupied by only one individual at a time even if occupants are wearing face coverings.
- Until restrictions are relaxed, the occupancy in any enclosed area will be limited to no more than 50% of maximum occupancy, as set by the certificate of occupancy.
- Social distancing markers that denote six (6) feet of space will be used in common areas such as reception areas.

Catholic Academy of West Buffalo

- Whenever possible, all Catholic Academy of West Buffalo meetings/presentations should be conducted remotely, via teleconference or videoconference, if there are a large number of personnel attending. Any training/workshop that cannot be conducted remotely, Catholic Academy of West Buffalo will limit attendance to allow for safe social distancing.
- Pick-ups and deliveries at Catholic Academy of West Buffalo be made at designated areas near entrance ways.
- Additional social distancing measures will include:
 - All Essential Visitors [ie PT/OT, speech therapists] will be required to wear a face covering at all times while in Catholic Academy of West Buffalo. No other visitors will be allowed without an appointment and must follow all protocols.
 - Directional traffic flow will be established via one-way stairwells, hallways, in-room movement, and entrance/exits, where such flow control will result in fewer close contacts between individuals in the building. Signage will provide clear direction where deemed necessary.
 - Office areas
 - Work Station Spacing: Catholic Academy of West Buffalo will work to ensure that staff are able to maintain safe separation of work spaces - preferably the required minimum six (6) feet apart. Staff should limit or avoid (through remote work, staggered shifts, etc.) being in a shared office space with others when possible.
 - There will be a limit of people allowed in specific conference rooms, meetings rooms etc.
 - Face coverings: Staff must wear face coverings in common areas and when traveling around the office at all times.
 - Meeting Rooms: Chairs and tables in any meeting room may be removed or arranged to support the minimum required six (6) feet physical distance. Visual cues (ex. colored tape on floor indicating correct chair position) may be added to help maintain accurate distancing space. Most meeting areas will be closed off and virtual conferencing will be utilized when possible.
 - Common/Shared Areas
 - Restrooms: Restroom capacity shall be based upon the ability to maintain 6' distancing. In smaller restrooms where it is not possible to maintain this distance, occupancy will be limited to one person at a time.
 - Staff Lounge/Break Room: All staff should bring their own utensils, mugs, etc.

and clean and take home their utensils and food each day. Staff are prohibited from sharing food, containers, or other items in the Staff Lounge. Please refrain from bringing food and drink to share. All staff are required to wash, rinse and sanitize food contact surfaces, dishware, utensils, food preparation surfaces, and beverage equipment after use (cleaning and sanitizing products will be provided). In addition, chairs will be spaced six feet apart in all break areas.

- These requirements will be communicated to staff through sharing of this plan via email and posting on site. Copies will be shared with union leaders / representatives as well.

II. PLACES

A. Protective Equipment

- Upon request Catholic Academy of West Buffalo will provide all staff with a face covering at no cost along with face shields for individual staff that request shields. Catholic Academy of West Buffalo will also maintain an adequate supply of coverings in case of replacement. Staff may use the Catholic Academy of West Buffalo provided face covering or their own face covering. Approved face coverings include but are not limited to cloth (homemade sewn, multi layer), surgical masks, and face shields. Teachers will be responsible for the daily cleaning of their face shields or goggles as they will become their individual possessions.
- 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. Cloth masks should be washed daily. Single use surgical masks should be discarded after each use in appropriate containers.
- Staff are discouraged from sharing objects such as tools, laptops, notebooks, telephones, touchscreens, and writing utensils, as well as the touching of shared surfaces. Staff should wash and/or sanitize hands before and after any such contact.

B. Hygiene and Cleaning

- Catholic Academy of West Buffalo will follow guidance from federal and state governments and agencies regarding cleaning and disinfecting its facilities, including Guidance from the CDC.
- Catholic Academy of West Buffalo will maintain a cleaning log for each of its facilities, which will be maintained by the custodian.. The cleaning log will identify the date, time and scope of each cleaning, including cleaning and disinfection that is performed following a positive or suspected case of COVID- 19.
- Catholic Academy of West Buffalo will encourage good employee hygiene by providing the following:
 - Hand soap and/or hand sanitizer in each common area.
- Catholic Academy of West Buffalo facilities will be cleaned and disinfected as appropriate daily by custodial staff.

C. Communication

- Catholic Academy of West Buffalo will post signage throughout its facilities to remind staff and visitors to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Catholic Academy of West Buffalo will communicate with its staff via email. A copy of Catholic Academy of West Buffalo's Workplace Safety Plan will also be maintained on the school site.
- All visitors must enter through a designated single point of entry/exit. Catholic Academy of West Buffalo will maintain a log of all visitors to the school, which will be maintained by the designated building access person.
- Catholic Academy of West Buffalo will also keep track of staff working at the school on a daily basis.
- If an employee tests positive for COVID-19, the employee must contact his/her supervisor and provide all necessary information for Catholic Academy of West Buffalo to assist the local health department in contact tracing. Catholic Academy of West Buffalo will immediately communicate with the local health departments and cooperate with their contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law and regulations.

III. PROCESS

A. Screening

- Each day, before reporting to Catholic Academy of West Buffalo, all staff will be required to complete a questionnaire which asks whether they have: (1) had COVID-19 symptoms in the past 14 days, (2) had a positive COVID-19 test in the past 14 days, (3) had close contact with confirmed or suspected COVID-19 case in the past 14 days, and/or (4) traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days. This questionnaire will be maintained by the immediate supervisor. A sample questionnaire appears at the end of this document.
- The principal, or designee will review all questionnaire results each day and document the information.
- Employees who present with COVID-19 symptoms will be sent home to contact their health care provider for medical assessment and COVID-19 testing. If tested positive, an employee may only return completing a fourteen (14) - day quarantine with a Doctor's return to work release form.
- Employees who present with no symptoms but have tested positive in the past fourteen (14)

days may only return to work after completing a fourteen (14) - day quarantine, with a Doctor's return to work release form.

- Employees who have had close contact with a confirmed or suspected person with COVID-19 but are not experiencing any symptoms should inform the Principal and may be able to work on site with additional precautions, including but not limited to regular monitoring for symptoms and temperature, required face covering all times, and appropriate social distancing from others.
- Catholic Academy of West Buffalo has designated the Principal as the site safety monitor, who will be responsible for continuous compliance with all aspects of this Workplace Safety Plan.

B. Disinfection of Common Areas

An Catholic Academy of West Buffalo employee who has a positive COVID-19 laboratory result and has been at any Catholic Academy of West Buffalo facility in the fourteen (14) days prior to the positive test is referred to as a "Confirmed Case."

- If you are made aware of a Confirmed Case, please notify your immediate Supervisor who in turn will notify the Superintendent or Deputy Superintendent, immediately. The School will close the building or work area as appropriate if there has been a Confirmed Case for a minimum of twenty four (24) hours before cleaning begins; and
- Perform cleaning and disinfection of all areas where the employee worked and any common areas where they would have been. Families will be informed that the facility is closed for emergency cleaning/sanitizing.

Catholic Academy of West Buffalo

Employee / Visitor Required Screening Questionnaire

COVID-19

Please answer the following questions daily prior to entering an facility.

(1) Have you had COVID-19 symptoms (symptoms include: fever, cough, shortness of breath [not caused by a pre-existing condition], or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat [not caused by seasonal allergies], or new loss of taste or smell, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, congestion or runny nose, nausea or vomiting, diarrhea) within the past 14 days?

(2) Have you tested positive for COVID-19 in the past 14 days?

(3) Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?

(4) Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

If the answer to any of the above is “Yes” you need to stay home or return home. If you are an Catholic Academy of West Buffalo employee, you must promptly contact Sr Gail Glenn.

If the answer to all of the above is “No”, check the box below and print/sign your name and date this form:

_____ No

Name: _____

Signature: _____

Date: _____

**SIGNAGE POSTED ON ENTRY TO THE Catholic Academy of West Buffalo
SCHOOL**

Employee/Visitor Screening Questionnaire

COVID-19

Please read the questionnaire prior entering an Catholic Academy of West Buffalo facility.

(1) Have you had COVID-19 symptoms (symptoms include: fever, cough, shortness of breath [not caused by a pre-existing condition], or at least two of the following symptoms: fever, chills, repeated shaking with chills, muscle pain, headache, sore throat [not caused by seasonal allergies], or new loss of taste or smell, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, congestion or runny nose, nausea or vomiting, diarrhea) within the past 14 days?

(2) Have you tested positive for COVID-19 in the past 14 days?

(3) Have you had close contact with a confirmed or suspected COVID-19 case in the past 14 days?

(4) Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the New York State Travel Advisory in the past 14 days?

If the answer to any of the above is “Yes” please return home and contact your physician. If you are an Catholic Academy of West Buffalo employee, you must promptly contact Sr Gail Glenn

