

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

School Reopening Plan
2020-2021



2303 Kenmore Avenue
Buffalo, NY 14207
716-876-7505
www.csat-k12.org

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Superintendent's Introduction



Our school has been carefully planning for a safe and welcoming return to school. We are committed to getting our students back in our schools as much as possible and supporting them, both academically and social-emotionally.

On July 13, 2020, New York State's Governor's Office and the Department of Health provided schools with guidance outlining on instructional and service delivery for the 2020-2021 academic year.

This document is intended to communicate specific components of the Charter School for Applied Technologies' plans and preparations for reopening schools in fall 2020. As instructed by New York State, CSAT has created three reopening plans located below. The plans allow for three potential scenarios:

- A return to school in September with full face-to-face attendance and precautions to ensure the health and safety of our students and staff
- A fully remote and virtual learning environment
- A blended model, combining elements of the two

Throughout the development of these plans, the needs of all our constituents, including faculty, staff, students and families, were kept in mind. It is our understanding that the Governor will decide whether schools can reopen and in what ways in early August. We will continue to update you on progress and make sure we are transparent with you when we find out more information from the state. We understand there are many questions and we will do our best to address them as answers become available. I ask that you please continue to visit our website at www.csat-k12.org for additional information as it becomes available. To submit a question, please visit the reopening section of our site at www.csat-k12.org/reopening

I appreciate your dedication to CSAT and the surrounding community and I ask in advance for your patience in the upcoming weeks. Thank you for all you do.

Best,
Andrew Lyle
Superintendent

Task Force / Design Team

The school's reopening plan began with the work of the following members/activities, inclusive of New York State Education Department's Regional Task Force and Erie 1 BOCES –

- **March 2020** - Development of the school's COVID-19 page on our website which provides continual updates to our families, staff, and the community at large - <https://www.csat-k12.org/domain/404>. And, contains Distance Learning resources for students, parents, teachers and staff of our Online Instruction component.
- **June 2020** – Our parents were requested to take part in a Continuity of Learning survey in efforts to assess 'what went right' and 'what we should improve upon'. This data was very instrumental in how we will plan for instruction in 2020-2021.

- **July 2020** – COVID-19 Reopening Survey requesting feedback from parents, faculty, staff, and open to the public (CSAT Community)
- **July 2020** – Parent Survey – Instructional Learning Option
- **July 2020** – Reopening planning sessions with Administrators (Superintendent, Cabinet, Building Principals, Assistant Principals), Leadership Teams (Department Heads, Coordinators), Teachers, CSAT Teachers’ Union Representatives, CSAT Board of Trustees, and various Support Staff members

Guiding Principles

CSAT identifies the following guiding principles used to develop this plan for the reopening of school –

- Prepare for a safe learning and working environment for students and staff
- Provide proper time for training and support of staff for a successful reopening of school
- Provide continual communication to all CSAT families and staff
- Provide instruction which meets, or exceeds, federal and state standards inclusive of
 - Access to technology and connectivity
 - Social-emotional wellness and health supports
 - Special Education supports

Operational Approach

This plan incorporates three models and one optional approach for the 2020-2021 instructional format -

- **In School Instruction - Traditional**
 - All students return to in school instruction with proper use of, and where applicable - Social Distancing, Face Masks, or Barriers
- **Hybrid**
 - Students attend on a rotating basis for in school instruction and online learning, i.e., Student A attends school on Monday and Tuesday and be provided with online learning on Thursday and Friday. Student B is provided online learning on Monday and Tuesday and attends classes in school on Thursday and Friday. Wednesday is reserved for professional development of staff, teacher/student office hours, and extra cleaning of the school buildings
- **Online Instruction**
 - All students are provided instruction via online and remote methods
- **Remote Learning Option**
 - When the school incorporates either the Traditional or Hybrid model and a parent chooses not to send their child by selecting this model, students will follow the Traditional schedule with use of remote video conferencing

Plan Elements

Communication / Family and Community Engagement

Key Assurances

1. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> In developing our reopening plans, CSAT has engaged our stakeholders including parents, students, alumni, administrators, teachers and staff, the Erie County Health Department, neighboring schools and local health care providers in developing our plans. We are utilizing feedback and survey results from the CSAT COVID-19 reopening survey administrated from June 30 – July 13 and was administered to the CSAT community, including parents, guardians, family members, staff and alumni. We continue to utilize guidance from New York State and Erie County, and continue conversations with our student’s home school districts. 	<ul style="list-style-type: none"> In developing our reopening plans, CSAT has engaged our stakeholders including parents, students, alumni, administrators, teachers and staff, the Erie County Health Department, neighboring schools and local health care providers in developing our plans. We are utilizing feedback and survey results from the CSAT COVID-19 reopening survey administrated from June 30 – July 13 and was administered to the CSAT community, including parents, guardians, family members, staff and alumni. We continue to utilize guidance from New York State and Erie County, and continue conversations with our student’s home school districts. 	<ul style="list-style-type: none"> In developing our reopening plans, CSAT has engaged our stakeholders including parents, students, alumni, administrators, teachers and staff, the Erie County Health Department, neighboring schools and local health care providers in developing our plans. We are utilizing feedback and survey results from the CSAT COVID-19 reopening survey administrated from June 30 – July 13 and was administered to the CSAT community, including parents, guardians, family members, staff and alumni. We continue to utilize guidance from New York State and Erie County, and continue conversations with our student’s home school districts.

2. The school and/or district 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> The school will outline a Communications plan to inform 	<ul style="list-style-type: none"> The school will outline a Communications plan to 	<ul style="list-style-type: none"> The school will outline a Communications plan to

<p>all constituents of our reopening plan.</p> <ul style="list-style-type: none"> • The plan will be communicated through various channels to ensure the greatest dispersal of information including the primary source being the CSAT the website. • Additional communication channels will include our mass communication systems, One-Call Now, Remind, social media outlets, along with traditional physical mailings. • Digital signage will be utilized throughout our buildings to remind students, staff and visitors of various protocols. 	<p>inform all constituents of our reopening plan.</p> <ul style="list-style-type: none"> • The plan will be communicated through various channels to ensure the greatest dispersal of information including the primary source being the CSAT the website. • Additional communication channels will include our mass communication systems, One-Call Now, Remind, social media outlets, along with traditional physical mailings. • Digital signage will be utilized throughout our buildings to remind students, staff and visitors of various protocols. 	<p>inform all constituents of our reopening plan.</p> <ul style="list-style-type: none"> • The plan will be communicated through various channels to ensure the greatest dispersal of information including the primary source being the CSAT the website. • Additional communication channels will include our mass communication systems, One-Call Now, Remind, social media outlets, along with traditional physical mailings.
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3. The school and/or district 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • The school will communicate a plan for teachers to instruct proper hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene to students attending in-person classes. • The school will support the training with signage related to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. 	<ul style="list-style-type: none"> • The school will communicate a plan for teachers to instruct proper hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene to students attending in-person classes. • The school will support the training with signage related to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene. 	<ul style="list-style-type: none"> • Instruction on proper hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene will be shared on the school’s website.

4. The school and/or district 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> The school will develop visual communication related to adhering to CDC and DOH guidance regarding the use of PPE when social distance cannot be maintained. Signs and posters will be posted throughout the building as well as in entryways. 	<ul style="list-style-type: none"> The school will develop visual communication related to adhering to CDC and DOH guidance regarding the use of PPE when social distance cannot be maintained. Signs and posters will be posted throughout the building as well as in entryways. 	<ul style="list-style-type: none"> The school will develop visual communication related to adhering to CDC and DOH guidance regarding the use of PPE when social distance cannot be maintained. Signs and posters will be shared on the school’s website.

5. The school and/or district 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> Reopening plans and subsequent communication will be shared on the Reopening channel of our website. The website can be translated into multiple languages, including four of the top four languages most utilized by our families (English, Spanish, Arabic, & Burmese.) All documents created by the school which are uploaded to the site are translated into the user’s home language through our website. The school will utilize our mass communication systems, One Call Now to for calls and emails to families. The One Call Now system allows us the ability to translate emails and phone messages into the user’s home language as set in our student database. 	<ul style="list-style-type: none"> Reopening plans and subsequent communication will be shared on the Reopening channel of our website. The website can be translated into multiple languages, including four of the top four languages most utilized by our families (English, Spanish, Arabic, & Burmese.) All documents created by the school which are uploaded to the site are translated into the user’s home language through our website. The school will utilize our mass communication systems, One Call Now to for calls and emails to families. 	<ul style="list-style-type: none"> Reopening plans and subsequent communication will be shared on the Reopening channel of our website. The website can be translated into multiple languages, including four of the top four languages most utilized by our families (English, Spanish, Arabic, & Burmese.) All documents created by the school which are uploaded to the site are translated into the user’s home language through our website. The school will utilize our mass communication systems, One Call Now to for calls and emails to families.

<ul style="list-style-type: none"> • Our website is ADA compliant, and all uploaded documents can be accessed and processed by screen readers. 	<ul style="list-style-type: none"> • The One Call Now system allows us the ability to translate emails and phone messages into the user’s home language as set in our student database. • Our website is ADA compliant, and all uploaded documents can be accessed and processed by screen readers. 	<ul style="list-style-type: none"> • The One Call Now system allows us the ability to translate emails and phone messages into the user’s home language as set in our student database. • Our website is ADA compliant, and all uploaded documents can be accessed and processed by screen readers.
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Health and Safety

In efforts to prevent the spread of COVID-19 and reduce the potential risk of exposure to our workforce, employees and students should stay home if they are sick, except to get medical care.

CSAT will also require a simple screening to be conducted by staff and students prior to arriving to school each morning. Participation is required to help us take precautionary measures to protect you and everyone in this facility.

All staff members will be expected to complete the following Self-Assessment Checklist each day prior to entering our facility. Based on your response, you will be informed if you should report to school or not.

CSAT Self-Assessment Checklist

Please read and provide a response to the following questions. This must be completed prior to reporting to work and should include your temperature reading. Any responses of YES requires you to contact Andrew Lyle at 716-462-9928. If you answered NO to all the questions, no submission or calls are required, and you should report to work.

- Is your temperature above 100.4?
- Have you had any of the following symptoms associated with COVID-19 in the past 14 days?
 - Cough (not associated with Asthma or allergies)
 - Shortness of breath or difficulty breathing
 - Fever
 - Chills
 - Muscle pain
 - Sore throat
 - New loss of taste or smell
- Have you had a positive COVID-19 test in the past 14 days?

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

This list is not fully inclusive of all possible symptoms. Other less common symptoms have been reported as - gastrointestinal symptoms like nausea, vomiting, or diarrhea.

Refusing to comply with screening procedures

If the employee/visitor/student refuses screening they will not be allowed to enter the building. Employees will be charged their paid time off/sick time for that day, until these days are exhausted, at which point time off will be unpaid.

Prevention is accomplished by following the recommendations of health authorities in the following areas:

- Health Checks
- Healthy Hygiene Practices
- Social Distancing
- Personal Protective Equipment (PPE) and Cloth Face Coverings
- Management of ill persons
- Cleaning and Disinfecting

Key Assurances

1. Each school and/or district reopening plan must review and consider the number of students 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • Mandatory approved face coverings and 6’ social distancing must be maintained. Masks can be removed in private settings, however shared spaces (hallway, library, etc.) masks must be worn. • Mandatory breaks will be planned where masks can be removed when students can be safely distanced • Face coverings and PPE will not be shared among staff or students. 	<ul style="list-style-type: none"> • Mandatory approved face coverings and 6’ social distancing must be maintained. Masks can be removed in private settings, however shared spaces (hallway, library, etc.) masks must be worn. • Mandatory breaks will be planned where masks can be removed when students can be safely distanced • Face coverings and PPE will not be shared among staff or students. 	<ul style="list-style-type: none"> • Mandatory approved face coverings and 6’ social distancing must be maintained. Masks can be removed in private settings, however shared spaces (hallway, library, etc.) masks must be worn. • Face coverings and PPE will not be shared among staff. • Face coverings will be provided to staff however staff can choose to wear their own. The school will stock a supply of disposal

<ul style="list-style-type: none"> • Face coverings will be provided to staff however staff can choose to wear their own. The school will stock a supply of disposal masks for students or visitors who do not have a mask. • Students will wear masks while on school or public transportation. 	<ul style="list-style-type: none"> • Face coverings will be provided to staff however staff can choose to wear their own. The school will stock a supply of disposal masks for students or visitors who do not have a mask. • Students will wear masks while on school or public transportation. 	<p>masks for visitors who do not have a mask.</p>
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2. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • Parents and staff have submitted survey results to inform reopening plans. • The school website will serve as the main conduit of reopening information. • Committees comprised of faculty, staff and administration have worked in conjunction to develop the reopening plan. • Virtual week updates. • School has collaborated with sending districts of residence regarding medical directorship and transportation services. 	<ul style="list-style-type: none"> • Parents and staff have submitted survey results to inform reopening plans. • The school website will serve as the main conduit of reopening information. • Committees comprised of faculty, staff and administration have worked in conjunction to develop the reopening plan. • Virtual week updates. • School has collaborated with sending districts of residence regarding medical directorship and transportation services. 	<ul style="list-style-type: none"> • Parents and staff have submitted survey results to inform reopening plans. • The school website will serve as the main conduit of reopening information. • Committees comprised of faculty, staff and administration have worked in conjunction to develop the reopening plan. • Virtual week updates. • School has collaborated with sending districts of residence regarding medical directorship and transportation services.

3. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • The school will outline a Communications plan to inform all constituents of 	<ul style="list-style-type: none"> • The school will outline a Communications plan to inform all constituents of 	<ul style="list-style-type: none"> • The school will outline a Communications plan to inform all constituents of

<p>our reopening plan. The plan will be communicated through various channels to ensure the greatest dispersal of information including the primary source being the CSAT the website. Additional communication channels will include our mass communication systems, <i>One Call Now, Remind</i>, social media outlets, digital print and signage (on campus) along with traditional physical mailings.</p>	<p>our reopening plan. The plan will be communicated through various channels to ensure the greatest dispersal of information including the primary source being the CSAT the website. Additional communication channels will include our mass communication systems, <i>One Call Now, Remind</i>, social media outlets, digital print and signage (on campus) along with traditional physical mailings.</p>	<p>our reopening plan. The plan will be communicated through various channels to ensure the greatest dispersal of information including the primary source being the CSAT the website. Additional communication channels will include our mass communication systems, <i>One Call Now, Remind</i>, social media outlets, along with traditional physical mailings.</p>
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4. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> COVID-19 Safety Coordinator will coordinate with sending districts of residence medical directorship to develop a plan to instruct staff to identify signs of illness. Staff instruction will take place prior to reopening of the school. Signs of COVID-19 illness to include: <i>fever or chills (100.4°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.</i> 	<ul style="list-style-type: none"> COVID-19 Safety Coordinator will coordinate with sending districts of residence medical directorship to develop a plan to instruct staff to identify signs of illness. Staff instruction will take place prior to reopening of the school. Signs of COVID-19 illness to include: <i>fever or chills (100.4°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.</i> 	<ul style="list-style-type: none"> COVID-19 Safety Coordinator will coordinate with sending districts of residence medical directorship to develop a plan to instruct staff to identify signs of illness. Staff instruction will take place prior to reopening of the school. Signs of COVID-19 illness to include: <i>fever or chills (100.4°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.</i>

<ul style="list-style-type: none"> • Students observed showing signs of illness will be isolated in a supervised room within the school’s Health Office. 	<ul style="list-style-type: none"> • Students observed showing signs of illness will be isolated in a supervised room within the school’s Health Office. 	
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5. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • All parents will be encouraged to actively monitor their children health prior to school; and if signs of sickness are evident, to keep their child(ren) home. • Students entering the building will be initially screened via thermal camera upon entry to the building(s). Students exhibiting elevated temperature will be sent to the Health Office for a secondary screening. • Staff will off also be screened on a daily basis when entering a building. Additionally, staff will be asked to answer Daily Employee Health Screening Questions: <ul style="list-style-type: none"> ○ Were you in close contact (6’) with someone who has a laboratory confirmed COVID-19 diagnosis in the past 14 days? ○ Do you have symptoms of lower respiratory illness such as cough, shortness of breath, 	<ul style="list-style-type: none"> • All parents will be encouraged to actively monitor their children health prior to school; and if signs of sickness are evident, to keep their child(ren) home. • Students entering the building will be initially screened via thermal camera upon entry to the building(s). Students exhibiting elevated temperature will be sent to the Health Office for a secondary screening. • Staff will off also be screened on a daily basis when entering a building. Additionally, staff will be asked to answer Daily Employee Health Screening Questions: <ul style="list-style-type: none"> ○ Were you in close contact (6’) with someone who has a laboratory confirmed COVID-19 diagnosis in the past 14 days? ○ Do you have symptoms of lower respiratory illness such as cough, shortness of breath, 	<ul style="list-style-type: none"> • All parents will be encouraged to actively monitor their children health prior to school; and if signs of sickness are evident, to keep their child(ren) home.

<p>difficulty breathing or sore throat?</p> <ul style="list-style-type: none"> ○ Do you have a fever (greater than 100.4°)? ○ Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the <u>New York State Travel Advisory</u> in the past 14 days? 	<p>difficulty breathing or sore throat?</p> <ul style="list-style-type: none"> ○ Do you have a fever (greater than 100.4°)? ○ Have you traveled internationally or from a state with widespread community transmission of COVID-19 per the <u>New York State Travel Advisory</u> in the past 14 days? 	
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6. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • A Registered Nurse will be present in all student occupied buildings to assess staff and student health. Those demonstrating signs of sickness related to COVID-19 will be immediately sent home. If no parent can be contacted students will be isolated. 	<ul style="list-style-type: none"> • A Registered Nurse will be present in all student occupied buildings to assess staff and student health. Those demonstrating signs of sickness related to COVID-19 will be immediately sent home. If no parent can be contacted students will be isolated. 	<ul style="list-style-type: none"> • A Registered Nurse will be present in all student occupied buildings to assess staff health.

7. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • School will develop a protocol that outlines how teachers and students will be screened. If signs of illness or a positive response to the questionnaire are indicated, then the staff member or 	<ul style="list-style-type: none"> • School will develop a protocol that outlines how teachers and students will be screened. If signs of illness or a positive response to the questionnaire are indicated, then the staff member or 	<ul style="list-style-type: none"> • School will develop a protocol that outlines how teachers and students will be screened. If signs of illness or a positive response to the questionnaire are indicated, then the staff member or

<p>student will be sent home. This protocol will be distributed to staff, parents and stakeholders via multiple channels of communication referenced above.</p>	<p>student will be sent home. This protocol will be distributed to staff, parents and stakeholders via multiple channels of communication referenced above.</p>	<p>student will be sent home. This protocol will be distributed to staff, parents and stakeholders via multiple channels of communication referenced above.</p>
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8. Each school and/or district reopening plan has written protocol to address visitors, guests, contractors, and vendors to the school which includes health screening.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> School will develop a protocol that outlines how visitors, guests, contractors, and vendors to the school will be screened for illness. Additionally, the school will require that masks/face coverings be worn at all times. These protocols will seek to limit all non-essential entry. This protocol will be distributed to parents and stakeholders through the various communication channels 	<ul style="list-style-type: none"> School will develop a protocol that outlines how visitors, guests, contractors, and vendors to the school will be screened for illness. Additionally, the school will require that masks/face coverings be worn at all times. These protocols will seek to limit all non-essential entry. This protocol will be distributed to parents and stakeholders through the various communication channels. 	<ul style="list-style-type: none"> School will develop a protocol that outlines how visitors, guests, contractors, and vendors to the school will be screened for illness. Additionally, the school will require that masks/face coverings be worn at all times. These protocols will seek to limit all non-essential entry. This protocol will be distributed to parents and stakeholders through the various communication channels.

9. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> The school will develop and distribute a written protocol to parents that outlines the signs of illness that includes: fever, abdominal pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, feeling extra tired. Parents will be strongly advised to have their 	<ul style="list-style-type: none"> The school will develop and distribute a written protocol to parents that outlines the signs of illness that includes: fever, abdominal pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, feeling extra tired. Parents will be strongly advised to have their 	<ul style="list-style-type: none"> The school will develop and distribute a written protocol to parents that outlines the signs of illness that includes: fever, abdominal pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, feeling extra tired. Parents will be strongly advised to have their

child(ren) stay home should any signs of illness be present	child(ren) stay home should any signs of illness be present	child(ren) stay home should any signs of illness be present
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10. Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> The school will develop and distribute a written protocol outlining correct hand and respiratory hygiene compliant with CDC guidelines. Protocols will be systematically reinforced with staff and students through professional develop opportunities, Morning Meeting (NEST) lessons and again with students periodically throughout the semester. Additional student reinforcement of these protocols will be handled on an individualized basis. 	<ul style="list-style-type: none"> The school will develop and distribute a written protocol outlining correct hand and respiratory hygiene compliant with CDC guidelines. Protocols will be systematically reinforced with staff and students through professional develop opportunities, Morning Meeting (NEST) lessons and again with students periodically throughout the semester. Additional student reinforcement of these protocols will be handled on an individualized basis. 	<ul style="list-style-type: none"> The school will develop and distribute a written protocol outlining correct hand and respiratory hygiene compliant with CDC guidelines. Protocols will be systematically reinforced with staff and students through professional develop opportunities, Morning Meeting (NEST) lessons and again with students periodically throughout the semester. Additional student reinforcement of these protocols will be handled on an individualized basis.

11. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> Classroom will be oriented to maximize social distancing (6’), with students facing the same direction in row. Cafeteria will be oriented to maintain social distancing. Additionally, seating will be provided to lower cafeteria density. 	<ul style="list-style-type: none"> Classroom will be oriented to maximize social distancing (6’), with students facing the same direction in row. Cafeteria will be oriented to maintain social distancing. Additionally, seating will be provided to lower cafeteria density. 	<ul style="list-style-type: none"> Classroom will be oriented to maximize social distancing (6’), with students or staff facing the same direction in row. Floor striping will be applied to help students or staff maintain distancing guidelines

<ul style="list-style-type: none"> Floor striping will be applied to help students maintain distancing guidelines 	<ul style="list-style-type: none"> Floor striping will be applied to help students maintain distancing guidelines 	
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12. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> Students designated as high risk via a physician’s examination will be provided alternate learning environment Staff designated as high risk via physician’s examination will be provided alternate duty/responsibilities as per the human relations department. 	<ul style="list-style-type: none"> Students designated as high risk via a physician’s examination will be provided alternate learning environment Staff designated as high risk via physician’s examination will be provided alternate duty/responsibilities as per the human relations department. 	<ul style="list-style-type: none"> Staff designated as high risk via physician’s examination will be provided alternate duty/responsibilities as per the human relations department.

13. Each school and/or district reopening plan has written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> Where social distancing is not possible all staff, students and visitors to CSAT will be required to wear a face covering in any CSAT building. Where one staff member is not comfortable social distancing with another colleague without the benefit of a face covering, the other colleague will wear a mask out of courtesy regardless of whether 6’ distance can be maintained. 	<ul style="list-style-type: none"> Where social distancing is not possible all staff, students and visitors to CSAT will be required to wear a face covering in any CSAT building. Where one staff member is not comfortable social distancing with another colleague without the benefit of a face covering, the other colleague will wear a mask out of courtesy regardless of whether 6’ distance can be maintained. 	<ul style="list-style-type: none"> Where social distancing is not possible all staff, students and visitors to CSAT will be required to wear a face covering in any CSAT building. Where one staff member is not comfortable social distancing with another colleague without the benefit of a face covering, the other colleague will wear a mask out of courtesy regardless of whether 6’ distance can be maintained.

14. Each school and/or district reopening plan has 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> CSAT’s PPE includes for the provision of 2 cloth face coverings for all staff members, in addition child and adult disposal surgical masks will be made available for student, staff or visitor in need of a face covering. 	<ul style="list-style-type: none"> CSAT’s PPE includes for the provision of 2 cloth face coverings for all staff members, in addition child and adult disposal surgical masks will be made available for student, staff or visitor in need of a face covering. 	<ul style="list-style-type: none"> CSAT’s PPE includes for the provision of 2 cloth face coverings for all staff members, in addition child and adult disposal surgical masks will be made available for student, staff or visitor in need of a face covering.

15. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> Any individual who screens positive for COVID-19 exposure or symptoms will immediately be sent home with instructions to contact their healthcare provider. School administration will notify the Erie County Health Department of any student or staff member reporting a positive COVID-19 diagnosis while maintaining confidentiality. 	<ul style="list-style-type: none"> Any individual who screens positive for COVID-19 exposure or symptoms will immediately be sent home with instructions to contact their healthcare provider. School administration will notify the Erie County Health Department of any student or staff member reporting a positive COVID-19 diagnosis while maintaining confidentiality. 	<ul style="list-style-type: none"> Any individual who screens positive for COVID-19 exposure or symptoms will immediately be sent home with instructions to contact their healthcare provider. School administration will notify the Erie County Health Department of any student or staff member reporting a positive COVID-19 diagnosis while maintaining confidentiality.

16. 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.

In School Instruction	Hybrid	Online
Return to School Protocol will be developed in alignment with CDC guidance.	Return to School Protocol will be developed in alignment with CDC guidance.	Return to School Protocol will be developed in alignment with CDC guidance.

<ul style="list-style-type: none"> • If symptomatic but not diagnosed with COVID-19, student or staff may return once there is no pharmaceutically reduced fever and are feeling well for 24 hours or if diagnosed with another condition by healthcare provider with written permission to return to school. • If diagnosed with COVID-19 or symptoms students and staff should stay home until, a) it has been at least 10 days since symptom onset b) it has been at least 3 days since experiencing fever without pharmaceutically reduced fever, and c) at least 3 days have passed since symptoms improved, including coughing or shortness of breath. • If a student or staff member has had close contact with a person with COVID-19 for a prolonged period of time and is experiencing COVID-19 related symptoms, <u>NYSDOH Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure</u> will be followed. 	<ul style="list-style-type: none"> • If symptomatic but not diagnosed with COVID-19, student or staff may return once there is no pharmaceutically reduced fever and are feeling well for 24 hours or if diagnosed with another condition by healthcare provider with written permission to return to school. • If diagnosed with COVID-19 or symptoms students and staff should stay home until, a) it has been at least 10 days since symptom onset b) it has been at least 3 days since experiencing fever without pharmaceutically reduced fever, and c) at least 3 days have passed since symptoms improved, including coughing or shortness of breath. • If a student or staff member has had close contact with a person with COVID-19 for a prolonged period of time and is experiencing COVID-19 related symptoms, <u>NYSDOH Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure</u> will be followed. 	<ul style="list-style-type: none"> • If symptomatic but not diagnosed with COVID-19, staff may return once there is no pharmaceutically reduced fever and are feeling well for 24 hours or if diagnosed with another condition by healthcare provider with written permission to return to school. • If diagnosed with COVID-19 or symptoms staff should stay home until, a) it has been at least 10 days since symptom onset b) it has been at least 3 days since experiencing fever without pharmaceutically reduced fever, and c) at least 3 days have passed since symptoms improved, including coughing or shortness of breath. • If a staff member has had close contact with a person with COVID-19 for a prolonged period of time and is experiencing COVID-19 related symptoms, <u>NYSDOH Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure</u> will be followed.
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17. Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • CDC guidelines/ recommendations will be 	<ul style="list-style-type: none"> • CDC guidelines/ recommendations will be 	<ul style="list-style-type: none"> • CDC guidelines will continue to be followed

<p>followed for daily cleaning and disinfecting, cleaning logs completed by Maintenance staff. School-wide cleaning will occur twice a day with high touch areas (doors, knobs, etc.) cleaned more frequently.</p> <ul style="list-style-type: none"> • Alcohol-based sanitizers (greater than 60% alcohol) will be provided to staff and students in supervised areas. • Staff will be provided disinfecting supplies to routinely clean high touch surfaces (desks, keyboards, etc.) should they chose to. • Following the disclosure of a positive COVID-19 test by the Erie County Department of Health, the school will perform a deep clean of all affected areas and follow any guidance regarding the further dismissal of the building or section of building. 	<p>followed for daily cleaning and disinfecting, cleaning logs completed by Maintenance staff. School-wide cleaning will occur twice a day with high touch areas (doors, knobs, etc.) cleaned more frequently.</p> <ul style="list-style-type: none"> • Alcohol-based sanitizers (greater than 60% alcohol) will be provided to staff and students in supervised areas. • Staff will be provided disinfecting supplies to routinely clean high touch surfaces (desks, keyboards, etc.) should they chose to. • Following the disclosure of a positive COVID-19 test by the Erie County Department of Health, the school will perform a deep clean of all affected areas and follow any guidance regarding the further dismissal of the building or section of building. 	<p>in those areas where staff will be working.</p>
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18. Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • CSAT will continue its emergency safety drill schedule while maintaining social distancing protocols. Building-level safety teams will determine and distributed additional guidance to staff to accommodate COVID-19 related contingencies. 	<ul style="list-style-type: none"> • CSAT will continue its emergency safety drill schedule while maintaining social distancing protocols. Building-level safety teams will determine and distributed additional guidance to staff to accommodate COVID-19 related contingencies. 	<ul style="list-style-type: none"> • N/A

19. Each school and/or district reopening plan has written plan for district/school run before and aftercare programs (or, for charter schools, as required by the school’s charter).

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • Aftercare program is independently managed by Boys and Girls Club utilizing CSAT facilities observing guidelines that allow for social distancing of more than 6’ distance while also wearing face coverings. Parents of afterschool students will not be entering the building for pickup. 	<ul style="list-style-type: none"> • Aftercare program is independently managed by Boys and Girls Club utilizing CSAT facilities observing guidelines that allow for social distancing of more than 6’ distance while also wearing face coverings. Parents of afterschool students will not be entering the building for pickup. 	<ul style="list-style-type: none"> • Aftercare program is independently managed by Boys and Girls Club utilizing CSAT facilities observing guidelines that allow for social distancing of more than 6’ distance while also wearing face coverings. Parents of afterschool students will not be entering the building for pickup.

20. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • CSAT designates the Superintendent (Andrew Lyle) as the COVID-19 Safety Coordinator 	<ul style="list-style-type: none"> • CSAT designates the Superintendent (Andrew Lyle) as the COVID-19 Safety Coordinator 	<ul style="list-style-type: none"> • CSAT designates the Superintendent (Andrew Lyle) as the COVID-19 Safety Coordinator

Physical Distancing

Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household. To practice social or physical distancing, stay at least 6 feet (about 2 arms’ length) from other people who are not from your household in both indoor and outdoor spaces.

- Classroom seating charts will allow for six (6) feet of distancing between students.
- Keep six (6) feet away from other person’s distance, unless safety or core function of the work activity requires a shorter distance. Any time people are less than six (6) feet apart from one another, face coverings must be worn.
- Do not go near anyone with respiratory symptoms of cough, fever, difficulty breathing, or other flu-like illness.
- Avoid handshaking, fist bumps, high fives, hugging, etc.
- Tightly confined spaces will be occupied by only one individual at a time, unless all occupants are wearing face coverings. These spaces will have occupancy postings.

- Post physical distancing markers using tape or signs that denote six (6) feet of spacing in commonly used and other applicable areas on the site (e.g., health screening stations, reception areas, lunch lines).
- Limit in-person gatherings as much as possible. Essential in-person gatherings will be held in open, well-ventilated spaces with at least six (6) feet of distance between people.
- Designated areas for pick-ups and deliveries, limiting contact to the extent possible, will be established, as needed.
- Hallways shall be directionally marked on the walls to illustrate two-way directional traffic as done with roadways. People shall travel with their right shoulder closer to the wall. People will be discouraged from touching the wall while walking down the hallway.
- Large group activities should be evaluated. If social/physical distancing is not possible, activities such as: training, meetings, plays, sporting events and concerts, shall be modified to meet mask or distancing requirements, cancelled or postponed.
- If staff or students must have person to person contact, then both persons should:
 - Wear a face covering/mask
 - Wash hands or use hand sanitizer before and after contact
 - People working with special needs persons should wear a face covering/mask and wash hands regularly when unexpected contact may occur
 - Face shields will be provided to staff who are at a higher risk, who must have regular person to person contact and make a request for a shield from their supervisor or principal.
 - Installation of Barriers:
 - Areas with frequent close person to person contact, where six (6) feet of distance is not possible, will have barriers (polycarbonate material) installed to separate individuals, such as:
 - Main office counters
 - Food Service register
 - Library counter

Common situations that may not allow for six (6) feet of distance between individuals

- Classrooms (unless they are at reduced capacity)
- Cleaning and maintenance work
- Bus maintenance and repairs
- Food preparation and distribution
- Capital project work

Measures implemented to ensure safety

- Ensure adequate personal protective equipment (PPE) is available for staff and students.
- Teachers will teach students proper handwashing procedures and use of hand sanitizer, how to properly wear a mask, when to wear a mask (if they cannot be at least six (6) feet away from another person) and how to properly cover coughs and sneezes.
- Anytime people are less than six (6) feet apart from one another, a face covering shall be worn by all building occupants unless precluded by medical conditions (physician's documentation will be required).

- While on district premises, you must have in your possession a face covering/mask at all times.
- You must wear a mask immediately when in the presence of another when six (6) feet of distance is not possible. The face covering absolutely must be in place before having any close contact and all the while you are having close contact with any other person. Close contact is defined as within six (6) feet of another person (common hallways, restrooms or other areas)
 - Cloth or disposable face coverings will be provided to staff by the district
 - Disposable face covering should not be laundered, but disposed of properly
 - Face covering care will be the responsibility of the individual employee or student
 - Employees may wear their own cloth face covering or face covering/mask
 - Students shall wear their own school appropriate face covering supplied by their parent or guardian.
 - Students who do not comply with the expectation to wear a mask (and other health and safety related requirements in this document) will face progressive discipline:
 - Warning
 - Call home explaining the situation
 - May be sent home for the remainder of the day and/or additional days
- Cover your mouth and nose with a cloth face cover when around others
 - You could spread COVID-19 to others even if you do not feel sick.
 - The cloth face cover is meant to protect other people in case you are infected.
 - Provide students with mask breaks when students can physically distance.
 - Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
 - Do NOT use a mask meant for a healthcare worker. Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.
 - Continue to try to keep about 6 feet between yourself and others with or without a mask.
 - Wear your face covering correctly
 - Wash your hands before putting on your mask.
 - When wearing a mask, it must cover your nose and mouth completely.
 - Fit snugly but comfortably against the side of the face
 - Fully cover the mouth and nose
 - Be secured with ties, elastic or ear loops
 - Include multiple layers of fabric
 - Allow for breathing without significant restriction
 - Be able to be laundered and machine dried without damage or change to shape
 - Face Covering/masks should be washed daily.
 - How do you safely sterilize/clean a cloth face covering?
 - Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering.
 - If face covering/masks are hand-washed, prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly

with cool water. Air dry, in direct sunlight, when possible. Wash hands for 20 seconds after washing the mask.

- Face coverings must be completely dry before wearing.
 - When removing a mask, Individuals should be careful not to touch their eyes, nose, and mouth when removing their face covering and wash hands for 20 seconds immediately after removing the mask. Be sure not to touch the outside of the mask when removing.
- Cover coughs and sneezes:
 - Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
 - Throw used tissues in the trash.
 - Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.
- Wash hands regularly with soap and water for at least 20 seconds

If soap and water are not readily available, use alcohol-based hand sanitizer containing at least 60% alcohol. Hand sanitizer dispensers have been installed throughout the buildings.

 - Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
 - It's especially important to wash:
 - Before eating or preparing food
 - Before touching your face
 - After using the restroom
 - After leaving a public place
 - After blowing your nose, coughing, or sneezing
 - After handling your cloth face covering
 - After changing a diaper
 - After caring for someone sick
 - After touching animals or pets
 - After touching trash
 - Before and after the work shift
 - Before and after work breaks
 - After touching objects that have been handled by others
 - If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
 - Avoid touching your eyes, nose, and mouth with unwashed hands.

Engagement with visitors

- Visitors must follow the six (6) feet of physical distancing mandate and follow regulations for wearing protective equipment to limit the spread of illness while on site. Visitors will be restricted to offices or delivery areas.

- Nonessential visitors will not have access to school buildings, including district offices and transportation facilities.
- Parent meetings will be held as phone/virtual conferences.
- Public use of school facilities will be suspended until further notice.
- Shared writing utensils, clipboards for sign-in shall not be shared unless they are sanitized between sharing.
- There will be no use of toys, magazines, and other shared items in waiting areas.
- The District will provide a polycarbonate barrier for reception areas where six (6) feet of distancing is not possible.
- Eliminate reception seating areas, when six (6) feet of distancing cannot be achieved.
- Whenever possible, visitors will phone ahead.
 - Screen for the necessity of the visit.
 - Phone calls, e-mail, mail, video conference should be used whenever possible, even if this means turning someone away at the door.

Classrooms and office areas

- For those who have documented medical conditions, continue to work remotely if possible and practical.
- Establish room/space utilization schedule to reduce the number of people in the spaces to allow for six (6) feet of distancing.
- Reduce tasks requiring large amounts of people to be in one area.
- Encourage staff not to linger or socialize in common areas.
- Review floor plans and remove or reconfigure seating assignments, furniture, and workstations as needed to preserve recommended physical distancing in accordance with guidelines.
- Reconfigure seating to limit the need for facing each other or establish partitions if facing each other cannot be avoided.
- Employees should be encouraged to use virtual meeting tools, including phone and virtual teleconference, in lieu of in-person meetings, whenever possible.
- If in-person meetings are essential, consider limiting meetings to 10 people or less depending on local, state, and federal guidelines.
- Eliminate reception seating areas, whenever six (6) feet of distancing cannot be achieved, and request that guest's phone ahead or install a plastic partition at the reception area.
- Classroom pets and visiting therapy animals will not be allowed in school until further notice. Personal items not required for school should be left at home (i.e., toys, playing cards, sports equipment, personal headphones, furniture, etc.).
- Only Store bought, individually packaged food items may be brought in for celebrations
- Employees and students will self-assess their health prior to coming to school. Refer to self-assessment list. Parents and students will be informed of the self-assessment tool and parents will be required to self-assess students prior to students coming to school.
 - Markings (whether in tape or otherwise) will be placed on walls in the corridor to demarcate six (6) foot lengths to provide for greater physical distancing by people while in line, where needed.

Conference rooms

- There will be in-person meetings of ten (10) people or less, whenever possible, if virtual meetings are not feasible.

- Lingering and socializing before and after meetings is discouraged.

Break rooms and lunchrooms

- Water coolers, coffee makers, and bulk snacks will not be provided.
- Vending machines will have posted signs to wash hands prior to and after use or they will not be used.
- Communal meals will not be provided to employees and food will not be available in areas where employees may congregate.
- Lunch breaks shall be staggered to minimize occupancy in break rooms.
- Congregating shall not occur.
- Students will be seated six (6) feet away from one another, tables will be cleaned between scheduled lunches.
- Employees should eat away from others or maintain at least six (6) feet of distance between themselves and others. Employees shall not congregate in staff lounges and shall maintain at least six (6) feet of distance between themselves and others.

Copier rooms/areas

- Congregating in copier rooms shall not occur.
- Copier areas shall be used by one person at a time, with at least six (6) feet of distance between people.
- Individuals will be responsible for washing their hands or sanitizing them before and after each use of the copier.

Protective equipment

- CSAT will supply every employee with a washable mask and have disposable face masks available for those who do not have one.
- Face coverings must be cleaned or replaced by the individual after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.
- CSAT will provide instruction on the proper way to wear, put on and properly remove, and properly care for face coverings for all its employees.
- Disposable gloves are available for food service employees, cleaners, and other employees, as needed.

Commonly shared objects and frequently touched areas

- Touching of shared objects and surfaces is discouraged.
- When in contact with shared objects or frequently touched areas employees and students are expected to wash their hands for at least 20 seconds with soap and water or use hand sanitizer before and after contact.
- Examples of frequently touched areas in schools:
 - Classroom desks and chairs
 - PE equipment
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails

- Kitchen and bathroom faucets
- Light switches
- Handles on equipment
- Buttons on vending machines
- Shared telephones
- Shared computer keyboards and mice
- Bus seats and handrails
- Pens/pencils
- Books are not considered a high transmission route (source), however it is recommended to leave books untouched once returned for 24-72 hours on a cart before returning to the shelf. This is the standard recommendation by the Institute of Museum and Library Services (IMLS) based on testing conducted for libraries and museums.

Cleaning Procedures

CSAT will adhere to hygiene and sanitation requirements from the Centers for Disease Control and Prevention (CDC) and Department of Health (DOH) and maintain cleaning logs on site that document the date, time, and scope of cleaning:

- A cleaning log will be maintained in the cleaning and maintenance department office. The head cleaner will be responsible for maintaining the cleaning log, which will include the date, time and scope of cleaning for each area.
- Handwashing stations for personnel, including handwashing with soap, water, and paper towels, or an alcohol-based sanitizer containing 60% or more alcohol for areas where handwashing is not feasible, will be provided in the high school and elementary school faculty room restrooms and middle school office restroom.
- Employees will be provided with training to promote healthy hygiene practices and will ask supervisors for more information as needed. Teachers will provide demonstrations and instruct students on healthy hygiene practices.
 - This will include:
 - Proper handwashing techniques.
 - Use of hand sanitizer.
 - Respiratory etiquette, including covering coughs and sneezes.
 - Proper use of cloth face coverings.
 - Encouraging staff and students to use the self-assessment and stay at home when they are sick.

Signs shall be posted on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering:

- Classroom, office area, common areas signage:
 - Post CDC Handwashing Poster (English and Spanish version)
 - Post CDC Cover Your Cough Poster (English and Spanish version)
 - CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19 (English and Spanish version)
- Restrooms:
 - Post CDC Handwashing Poster (English and Spanish version)
 - Post CDC Stop the Spread of Germs Poster (English and Spanish version)

- Building entry door signage
 - Post CDC Stay Home if You Are Sick Poster (English and Spanish version)

Regular cleaning and disinfecting will occur at least daily:

- CSAT is using New York State Registered EPA disinfectants.
- If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection. Then, use a household disinfectant. Most common EPA-registered household disinfectants will work.
- Cleaning
 - Clean surfaces using soap and water, then use disinfectant.
 - Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface. Disinfectants kill germs on surfaces.
 - Practice routine cleaning of frequently touched surfaces. High touch surfaces include: Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.
 - Store and use disinfectants in a responsible and appropriate manner according to the label. Do not mix bleach or other cleaning and disinfection products together–this can cause fumes that may be very dangerous to breathe in. Keep all disinfectants out of the reach of children.
 - Do not overuse or stockpile disinfectants or other supplies. This can result in shortages of appropriate products for others to use in critical situations.
 - Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.
 - Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.

Classroom cleaning

- Trained Custodial staff will be responsible for heavier cleaning and disinfecting within classrooms.
- Teachers, Teaching Assistants, and Aides will be responsible for general cleaning within the classrooms or areas they are assigned and will be provided with appropriate cleaning supplies.
- Cleaning supplies will be stored out of reach of children and are not to be used by any students, regardless of age.
- All students are expected to pick up after themselves and then wash their hands.
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon, ensuring adequate contact time for the disinfection
- In order to facilitate cleaning and disinfection, classroom materials must be removed and be put away by the teacher at the end of the school day.

Restrooms

- Signs will be placed in restrooms for hand washing reminders after using the restroom.

- Paper towels shall be provided in restrooms.
- Open top trash cans will be provided.
- Restrooms will be cleaned, properly disinfected and restocked at least daily.

Cleaning electronics

- For shared electronics, such as tablets, touch screens, keyboards, and remote controls.
 - Follow the manufacturer's instructions for cleaning and disinfecting.
 - If no guidance, use alcohol-based wipes or sprays containing 70% alcohol. Dry the surface thoroughly.

Communication

- Signs will be posted throughout the site to remind personnel and students to adhere to proper hygiene, physical distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Communication and updates for employees, visitors, and parents/guardians will occur through:
 - Website
 - Email
 - Social Media
- Although visitors will be restricted, a visitor log will be maintained at each main entrance, by secretarial staff, that includes visitors, workers, who may have close contact with other individuals at work, excluding deliveries that are performed with appropriate PPE or through contactless means.

Name	Date	Time in	Time out	Location worked/ people in close contact	Phone number (in case we need to contact the person for contact tracing purposes)

- If an individual tests positive for COVID-19, the District Superintendent or designee will immediately notify state and local health departments and cooperate with 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.

Contact tracing and disinfection of contaminated areas

To ensure the school district and its employees comply with contact tracing and disinfection requirements, CSAT will do the following:

- Maintain a log for cleaning, disinfect potentially contaminated areas, and contract trace in the event of a positive case.

In the case of a person testing positive for COVID-19, CDC guidelines and Erie County Dept. of Health will be followed regarding cleaning and disinfecting the building/facility if someone is sick:

- The sick person will be isolated to the closest unused space or remove others from the space, the nurse, principal or supervisor will be notified immediately. The superintendent will be notified by the principal or supervisor.
- Close off areas used by the person who is sick.
- Schools do not necessarily need to close operations, if they can close off affected areas.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, machines, etc.
- Vacuum the space if needed. Use a vacuum equipped with a high efficiency particulate air (HEPA) filter, if available.
- Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
- Temporarily turn off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once the area has been disinfected, it can be opened for use.
- Workers without close contact with the person who is sick can return to work immediately after disinfection.
- If more than 7 days since the person who is sick visited or used the facility, additional cleaning and disinfecting is not necessary.
- Continue routine cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

Products that CSAT has in stock and will continue to purchase that has been identified as effective against COVID-19, on the New York State Registered Disinfectant EPA List:

- CSAT is using New York State Registered EPA disinfectants. A list will be provided upon request.

CSAT designated contact tracer is the superintendent or designee in conjunction with the Erie County Dept. of Health:

- Each building secretary will maintain sign in/out daily lists that will include the date and time in and out of the building.
- Cleaning and maintenance staff are scheduled, which includes who they work with each day. Staff are assigned to designated areas within the building.

Informing close contacts that may have been exposed to COVID-19

- The Dept. of Health will interview the employee or student who tested positive for COVID-19 to determine when the symptoms began, who the person was in contact with, where they were within the building, and when they were there.
- The Dept. of Health will gather the sign-in/sign-out logs to determine who was in the building during the time frame of the person testing positive for COVID-19.
- The superintendent or designee will notify the Erie County Department of Health.
- Potentially exposed employees or students will be notified by in-person, by phone or by letter:
 - If they do not have symptoms, they should remain at home and practice physical distancing for 14 days.
 - If they have symptoms, they should self-isolate and follow CDC recommended steps.

- All other employees should self-monitor for symptoms, using the self-assessment tool. If they develop symptoms, they should notify their supervisor, seek medical assistance, and stay home.

Do not come to work/school if:

- You have tested positive for COVID-19 or a presumed diagnosis by your physician or other healthcare provider.
- You have been in contact with a person with an actual positive COVID-19 test or presumed COVID-19 diagnosis by their healthcare provider.
- You feel sick:
 - Contact your physician or other healthcare provider to discuss your medical condition.
 - Notify the Superintendent and your supervisor at the school:
- If you start to feel sick when in a building, notify the building main office immediately by phone and then clean the phone. Stay put until you receive further instruction.
- Be sure to tell the main office what you were doing and where you were in the building before you became ill as the devices and locations must now be considered potentially contaminated.
- After notification, leave the building once student coverage has been determined
- Contact your physician or other healthcare provider to discuss your medical condition.

Mental Health Resources

Mental health supports for individuals who need social-emotional assistance when returning to school:

- Each Building has Counselors and Social Workers who are available for consultation
- Each building can refer students/families to community agencies and also CSAT resources that may be helpful
- CSAT provides an EAP for all staff members

Training

All personnel and students will be trained on new protocols and safety guidelines. Training on the precautions listed below will occur either remotely or in person. Use appropriate social distancing and require face coverings for all participants if training is conducted in person. Training material will be easy to understand and available in the appropriate language and literacy level for all students and workers.

- Proper hand washing hygiene. Promote frequent and thorough hand washing by providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% ethanol or 70% isopropyl alcohol. Provide training on proper handwashing and hand sanitizer use.
- Prevention of disease spread by staying home when they are sick.
- Proper respiratory etiquette, including covering coughs and sneezes.
- Train employees to not use communal objects. If communal objects must be used provide information on proper disinfection procedures between use. Examples of communal objects include (but are not limited to): other workers' phones, desks, offices, computers or other devices, other work tools and equipment.
- Provide workers with up-to-date education and training on COVID-19 risk factors and protective behaviors (i.e., cough etiquette and care of PPE).

- Provide training for staff on appropriate use of wearing, sizing, removing and disposing of PPE.
- Confirmation that subs are willing to work will occur as well as training on new policies/procedures and protocols.
- Provide training for staff on how to address close contact interactions as part of every day job tasks.

Training for Nurses

Screeners will be trained by identified individuals familiar with CDC, DOH, and OSHA protocols and wear appropriate employer-provided PPE, including, at a minimum, a face covering.

Closure considerations:

As the state is gradually reopening and staff and students are returning in various stages, COVID-19 remains a major area of concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that all staff members and students must adhere to the same judicious precautions of safety and hygiene for themselves and others as the pandemic continues. Remember that everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

When a person has been identified (confirmed) or suspected to be COVID-19 positive; the process will include:

- School administrators will collaborate and coordinate with local health officials to make school closure and large event cancellation decisions.
- Schools will close, if necessary, for physical attendance of students, based on public health guidance and in coordination with the Local DOH.
- CSAT will follow its plan for continuity of education, medical and social services, and meal programs with alternate mechanisms for these to continue.
- Short-term closure procedures will be implemented, as needed, regardless of community spread if an infected person has been in a school building.
- DOH guidance/procedures will be used when someone tests positive.
 - In consultation with the Local DOH, a school official may consider whether school closure is warranted and period of time (prior to re-opening) based on the risk level within the specific community as determined by the Local DOH.
 - In accordance with guidance for quarantine at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff quarantine.
 - Additional close contacts at school outside of a classroom should also quarantine at home.
- Keeping in mind that the closing of schools could be a regional decision.
 - 7 metrics - NYS Dashboard
 - Schools will reopen if a region is in Phase IV and the daily infection rate remains below 5% using a 14-day average
 - Schools will close if the regional infection rate is greater than 9% using a 7-day average after August 1, 2020
- Thresholds will be determined on a case-by-case basis dependent on the numbers (school closures may be a response).

- Buildings may consider closing only if required cleaning products (bleach and water can be used as a cleaning product) and Personal Protective Equipment (PPE) are not available

Emergency Response Protocols & Drills - COVID-19 Adapted (Evacuation Drills & Lockdown Drills):

The 2020-2021 school year may include hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols:

- Shelter-In-Place
- Evacuation
- Lockout
- Lockdown

Shelter-In-Place

Identify areas that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event may be considered
- If 6 feet between staff and students cannot be achieved, face coverings should be worn at all times during the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Evacuate

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and add the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

Lockout protocols will be the same, besides maintaining 6 feet of space between students and staff in the area.

Lockdown

During a Lockdown, there will be a violation of the 6-foot recommendation between people. In order to protect life safety, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight
- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Additional Considerations

- Keep desks facing the same direction in classrooms
- Stagger bell schedules to reduce quantity of students in hallways at any one time



Facilities

Key Assurances

1. 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 OFF.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities

2. Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> CSAT is in compliance with 2020 Building Condition Survey and Visual Inspection. 	<ul style="list-style-type: none"> CSAT is in compliance with 2020 Building Condition Survey and Visual Inspection. 	<ul style="list-style-type: none"> CSAT is in compliance with 2020 Building Condition Survey and Visual Inspection.

3. Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> CSAT does conduct this testing in accordance NYS DOH regulation 67-4. Lead-In-Water Testing is scheduled to be conducted during the first semester of 2020-2021 school year. 	<ul style="list-style-type: none"> CSAT does conduct this testing in accordance NYS DOH regulation 67-4. Lead-In-Water Testing is scheduled to be conducted during the first semester of 2020-2021 school year. 	<ul style="list-style-type: none"> CSAT does conduct this testing in accordance NYS DOH regulation 67-4. Lead-In-Water Testing is scheduled to be conducted during the first semester of 2020-2021 school year.

4. Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations is in accordance with FCNYS 2020 Section 5705.5.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> CSAT will be in full compliance with FCNYS 2020 Section 5705.5 to include directed dispensing and supervision of alcohol-based sanitizers. 	<ul style="list-style-type: none"> CSAT will be in full compliance with FCNYS 2020 Section 5705.5 to include directed dispensing and supervision of alcohol-based sanitizers. 	<ul style="list-style-type: none"> CSAT will be in full compliance with FCNYS 2020 Section 5705.5 to include directed dispensing and supervision of alcohol-based sanitizers.

5. Each school and/or district reopening plan which include 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities

6. Each school and/or district reopening plan must ensure that all new building construction and temporary quarter project will be submitted to OFP for a full code review.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities

7. 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

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities

8. Each school and/or district reopening plan which includes the temporary or permanent use of Tents must provide plans adhering to the BCNYS.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities 	<ul style="list-style-type: none"> No changes or additions to facilities

9. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> CSAT meets BCNYS standards. 	<ul style="list-style-type: none"> CSAT meets BCNYS standards 	<ul style="list-style-type: none"> CSAT meets BCNYS standards

10. 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.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> CSAT is in compliance with the 1:100 occupant ratio in regards to drinking fountains. 	<ul style="list-style-type: none"> CSAT is in compliance with the 1:100 occupant ratio in regards to drinking fountains. 	<ul style="list-style-type: none"> CSAT is in compliance with the 1:100 occupant ratio in regards to drinking fountains.

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

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • A MERV 11 filters will be installed in all district buildings. • Health Offices and isolation areas will have permanently high mounted HEPA filters. 	<ul style="list-style-type: none"> • A MERV 11 filters will be installed in all district buildings. • Health Offices and isolation areas will have permanently high mounted HEPA filters. 	<ul style="list-style-type: none"> • A MERV 11 filters will be installed in all district buildings. • Health Offices and isolation areas will have permanently high mounted HEPA filters.

12. Each school and/or district reopening plan must ensure that all project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • There are no planned project submissions. 	<ul style="list-style-type: none"> • There are no planned project submissions. 	<ul style="list-style-type: none"> • There are no planned project submissions.

13. Each school and/or district reopening plan which include the use of plastic separators must comply with the 2020 BCNYS Section 2606.

In School Instruction	Hybrid	Online
<ul style="list-style-type: none"> • CSAT meets BCNYS standards. 	<ul style="list-style-type: none"> • CSAT meets BCNYS standards. 	<ul style="list-style-type: none"> • CSAT meets BCNYS standards.

As the state is gradually reopening and staff and students are returning to schools in various stages, COVID-19 remains a major area of concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district, all staff members and students must adhere to the same judicious precautions of safety and hygiene for themselves and others as the pandemic continues. Remember that everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Training

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne Pathogen (BBP)
- Respirator Training (If required)
- COVID Awareness
- New cleaning Protocols
- Hand washing
- Face Covering (sizing, use, wear & care)

- Personal Health and Hygiene
- Respiratory Etiquette
- Special working conditions with face coverings (strenuous activity)

Required personal protective equipment (PPE)

- Disposable gloves
- Face Covering
- Face Shield (if required)
- Respirator (SDS)
- Gown/Apron (if applicable)

Roles and responsibilities

Supervisor

- Create weekly/bi-weekly plans per guidance
- Inventory necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease
- Conduct a facility walkthrough to ensure that the classrooms, offices, common spaces, and the exterior are ready for staff and students
- Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and personal protective equipment
- Provide ongoing communication and feedback to staff on a weekly basis
- Participate in planning meetings as needed

Cleaning & maintenance staff

- Maintain social distancing as much as possible
- Wear face coverings where other social distancing measures are difficult to maintain
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor
- Wear all required Personal Protective Equipment (PPE) when cleaning and using chemicals
- Follow US CDS Guidelines for Cleaning and Disinfecting Your Facility
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% ethanol or 70% isopropyl alcohol.

Protocols to consider

Facility considerations

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (i.e., allowing pollens in or exacerbating asthma symptoms) risk to children using the facility

School visitors

- Limit nonessential visitors to all school buildings, including district offices and transportation facilities
- Visitors must follow the 6-foot social distancing mandate and follow regulations for wearing protective equipment to limit the spread of illness while on site
- Screen before entry to the building
- Restrict outside usage of building (all outside groups, recreational sports)

Waste and laundering

Laundry for clothing (uniforms), towels, linens and other items

- Cloth materials (e.g., linens, aprons, etc.) should be washed and dried on the highest temperature setting allowable for the fabric
- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered household disinfectant
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick can be washed with other people's items
- Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces
- Remove gloves and wash hands right away

Cleaning/disinfecting protocols

General Cleaning

- Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques
- Ensure safe and correct application of disinfectants and keep products away from children
- Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC protocols and that all high touch surfaces are routinely cleaned/disinfected (document and define frequency)
- Clean surfaces using soap and water. Practice routine cleaning of frequently-touched surfaces

General Disinfecting

- Clean the area or item with soap and water or another detergent if it is dirty. Then, use disinfectant
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
- Keep surfaces wet for the entire contact time (see product label)
- Take precautions such as wearing proper PPE and making sure you have good ventilation during use of the product
- Diluted bleach solutions may also be used if appropriate for the surface
- Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
- Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation. Never mix bleach with ammonia or any other cleanser
- Leave bleach solution on the surface for at least 1 minute
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces

General classrooms

- Teachers may be responsible for general cleaning within the classrooms and should be provided with appropriate cleaning supplies
- Cleaners should be responsible for heavier cleaning and disinfecting within classrooms
- Frequency of room cleaning should be greater than the regular cleaning schedule/rotation

Building Considerations**HVAC System:**

- Building ventilation systems should be evaluated and adjusted to run according to optimal manufacturer recommendations. Please refer to manufacturers specs for more information
- Occupied areas shall be provided with mechanical ventilation of at least 15 cfm per occupant of outside air during periods of occupancy
- Ventilation and air filtering capacity may be increased, within design parameters, as needed.
- Verify that systems can handle changes such as:
 - An increase in MERV filter ratings
 - Switch to HEPA filters
 - Switching operating schedules to meet needs of the space

*It is recommended that buildings run HVAC systems in occupied mode, in all areas, for a week prior to employees returning to the building.

HVAC information

Filters consist of media with porous structures of fibers or stretched membrane material to remove particles from airstreams. Some filters have a static electrical charge applied to the media to increase particle removal. The fraction of particles removed from air passing through a filter is termed “filter efficiency” and is provided by the Minimum Efficiency Reporting Value (MERV) under standard conditions.

- MERV ranges from 1 to 16; higher MERV = higher efficiency
- MERV ≥ 13 (or ISO ePM1) are efficient at capturing airborne viruses
- MERV 14 (or ISO equivalent) filters are preferred
- High efficiency particulate air (HEPA) filters are more efficient than MERV 16 filters.

Increased filter efficiency generally results in increased pressure drop through the filter. Ensure HVAC systems can handle filter upgrades without negative impacts to pressure differentials and/or air flow rates prior to changing filters.

Overall effectiveness of reducing particle concentrations depends on several factors:

- Filter efficiency
- Airflow rate through the filter
- Size of the particles
- Location of the filter in the HVAC system or room air cleaner

HVAC servicing:

For HVAC systems suspected to be contaminated with SARS-CoV-2, it is not necessary to suspend HVAC system maintenance, including filter changes, but additional safety precautions should be taken. The risks associated with handling filters contaminated with coronaviruses in ventilation systems under field-use conditions have not been evaluated. Workers performing maintenance and/or replacing filters on any ventilation system with the potential for viral contamination should wear appropriate Personal Protective Equipment (PPE):

- A properly-fitted respirator (N95 or higher)
- Eye protection (safety glasses, goggles or face shield)
- Disposable gloves

Some things to remember include:

- Letting the filter load up further than usual to reduce frequency of filter changes
- Don't let pressure drop increase enough to disrupt room pressure differentials
- Confirm filters remain snug in their frames

When feasible, filters can be disinfected with a 10% bleach solution or another appropriate disinfectant, approved for use against SARS-CoV-2, before removal. Filters (disinfected or not) can be bagged and disposed of in regular trash.

When maintenance tasks are completed, maintenance personnel should immediately wash their hands with soap and water or use an alcohol-based hand sanitizer.

Water systems:

The building water distribution system and all outlets shall be flushed for at least 10 minutes before buildings are reoccupied. Consider documenting flush times.

Bubblers/Drinking Fountains

Bubblers/drinking fountains will not be used to reduce the spread of the virus. If you close off bubblers/drinking fountains, water bottles will be filled from sinks or a hydration station that comes equipped with a bottle filler.

- Water bottles will not be shared

Construction projects:

- Construction workers shall wear face covering/masks at all times when not able to social distance. If one construction worker tests positive, then it is likely their co-workers will be quarantined for 14 days. This can drastically affect the project timeline and coordination with other subcontractors, as well as the final project cost.
- Keep a daily log of all persons entering the building; name, date, time in, time out. Swipe cards may also be used. This can be used for contact tracing if/when a person tests positive.

Child Nutrition

Food Service Director: Jeffery Zuercher



Key Assurances

1. Student access to meals each day
2. Implementing applicable Health and Safety guidelines
3. Addressing students with food allergies
4. Hand hygiene protocols and procedures
5. Protocols for cleaning and disinfecting between common area meals
6. Addressing Child Nutrition Program compliance requirements
7. Communication with families in their home language
8. Addressing Social Distancing and Mask activities

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • Students will utilize Social Distancing where practical – either within classrooms or cafeterias • Pre-Packaged meals served in classrooms/or served individually table to table service • Accurate recording of student lunch numbers • Accurate recording of number of student lunches served • Coded rosters utilized for classroom meal service • Cancellation of Ala Carte sales 	<ul style="list-style-type: none"> • Pre-Package meals served in the classrooms • Drive up service for students which distant learning • Accurate recording of student lunch numbers • Accurate recording of number of student lunches served • Coded rosters utilized for classroom meal service 	<ul style="list-style-type: none"> • Drive up service of pre-package meals.
<ul style="list-style-type: none"> • Social distancing of students • Clean and disinfect tables, chairs and other frequently touched hard services between groups of students • Train teachers on food allergies, including symptoms of allergic reactions to food • Train all non-food service staff on any meal service- 	<ul style="list-style-type: none"> • Pre-package meals served/ no interaction with students. • Train teachers on food allergies, including symptoms of allergic reactions to food • Train all non-food service staff on any meal service-related activities they will be responsible for 	<ul style="list-style-type: none"> • Social distancing of adults when meals are picked up.

related activities they will be responsible for		
<ul style="list-style-type: none"> Alert on POS 	<ul style="list-style-type: none"> Noted on roster and substitution available. 	<ul style="list-style-type: none"> Noted on roster and substitution available
<ul style="list-style-type: none"> Staff to wear PPE at all times. Provide employees with health assessment checklist 	<ul style="list-style-type: none"> Staff to wear PPE at all times Provide employees with health assessment checklist 	<ul style="list-style-type: none"> Staff to wear PPE at all times. Provide employees with health assessment checklist
<ul style="list-style-type: none"> NSLP Regulations https://www.fns.usda.gov/nslp Haccp guidelines https://www.fda.gov/food/guidance-regulation-food-and-dietary-supplements/hazard-analysis-critical-control-point-haccp 	<ul style="list-style-type: none"> NSLP Regulations https://www.fns.usda.gov/nslp Haccp guidelines https://www.fda.gov/food/guidance-regulation-food-and-dietary-supplements/hazard-analysis-critical-control-point-haccp 	<ul style="list-style-type: none"> NSLP Regulations https://www.fns.usda.gov/nslp Haccp guidelines https://www.fda.gov/food/guidance-regulation-food-and-dietary-supplements/hazard-analysis-critical-control-point-haccp
<ul style="list-style-type: none"> School Website One Call System Letters to parents 	<ul style="list-style-type: none"> School Website One Call System Letters to parents 	<ul style="list-style-type: none"> School Website One Call System Letters to parents
<ul style="list-style-type: none"> Limit the number of students in the cafeteria Limit number of students at each table Service in classrooms. Elimination of self-service stations. Social distancing tape on all floors Remove or suspend the use of shared tables, salad bars & other self-service, refrigerators, buffets & condiments 	<ul style="list-style-type: none"> Prepackaged meals for classroom distribution. Prepacked meals for parental pickup Social distancing tape on all floors Remove or suspend the use of shared tables, salad bars & other self-service, refrigerators, buffets & condiments 	<ul style="list-style-type: none"> Prepacked meals for parental curbside/trunk pickup.

Food Service Communication Plan

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> The primary communications vehicle for Child Nutrition will be the CSAT website. CSAT has developed a Reopening channel on our website which 	<ul style="list-style-type: none"> The primary communications vehicle for Child Nutrition will be the CSAT website. CSAT has developed a Reopening 	<ul style="list-style-type: none"> The primary communications vehicle for Child Nutrition will be the CSAT website. CSAT has developed a

<p>will include a separate tab for Meal Services.</p> <ul style="list-style-type: none"> • A printed mailing, sent via the United State Postal Service, will be utilized to provide parents and guardians with initial Meal Services information and the Community Eligibility Provision Household Income Eligibility Form. • Printed mailings will be translated into the parent/guardian’s home language. • The mailing will remind parents and guardians to visit the website for additional information. • All documentation mailed to the home will also be uploaded to the website. • All documents uploaded to the site can be translated into the user’s home language. • Meal Distribution information will be included on the web site. • The school will utilize our mass communication systems, One Call Now and Remind to conduct follow ups in the family’s home language as set in our student management system. • The school will also post reminders regarding meal services on social media. • In reminders, parents/guardians will be encouraged to visit the website for the most up-to-date information. 	<p>channel on our website which will include a separate tab for Meal Services.</p> <ul style="list-style-type: none"> • A printed mailing, sent via the United State Postal Service, will be utilized to provide parents and guardians with initial Meal Services information and the Community Eligibility Provision Household Income Eligibility Form. • Printed mailings will be translated into the parent/guardian’s home language. • The mailing will remind parents and guardians to visit the website for additional information. • All documentation mailed to the home will also be uploaded to the website. • All documents uploaded to the site can be translated into the user’s home language. • Meal Distribution information will be included on the web site. • The school will utilize our mass communication systems, One Call Now and Remind to conduct follow ups in the family’s home language as set in our student management system. • The school will also post reminders regarding meal services on social media. • In reminders, parents/guardians will be encouraged to visit the website for the most up-to-date information 	<p>Reopening channel on our website which will include a separate tab for Meal Services.</p> <ul style="list-style-type: none"> • A printed mailing, sent via the United State Postal Service, will be utilized to provide parents and guardians with initial Meal Services information and the Community Eligibility Provision Household Income Eligibility Form. • Printed mailings will be translated into the parent/guardian’s home language. • The mailing will remind parents and guardians to visit the website for additional information. • All documentation mailed to the home will also be uploaded to the website. • All documents uploaded to the site can be translated into the user’s home language. • Meal Distribution information will be included on the web site. • The school will utilize our mass communication systems, One Call Now and Remind to conduct follow ups in the family’s home language as set in our student management system. • The school will also post reminders regarding meal services on social media. • In reminders, parents/guardians will be encouraged to visit the website for the most up-to-date information
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Food Service/Kitchen (with students)

As the state is gradually reopening and staff and students are returning in various stages, COVID-19 remains a major area of concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district, all staff members and students must adhere to the same judicious precautions of safety and hygiene for themselves and others as the pandemic continues. Remember that everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Training

- Hazard Communication/Right-To-Know (annual)
- Personal Protective Equipment (PPE)
- Exposure Control/Blood borne Pathogen (BBP)
- Respirator Training (If required)
- COVID Awareness
 - New cleaning Protocols
 - Hand washing
 - Face Covering (sizing, use, wear & care)
 - Personal Health and Hygiene
 - Respiratory Etiquette
 - Special working conditions with face coverings (strenuous activity)

Required personal protective equipment (PPE)

- Gloves
- Face Covering/Mask
- Face Shield (if applicable)

Face coverings/masks, gloves, and hand sanitizer are available for you to use while you are in the building. Use and dispose of Personal Protective Equipment (PPE) properly.

If you find that gloves, hand sanitizer, or face coverings/masks are not available, please alert your direct supervisor or administrator immediately.

Roles and responsibilities

Food Service Director

- Create weekly/bi-weekly plans per guidance
- Inventory necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease
- Provide training to staff members on operating procedures, proper cleaning techniques, proper use of chemicals and personal protective equipment
- Provide ongoing communication to staff and feedback to staff on a weekly basis
- Participate in planning meetings as needed

Food Service Staff

- Maintain physical distancing as much as possible
- Wear cloth face coverings at all times unless the employee is not in the food preparation area or in the serving area
- Use all chemical cleaners and disinfectants in the manner recommended by the manufacturer and your supervisor
- Wear all required personal protective equipment (PPE) when cleaning and using chemicals
- Follow US CDC Guidelines for Cleaning and Disinfecting Your Facility
<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- Wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol or 70% isopropyl alcohol

Procedures

Communication

- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

Physical/Social Distancing in a kitchen/cafeteria setting

- If physical distancing practices are required/recommended, work with Administration to establish areas on campus where social distancing will be most effective and use only Facility Department authorized products to provide visual cues for spacing
- Try to distance tables so that one table is at least 6 feet from another table
- If tables cannot be moved, put signage on every other table, marking them as “PHYSICAL DISTANCE TABLE” or “RESERVED FOR YOUR SAFETY”.
- Avoid student mixing outside of the classroom
 - Explore the use of alternate spaces (e.g., classroom) for eating lunch and breakfast. If alternate spaces are not available, ensure classroom groups sit together in lunchrooms
- Suspending use of common areas
- If common areas cannot be closed, separate students within common areas

Kitchen Cleaning

- Kitchen areas should be cleaned and disinfected on a daily basis at minimum
- Congregating in kitchen areas is discouraged
- Kitchen equipment should also be cleaned on a routine basis and establish a schedule for this area (cleaning at least twice per day):
 - Coffee machines, refrigerator handles, and the ice machine handles may be disinfected before and after each use with cleaning supplies provided
 - Water/beverage faucets that require workers to operate them with their hands may also be disinfected before and after each use with cleaning supplies provided
 - The outside of dishwashers may be cleaned daily
 - All silverware and dinnerware should be cleaned in the dishwasher. This helps ensure thorough cleaning and disinfection

- Silverware should be stored in a way so that adjacent silverware is not easily touched when a worker is retrieving a piece of flatware
- If silverware and dishes cannot be kept clean and covered, disposable options are recommended
- Ice machines that require a handheld scoop should not be used, as it is difficult to control potential contamination in this case

Facility considerations

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility.

Cafeteria

- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, wipes, and no-touch trash cans throughout the area.
- Ensure adequate PPE is available: If reusable face masks & gloves are used, ensure staff are trained in proper sizing, fitting, use and decontamination. procedures. Determine what equipment is shared for all areas of operations to develop disinfection protocols.
- Determine any new cleaning products/protocols and decide how many times per day high touch areas will be disinfected (and the product to use).
- Close communal use spaces such as cafeterias if reduced capacity does not allow for six (6) feet of distancing.
- Shorten and/or stagger mealtimes.
- Ensure adequate cleaning and disinfection of tables between each use.
- Grab-n-go meals and pre-wrapped food items to ensure no cross contamination
- Adjust timing of service and number of students entering spaces as necessary
- Alternate locations (i.e., classrooms) for eating breakfast and lunch.
- If a cafeteria or group dining room is typically used, serve meals in classrooms instead. If eating in classrooms, ensure daily cleaning of those classrooms.
- If alternate spaces are not available, ensure classroom groups sit together in the cafeteria.
- Avoid sharing of foods and utensils.
- Provide reminders about the importance of not sharing utensils, food or drinks.
- Add additional adults if possible, for supervision

Food preparation areas and contact surfaces

- If possible, minimize shared workspaces.
- Dedicating employees to certain tasks, at separate workstations, for the task duration.
- Cover any exposed clean silverware, dishes, glasses, pots and pans.
- Provide disposable flatware.
- Provide pre-packaged condiments.
- Use disposable napkins

Waste and laundering

- Single-use items and used disinfection materials can be treated as regular waste, following food safety guidelines.

Things to also consider to further minimize exposure

- Prevent people from self-serving food items
- Napkins and silverware are provided directly by staff, not for individuals to grab
- Disposable trays and silverware, not using reusable utensils
- Engineering controls such as polycarbonate sneeze guards are in place in the cafeteria
- Require students to eat with classmates in the lunchroom and not mingle with other classes
- Plan to serve high-risk students separately from other students
- Put tape marks on the floor six feet apart to promote social distancing while waiting in line
- Prohibit or limit food-sharing activities
- Faculty dining – discontinue sharing of small appliances
- Discontinue potlucks and food sharing
- Label food choices to minimize touching of pre-packaged foods
- Investigate touch free point of sale options
- Pre-order food in classrooms for the following day service
- Install polycarbonate shields at register in serving line to protect cashier
- Remove shared small appliances for students in cafeterias
- No shared condiments
- Continue to use adequate PPE use while delivering food
- Determine the method of food distribution - for each school building

Cleaning/disinfecting protocols**General Cleaning**

- Review cleaning protocols for cafeteria furniture, meal preparation and serving areas, point-of-sale transactions and dishes/utensils and update accordingly
- Ensure all cleaning staff have been trained on any new PPE, cleaning products and techniques
- Ensure safe and correct application of disinfectants and keep products away from children
- Ensure the facility has been cleaned/disinfected as per current NYSDOH/CDC protocols and that all high touch surfaces are routinely cleaned/disinfected (document and define frequency). Responsible Parties must ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Responsible Parties must maintain logs that include the date, time, and scope of cleaning and disinfection
- Clean surfaces using a cleaner or soap and water. Practice routine cleaning of frequently touched surfaces

General disinfecting

- Clean the area or item with soap and water or another detergent. Replace the cleaning agent frequently. Then, use disinfectant
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces

- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keep surfaces wet for the entire contact time (see product label)
 - Precautions such as wearing proper PPE and making sure you have good ventilation during use of the product
 - Diluted bleach solutions may also be used if appropriate for the surface
 - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
 - Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer’s instructions for application and proper ventilation. Never mix bleach with ammonia or any other cleanser
 - Leave bleach solution on the surface for at least 1 minute

Cleaning daily cafeteria/kitchens

- Clean and disinfect lunch tables regularly (at least once daily)
- Clean and disinfect all food preparation areas (at least once daily)
 - Clean and disinfect high touch surfaces including but not limited to:
 - Handles on equipment (faucets, ovens, mixers)
 - Drinking fountains
 - Ice Machines
 - Door handles and push plates
 - Light switches
 - Shared equipment (telephone, desktops, cash register, computer keyboards and mice). Please make sure appropriate cleaning methods and products are used for these types of equipment
 - All trash receptacles emptied, and trash removed from area
- Floors fully mopped
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Clean/Disinfect sink and toilet area if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (as necessary)

Electronics

- Follow manufacturer’s instructions for cleaning and disinfecting. If there is no guidance, use alcohol-based wipes or sprays containing at least 70% isopropyl alcohol
- Dry surface thoroughly

Enhanced cleaning practices

- Establish a disinfection routine
 - Ensure disinfection protocols follow product instructions for application and contact time
 - Establishing a single staff position whose responsibility is to disinfect. This person should be continuously cleaning and visible

- Each table, chairs (as possible), and any partitions should be disinfected after each use
- Use a checklist or audit system to track how often cleaning is conducted
- Apron, towels, work clothing, etc. should be placed in trash bags and treated as potentially contaminated and laundered per recommendations above

This plan includes the school’s approach to three models

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> ● Mask worn in line and when not consuming food ● Adjusted timing to reduce number of students entering at one time ● Use additional rooms/spaces to spread kids out while eating ● Mark off seats to ensure social distancing ● Add additional adults if possible for supervision ● Markers on floor for spacing for lines and Enter/Exit ● Increased sanitizing between groups of students ● Signage reminding of proper protocols ● Sanitizer at garbage’s and enter/exits ● Pre-wrap food items to ensure no cross contamination from hands ● Picnic packs for silverware ● No touch - Grab n go meals 	<ul style="list-style-type: none"> ● The specifics under Traditional would be followed ● Sign-ups for families needing food on off days ● Distribute food when students go home as much as possible to reduce extra bus runs ● Look closely at staffing to ensure both in person and remote feeding 	<ul style="list-style-type: none"> ● Sign up process for those requesting food ● Utilize current staff to man distribution of meals ● Continue M.W.F Model ● Continue Back Pack Program with students who have signed up for the program

Social-Emotional Well-Being

Key Assurances

1. Ensure 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.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • Current Counseling Program Plan will be reviewed and updated to reflect CDC guidelines for in person instruction. • Objectives to plan goals will be reviewed to include COVID-19 specific concerns. • Counselors will work in collaboration with other building committees to ensure plan is being followed. • Plan will be reviewed on a quarterly basis to ensure it is reflective of the current status of the school and school community. 	<ul style="list-style-type: none"> • Current Counseling Program Plan will be reviewed and updated to reflect CDC guidelines for in person instruction and remote instruction needs. • Objectives to plan goals will be reviewed to include COVID-19 specific concerns. • Objectives will be updated to include hybrid learning considerations. • Counselors will work in collaboration with other building committees to ensure plan is being followed and meets the needs of the students and staff. • Plan will be reviewed on a quarterly basis to ensure it is reflective of the current status of the school and school community. 	<ul style="list-style-type: none"> • Current Counseling Program Plan will be reviewed and updated to reflect remote learning instruction needs. • Objectives to plan goals will be reviewed to include COVID-19 specific concerns. • Objectives will be updated to include remote learning considerations. • Counselors will work in collaboration with other building committees to ensure plan is being followed and meets the remote learning needs of students and staff. • Plan will be reviewed on a quarterly basis to ensure it is reflective of the current status of the school and school community.

2. Establish 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.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • The Director of Family Support and Engagement will chair the Coalition for Student and Family Excellence (C-SAFE). This team is comprised of school personnel from various constituent groups, community members, parents and students. Part of their task will be to review the counseling program plan. • Meeting agenda and minutes will be available for school staff to view. • Meetings will be held regularly with the option of in person and remote participation. • When attending meetings in person, CDC guideline recommendations will be followed. 	<ul style="list-style-type: none"> • The Director of Family Support and Engagement will chair the Coalition for Student and Family Excellence (C-SAFE). This team is comprised of school personnel from various constituent groups, community members, parents and students. Part of their task will be to review the counseling program plan. • Meeting agenda and minutes will be available for school staff to view. • Meetings will be held regularly with the option of in person and remote participation. • When attending meetings in person, CDC guideline recommendations will be followed. 	<ul style="list-style-type: none"> • The Director of Family Support and Engagement will chair the Coalition for Student and Family Excellence (C-SAFE). This team is comprised of school personnel from various constituent groups, community members, parents and students. Part of their task will be to review the counseling program plan. • Meeting agenda and minutes will be available for school staff to view. • Meetings will be held regularly with remote participation.

3. Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • Prior to the students return, our MTSS processes will be reviewed and updated to reflect school, parent and community concerns. • Our MTSS tiered teams will review thresholds and processes to place students in tiered interventions. • Tiered teams will work with classroom teachers to create plans to address 	<ul style="list-style-type: none"> • Prior to the students return, our MTSS processes will be reviewed and updated to reflect school, parent and community concerns. • Our MTSS tiered teams will review thresholds and processes to place students in tiered interventions and include consideration for hybrid instruction model. 	<ul style="list-style-type: none"> • Prior to the students return, our MTSS process will be reviewed and updated to reflect remote instruction and take into consideration school, parent and community concerns. • Our MTSS tiered teams will review thresholds and processes to place students in tiered interventions that are reflective of remote instruction.

<p>classroom behavioral and management concerns using restorative practices and positive reinforcements.</p> <ul style="list-style-type: none"> • Morning Meeting/N.E.S.T. will provide lessons on various topics and encourage conversations through the use of the restorative circle model. • Building social workers will work closely with teachers and families who are in need of support. • Support staff will be available to facilitate conversations in classrooms to address concerns. • Building social workers and Family Support Center will work in cooperation with each other to provide support for families in need. • Continued partnership with Gateway-Longview for students and families who are in need of more intense services. 	<ul style="list-style-type: none"> • Tiered teams will work with classroom teachers to create plans to address classroom behavioral and management concerns using restorative practices and positive reinforcements. • Morning Meeting/N.E.S.T. will provide lessons on various topics and encourage conversations through the use of the restorative circle model. • Tiered teams and building support staff will work with teachers and students to create best practices for classroom management that is reflective of hybrid instruction. • Support staff will be available to facilitate conversations in classrooms to address concerns both in person and remotely. • Building social workers will work closely with teachers and families who are in need of support both in school and when remote learning. • Building social workers and Family Support Center will work in cooperation with each other to provide support for families in need. • Continued partnership with Gateway-Longview for students and families who are in need of more intense services. 	<ul style="list-style-type: none"> • Tiered teams will work with classroom teachers to create plans to address behavioral and management concerns for remote instruction. • Remote Morning Meeting/N.E.S.T. will provide lessons on various topics and encourage conversations through the use of a modified restorative circle model. • Tiered teams and building support staff will work with teachers and students to create best practices for classroom management that is reflective of remote instruction. • Support staff will be available to facilitate conversations with teachers during remote class meetings to address concerns. • Building social workers will work closely with teachers and families who are in need of support when remote learning. • Building social workers and Family Support Center will work in cooperation with each other to provide support for families in need. • Continued partnership with Gateway-Longview for students and families who are in need of more intense services.
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4. Address 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 supports for developing coping and resilience skills for students, faculty, and staff.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • All faculty and staff will receive initial and on-going professional development regarding COVID-19 concerns and safety measures that are being taken to protect staff and students. • District/building support staff will receive professional development before the return of students to school in the areas of restorative practices and trauma. • All faculty will receive continued professional development in the areas of restorative practices and trauma informed care and instruction. • District Wellness team will work with each building to survey the support needs of the faculty and staff and create opportunities to provide professional development and support in the areas of need. • Teachers will work with the support staff to develop ways to integrate SEL into their classroom. • Continue to offer choice at monthly facility meetings to allow teachers to choose a session that best fit their current classroom needs. 	<ul style="list-style-type: none"> • All faculty and staff will receive initial and on-going professional development regarding COVID-19 concerns and safety measures that are being taken to protect staff and students. • District/building support staff will receive professional development before the return of students to school in the areas of restorative practices and trauma. • All faculty will receive continued professional development in the areas of restorative practices and trauma informed care and instruction. • District Wellness team will work with each building to survey the support needs of the faculty and staff and create opportunities to provide professional development and support in the areas of need. • Teachers will work with the support staff to develop ways to integrate SEL into their classroom. • Continue to offer choice at monthly facility meetings to allow teachers to choose a session that best fit their current classroom needs. These can be offered both in person and remotely. 	<ul style="list-style-type: none"> • All faculty and staff will receive initial and on-going professional development regarding COVID-19 concerns and coping with continued remote instruction and learning. • District/building support staff will receive professional development before the return of students to school in the areas of restorative practices and trauma and how to best support students and staff remotely. • All faculty will receive continued professional development in the areas of restorative practices and trauma informed care and instruction and how to best support students remotely. • District Wellness team will work with each building to survey the support needs of the faculty and staff and create opportunities to provide professional development and support in the areas of need. • Teachers will work with the support staff to develop ways to integrate remote SEL into their classroom. • Continue to offer choice at monthly facility meetings to allow teachers to choose a remote session that best meets their current needs.

Procedures to Consider

Mental health supports for students, staff and parents

Upon arrival back to schools during the COVID-19 pandemic, both faculty and staff may require mental health services. Mental health services should be made available for both faculty and staff. Lower income families may require more support.

- School Mental Health Professionals should have a list of outside resources for families to use if needed (i.e., family counselors, etc.)
- School Mental Health Professionals should also have a list of resources to use if needed
 - Create a template/letter to disperse to the school community of places to go and contact information for them
- Be prepared to communicate with parents and students for permission to work with the child/family
- Appropriately use any PPE provided by the district including any barriers/shields between people
- When possible, coordinate schedules to limit the number of people in the room at one time
- When working with outside agencies, ensure all procedures are being followed (i.e., hand washing, social distancing, etc.)

Crisis response (online)

- Follow CSAT protocol for crisis response that can be delivered online
- Explore the use of support groups, state and local agencies to assist with this process (Mental Health Association in New York State, Inc. – MHANYS)
- Some employers have Employee Assistance Programs (EAP), determine in advance what services they can provide remotely and in-person

Potential issues for mental health professionals to think about

- Crisis identification
- Mental health and wellbeing
- Coping techniques
- Mindfulness and empathy
- Loss/sicknesses of parents, grandparents, friends, school members etc.
- Behind on school work/class-work
- Having to send child back to school
- Secondary traumas
- Increased anxiety/stress
- Increase in abusive tendencies
- Isolated/Lonely
- Change in routine
- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Frustration with use/knowledge of remote technology

Everyone reacts differently to stressful situations

- Older people and people with chronic diseases who are at higher risk for severe illness from COVID-19
- Children and teens
- People who are helping with the response to COVID-19, like doctors, other health care providers, and first responders
- People who have mental health conditions including problems with substance use

Emotional reactions to coming out of quarantine may include:

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Other emotional or mental health changes

Addressing social-emotional health

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
- Explore the use of Restorative Practices (use of healing/restorative circles for both staff and students)
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
 - The warning signs for quarantine related mental health needs
 - How to access crisis support and other mental health services?

What mental health professionals can do in schools?

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance
- Promote social emotional learning competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage helping others
- Encourage good physical health
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports
- Ensure effective Social Emotional Learning (SEL) Programs K-12. Efforts to care for the emotional well-being of children and families can extend beyond the classroom and into the entire school. School-based SEL programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment. These programs can also benefit educators within the schools
- Design appropriate activities and engage staff and school community in implementation

- Utilization of wellness committee
- Family support center
- Continue to review MTSS
- Guidance/Counseling Dept. will review/revise their support structures to guarantee maximum support



Transportation

Charter School for Applied Technologies contracts these services either directly or with the school district where our students reside. We have been assured actions have been taken to comply with NYSED requirements.

Key Assurances

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

7. 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.
8. 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.
9. 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.
10. 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.
11. 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.
12. Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.
13. Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.
14. Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.
15. 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.
16. 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.
17. Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.
18. 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.

In School Instruction	Hybrid Instruction	Online Instruction
The Charter School for Applied Technologies and/or the enrolled student’s School District of Residence contracts with transportation providers for these services. Details of protocols to be followed can be found –	The Charter School for Applied Technologies and/or the enrolled student’s School District of Residence contracts with transportation providers for these services. Details of protocols to be followed can be found –	Not Applicable

<ul style="list-style-type: none"> • BUFFALO AMHERST, CHEEKTOWAGA SLOAN & MARYVALE STUDENTS – First Student Safe School Start: www.Firststudentinc.com (Additional NYS requirements will also be followed) • LACKAWANNA, NORTH TONAWANDA, TONAWANDA, CLEVELAND-HILL & WILLIAMSVILLE STUDENTS - STA COVID -19 Exposure Control Response Plan for Customers – Please refer to attachment • KENMORE, GRAND ISLAND & NIAGARA WHEATFIELD STUDENTS –Districts provide their own transportation and will follow NYS Mandatory Assurance Guidelines • CHEEKTOWAGA and SWEET HOME STUDENTS – WNY BUS Co. – Will follow NYS Mandatory Assurance Guidelines 	<ul style="list-style-type: none"> • BUFFALO AMHERST, CHEEKTOWAGA SLOAN & MARYVALE STUDENTS – First Student Safe School Start: www.Firststudentinc.com (Additional NYS requirements will also be followed) • LACKAWANNA, NORTH TONAWANDA, TONAWANDA, CLEVELAND-HILL & WILLIAMSVILLE STUDENTS - STA COVID -19 Exposure Control Response Plan for Customers – Please refer to attachment • KENMORE, GRAND ISLAND & NIAGARA WHEATFIELD STUDENTS –Districts provide their own transportation and will follow NYS Mandatory Assurance Guidelines • CHEEKTOWAGA and SWEET HOME STUDENTS – WNY BUS Co. – Will follow NYS Mandatory Assurance Guidelines 	
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As the state is gradually reopening and staff and students are returning in various stages, COVID-19 remains a major area of concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district, all staff members and students must adhere to the same judicious precautions of safety and hygiene for themselves and others as the pandemic continues. Remember that everyone you encounter, even someone who is not sick

Attendance/Chronic Absenteeism

CSAT will continue to report attendance in whatever reopening model is utilized. We will monitor for chronic absenteeism and follow up with creative ideas to reach families. We will monitor fully distance learning students carefully for attendance issues

Key Assurances

1. Develop a mechanism to collect and report daily teacher / student engagement or attendance regardless of instructional setting
2. Students registered to our district must be reported and those not attending of compulsory school age will be kept on attendance record unless we have documentation of transfer
3. Calendars and attendance will be updated and current to meet the minimum of 180 days in session; should we begin to find a concern; we will submit a waiver for the minimum requirement
4. Absenteeism will be tracked weekly for those missing 10% of instruction the chronic absenteeism rate, this includes absences that are both excused and unexcused
5. Each student will be assigned an “mentor” adult to check in with daily
6. Educational neglect / CPS and PINS used as a last resort

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • K-8: Daily Attendance reported is that taken by the Advisory/Classroom Teacher during Advisory/Classroom teacher • 9-12: Daily Attendance reported is that of 60% of the period attendance taken in the day 	<ul style="list-style-type: none"> • Daily Attendance reported is that taken during the Morning Meeting/Nest period by the Advisory/Classroom Teacher no later than 10:00am each day (will be a “live” period for check in). • Attendance of Online Instruction will be added 	<ul style="list-style-type: none"> • Daily Attendance reported is that taken during the Morning Meeting/Nest period by the Advisory/Classroom Teacher no later than 10:00am each day (will be a “live” period for check in). • Attendance of Online Instruction will be added
<ul style="list-style-type: none"> • Students not “attending” and alleged to be going to another school will be confirmed with the new district or will remain on our rosters. In the event the transfer is not true CSAT will follow chronic absenteeism plan 	<ul style="list-style-type: none"> • Students not “attending” and alleged to be going to another school will be confirmed with the new district or will remain on our rosters. In the event the transfer is not true CSAT will follow chronic absenteeism plan 	<ul style="list-style-type: none"> • Students not “attending” and alleged to be going to another school will be confirmed with the new district or will remain on our rosters. In the event the transfer is not true CSAT will follow chronic absenteeism plan
<ul style="list-style-type: none"> • Calendar will be current in eSchool Data, CSAT’s SIS. 	<ul style="list-style-type: none"> • Calendar will be current in eSchool Data, CSAT’s SIS. When whole grade levels are on home instruction, the day will be recorded as 	<ul style="list-style-type: none"> • Calendar will be current in eSchool Data, CSAT’s SIS. School days will be recorded as “public health-instruction” (or as

	<p>“public health-instruction” (or as mandated by the state) and attendance will still be taken daily.</p> <ul style="list-style-type: none"> Should “public health non-instructional days” need to be used for uncertain/unpredicted times, total instructional days will be monitored carefully 	<p>mandated by the state) and attendance will still be taken daily.</p> <ul style="list-style-type: none"> Should “public health non-instructional days” need to be used for uncertain/unpredicted times, total instructional days will be monitored carefully
<ul style="list-style-type: none"> The “mentor” adult will contact home when a student is absent for 3 consecutive days. In addition, calls home should be made if an absence occurs weekly. Should a student’s attendance fall below 95% present, beginning after 10 school days, the student’s counselor will reach out to the family via phone call, text, or email. Should the family not be available or unreached after 3 attempts, a home visit will be made. This 95% will be run weekly throughout the year. All attendance contacts should be documented in the phone journal in the SIS for documentation 	<ul style="list-style-type: none"> The “mentor” adult will contact home when a student is absent for the 10am Attendance Check-in. Following 3 consecutive unsuccessful attempts, the “mentor” adult will reach out to their “administrator contact” to reach out to the family. Should the “administrator contact” have 3 unsuccessful attempts to contact, the student and the family will be referred to The Family Support Center for a home visit. Additionally, Attendance will be run weekly to monitor and work with those students (and their families) if attendance is less than 95%. All attendance contacts should be documented in the phone journal in the SIS for documentation 	<ul style="list-style-type: none"> The “mentor” adult will contact home when a student is absent for the 10am Attendance Check-in. Following 3 consecutive unsuccessful attempts, the “mentor” adult will reach out to their “administrator contact” to reach out to the family. Should the “administrator contact” have 3 unsuccessful attempts to contact, the student and the family will be referred to The Family Support Center for a home visit. Additionally, Attendance will be run weekly to monitor and work with those students (and their families) if attendance is less than 95%. All attendance contacts should be documented in the phone journal in the SIS for documentation
<ul style="list-style-type: none"> Final option if we cannot make contact with the family via text, phone call or email, or home visit and the student’s attendance is below 90% and the student is not academically successful 	<ul style="list-style-type: none"> Final option if we cannot make contact with the family via text, phone call or email, or home visit and the student’s attendance is below 90% and the student is not academically successful 	<ul style="list-style-type: none"> Final option if we cannot make contact with the family via text, phone call or email, or home visit and the student’s attendance is below 90% and the student is not academically successful

Teaching and Learning/School Schedules

Key Assurances - Teaching and Learning

1. All schools must ensure that they have a continuity of learning plan for the 2020-2021 school year. Such plan must prepare for in-person, remote, and hybrid models of instruction.
2. Instruction must be aligned with the outcomes in the New York State Learning Standards.
3. 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 and include routine scheduled times for students to interact and seek feedback and support from their teachers.
4. Instruction aligned to the academic program must include regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid).
5. 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).
6. Develop instructional experiences that are inclusive, culturally responsive, consider the needs of all students, and adhere to all established state regulations and guidelines (please see the Special Education and English Language Learner sections for more specific guidance).
7. Develop a plan for how to support students who, due to the 2019-2020 school closure, need additional social, emotional, or academic support to ensure success in the 2020-2021 school year. Students and their families should be involved in the planning for any remediation or support whenever practicable.
8. Maintain a positive mindset about student learning loss during the 2020 school closure. Allow ample time for students to re-adjust to the school setting. Before students are assessed, spend time on socialization and creating a climate of safety, comfort, and routine.
9. Use a locally determined formative or diagnostic assessment to determine individual student needs and target extra help to ensure both academic *and* social-emotional needs are addressed.
10. Provide opportunities for staff to meet prior to the start of school to discuss individual student needs and share best practices with in-person, remote, or hybrid models of learning.
11. Identify any additional professional development needs for administrators, teachers, and teaching assistants for the upcoming school year, particularly those needs related to teaching remotely and the use of technology.
12. Offer training and support for students and families/caregivers to ensure comfort and ease with instructional programs and any technological platforms and devices used to deliver instruction.
13. Are the instructional experiences, when considered as a whole, comparable in rigor, scope and magnitude to a traditionally delivered (180 minutes/week) unit of study?

Key Assurances – Scheduling

1. finding alternative spaces in the community to allow for more in-person instruction.
2. adjusting class or work hours, where appropriate and possible.
3. limiting in-person presence to only those staff who are necessary to be at the school during normal school hours.

4. maintaining or increasing remote workforce (e.g., administrative staff) to accommodate social distancing guidelines.
5. staggering schedules and allowing more time between classes to reduce congestion in hallways, walkways, and buildings; and/or
6. shifting design of class schedules to accommodate social distancing guidelines, including cohorts (e.g., alternative classroom schedules, full-time in-person learning for younger students, and part-time distance learning for older students).
7. 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.

Elementary School - Grades: K-5
2303 Kenmore Avenue
Buffalo, NY 14207
Principal: Susan Jurewicz
Assistant Principal: Madeleine Fierstein



Teaching and Learning

In School Instruction	Hybrid Instruction	Online Instruction
<p><i>All students return to school daily</i></p> <ul style="list-style-type: none"> • Block Schedule –Daily core classes and assigned specials • 5-day rotation • Unit and daily lesson plans will be submitted to administration for review and feedback • All teachers will receive Microsoft Teams 100 and 200-level trainings to 	<p><i>Half of the students attend school each day on an A/B schedule</i></p> <ul style="list-style-type: none"> • Student will be divided by family units K-8 and alphabetically • Students will have approximately 360 minutes of in-person instruction weekly and 120 minutes of virtual instruction • Unit and daily lesson plans will be submitted to 	<p><i>All students work remotely using Microsoft Teams</i></p> <ul style="list-style-type: none"> • Lessons and instructional materials will be posted to meet grade-level standards • Unit and daily lesson plans will be submitted to administration for review and feedback • All grade levels and specials teams are required to submit a distance learning template

<p>increase their capacity around lesson development and implementation using the Teams platform</p> <ul style="list-style-type: none"> • Professional development around best practices for online learning will be developed and implemented • Standards-based, student-centered learning will be developed and implemented daily by instructional staff, using strong learning targets and formative/summative assessments • Teacher training around culturally responsive lessons will take place during in-service training • Curriculum will be adjusted to include more diversity. • Morning Meeting will take place daily with a focus on social-emotional learning • Administrative walkthroughs will occur weekly to ensure instructional goals and quality instruction are being implemented • Informal and formal observations will take place based on the Danielson Rubric and Framework for Teaching • Data meetings are tied to interim assessments/I-Ready Diagnostics that inform future planning and instruction through standards-based, teacher-led goals 	<p>administration for review and feedback</p> <ul style="list-style-type: none"> • Students will receive in-person and online instructional experiences that are standards-based, rigorous, and student-centered using Microsoft Teams • Curriculum materials will be online and accessible to students, parents and stakeholders to ensure equity and high-quality student-centered instruction is taking place • Specials will provide instruction using a combination of in-person and distance learning • Administrative walkthroughs will occur weekly to ensure fidelity to instructional goals and to assure that quality instruction is being implemented • Informal and formal observations will take place based on the Danielson Rubric and Framework for Teaching • Data meetings are tied to interim assessments/I-Ready Diagnostics that inform future planning and instruction through standards-based, teacher-led goals • Teacher professional development plan is centered on best instructional practice to increase engagement and achievement • Teachers will have virtual hours for small-group 	<ul style="list-style-type: none"> • The curriculum will be adjusted to reflect consistent, rigorous online instructional experiences • Professional development will take place in-person or remotely, as per state and county guidelines • Administration will remotely monitor online teaching and learning on Microsoft Teams to ensure high-quality instruction and feedback • Assessments will be modified to fit an online platform in order to collect data that informs instruction and assess standards-based targets/goals • Feedback on instruction will be based off the Ready Implementation Guides and Danielson Rubric • Office Hours - in addition to online instruction, there will be daily, sixty-minute office hour sessions weekly to prevent students from falling behind and help them remain connected to the school. Sessions should alternate between AM and PM timeframes to allow for equitable access. • Teachers will log weekly contact hours with students • Intervention services will continue as per thresholds developed from diagnostic assessments. • Special Education and ELL teachers will have daily contact with students on their caseloads in order to meet their individual goals.
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<ul style="list-style-type: none"> • Teacher professional development plan is centered on best instructional practice to increase engagement and achievement • Curriculum Associates provide PD and teacher development efforts both in the classroom and in the class of a return to distance learning • All students with individual learning plans (IEPs) and English Language Learner designation will receive all state-mandated accommodations • Communication and feedback will continue to occur through emails, phone calls, Remind App, and Microsoft Teams to ensure that families and students are connected to the school and that student progress is monitored regularly • Intervention services will be provided based on student data 	<p>instruction, 1- to -1 conferencing, and intervention to ensure equity and access to all students</p> <ul style="list-style-type: none"> • Teachers will log weekly contact hours with students • Small-group instruction will be mandatory for Special Education and ELL learners to meet state requirements and to implement individualized education plans • Teachers will have pre-recorded lessons on Microsoft Teams for days that students are not in person • Morning Meeting will be implemented every day and homework teachers will continue to be a point of contact for students’ social-emotional and academic needs • Curriculum will be adjusted to include more diversity. • Communication and feedback will continue to occur through emails, phone calls, Remind App, and Microsoft Teams to ensure that families and students are connected to the school and that student progress is monitored regularly • Intervention services will be provided based on student data. Online sessions can also be utilized as intervention time to support students’ individual needs 	<ul style="list-style-type: none"> • Grading policies for online learning will be developed according to guidance from the state • Social/Emotional Learning: Specials/Support Staff will be paired up with a classroom to ensure that social/emotional needs are being met for all students, and to be an integral part of the classroom functions
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Scheduling

Full School	Hybrid	Online
<p><i>All students return to school daily</i></p> <ul style="list-style-type: none"> • Social distancing and face masks will always be followed and worn throughout the school day • Students will remain in their assigned classrooms throughout the day • Special area teachers (Art, Music, PE/Health, Technology) will come to the student's homeroom to provide their instruction • Breakfast will be served as a grab and go where students take their meal back into their classrooms to eat • Lunches will be provided both in the cafeterias, as well as in the classrooms where students will be 6 feet apart to eat their lunch • Daily Morning Meeting lessons will be provided to address the social emotional needs of our students • With this model, students will be actively engaged in lessons and the curriculum will maintain its intended delivery 	<p><i>Half of the students attend school each day on an A/B schedule</i></p> <ul style="list-style-type: none"> • Students will be divided into two groups first by multiple students across buildings per family, then by last name • Students will receive approximately 360 minutes a day of in-person instruction (720 per week); students will also receive an additional 120 minutes per day of on-line instruction (240 minutes per week) • Teachers will have office hours for small group instruction and 1:1 conferencing • Morning Meeting would be provided during the in-person instructional days (twice per week) • Breakfast will be served as a grab and go where students take their meal back into their classrooms to eat • Lunches will be provided both in the cafeterias, as well as in the classrooms where students will be 6 feet apart to eat their lunch 	<p><i>All students work remotely using Microsoft Teams (K-5)</i></p> <ul style="list-style-type: none"> • Daily check-ins, lessons and instructional materials will be posted to meet the required amount of instructional time by grade level • Teachers will be provided with expectations and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, grading, and providing feedback • Morning Meeting will continue to be provided daily to ensure we are meeting the social-emotional needs of our students/families • Office hours will be in addition to on-line learning

Rationale

Full School	Hybrid	Online
<ul style="list-style-type: none"> • Having adults move throughout the building drastically reduces the traffic throughout the 	<ul style="list-style-type: none"> • Hybrid model cuts student body in half to create class sizes that are appropriate for 	<ul style="list-style-type: none"> • Microsoft Teams (K-5) is a district-wide platform in which all students and staff

<p>hallways thus limiting exposure for our students and staff</p> <ul style="list-style-type: none"> • Students staying in one classroom also maximizes their instructional time and allows for the teachers to maximize time on task. • Grade levels and teachers are grouped together, as much as possible, to limit the exposure between grade levels • Morning Meeting will be provided daily to address the social emotional needs of the students, communication and distribution of school-wide materials 	<p>social distancing and statewide mandates</p> <ul style="list-style-type: none"> • Two days per week will meet instructional minute requirements and assist students with preparation for on-line learning • Office hours will provide students/parents a point of contact for questions/help on assignments and lessons, opportunities for feedback, small group and/or individualized instruction (tiers 2/3), as well as attendance check-ins • Morning Meeting will remain essential as the anchor for communication, distribution, and for checking on the social-emotional welfare of our students and families 	<p>will be provided continued training</p> <ul style="list-style-type: none"> • All lessons will be pre-recorded to ensure that high-quality instruction is happening across the school
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Middle School - Grades: 6-8
24 Shoshone Street
Buffalo, NY 14214
Principal: Gregory Mott
Assistant Principal: Anthony Favata

Teaching and Learning

In School Instruction	Hybrid Instruction	Online Instruction
<p><i>All students return to school daily</i></p> <ul style="list-style-type: none"> • Block Schedule – 80 -minute blocks for ELA and Math every day • 5-day rotation • Unit and daily lesson plans will be submitted to administration for review and feedback • All teachers will receive Microsoft Teams 100 and 200-level trainings to increase their capacity around lesson development and implementation using the Teams platform • Professional development around best practices for online learning will be developed and implemented • Standards-based, student-centered learning will be developed and 	<p><i>Half of the students attend school each day on an A/B schedule</i></p> <ul style="list-style-type: none"> • Student will be divided by family unit and alphabetically by last names • Students will receive approximately 90-180 minutes a week of in-person instruction; students will also receive an additional 90-120 minutes per week of on-line instruction • Unit and daily lesson plans will be submitted to administration for review and feedback • Students will receive in-person and online instructional experiences that are standards-based, rigorous, and student-centered using Microsoft Teams 	<p><i>All students work remotely using Microsoft Teams</i></p> <ul style="list-style-type: none"> • Daily check-ins, lessons, and instructional materials will be posted to meet the requirement of 180 minutes of instructional time • Unit and daily lesson plans will be submitted to administration for review and feedback • All subject areas are required to submit a distance learning template and lesson plans for administrative review • The curriculum will be adjusted to reflect consistent, rigorous online instructional experiences • Professional development will take place in-person or remotely, as per state and county guidelines

<p>implemented daily by instructional staff, using strong learning targets and formative/ summative assessments</p> <ul style="list-style-type: none"> • Teacher training around culturally responsive lessons will take place during in-service training • NEST will take place daily with a focus on social-emotional learning • Administrative walkthroughs will occur weekly to ensure instructional goals and quality instruction are being implemented • Informal and formal observations will take place based on the Danielson Rubric and Framework for Teaching • Beginning, middle and end of year data meetings are tied to benchmark assessments that inform future planning and instruction through standards-based, teacher-created goals • Teacher professional development plan is centered on best instructional practice to increase student engagement • Curriculum Associates has supported PD and teacher development efforts both in the classroom and in the case of a return to distance learning 	<ul style="list-style-type: none"> • Curriculum materials will be online and accessible to students, parents and stakeholders to ensure equity and high-quality student-centered instruction is taking place • Administrative walkthroughs will occur weekly to ensure fidelity to instructional goals and to assure that quality instruction is being implemented • Informal and formal observations will take place based on the Danielson Rubric and Framework for Teaching • Beginning, middle and end of year data meetings are tied to benchmark assessments that inform future planning and instruction through standards-based, teacher-created goals • Teacher professional development plan is centered on best instructional practice to increase student engagement • Teachers will have virtual hours for small-group instruction, 1- to -1 conferencing, and intervention to ensure equity and access to all students • Teachers will log weekly contact hours with students • Small-group instruction will be mandatory for Special 	<ul style="list-style-type: none"> • Administration will remotely monitor online teaching and learning on Microsoft Teams to ensure high-quality instruction and feedback • Assessments will be modified to fit an online platform in order to collect data that informs instruction and assess standards-based targets/ goals • Feedback on instruction will be based off the Danielson Rubric and goals set by the school-wide professional development • Office Hours - in addition to 180 minutes of instruction, there will be two, sixty-minute office hour sessions (AM/PM) weekly to prevent students from falling behind and help them remain connected to the school • Teachers will log weekly contact hours with students • Students who are not performing mastery of the learning standards will be provided with intervention online • Special Education and ELL teachers will have individual contact with each of the students on their caseloads 3x a week in order to meet their individual goals • Grading policies for online learning will be developed according to guidance from the state
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<ul style="list-style-type: none"> • All students with individual learning plans (IEPs) and English Language Learner designation will receive all state-mandated accommodations • Communication and feedback will continue to occur through emails, phone calls, Remind App, and Microsoft Teams to ensure that families and students are connected to the school and that student progress is monitored regularly • Intervention services will be provided based on student data 	<p>Education and ELL learners to meet state requirements and to implement individualized learning plans</p> <ul style="list-style-type: none"> • Teachers will have pre-recorded lessons on Microsoft Teams for days that students are not in person • NEST every day; NEST teacher will continue to be a point of contact for students’ social-emotional and academic needs. Equity lessons and discussions will continue to be at the heart of the NEST curriculum • Communication and feedback will continue to occur through emails, phone calls, Remind App, and Microsoft Teams to ensure that families and students are connected to the school and that student progress is monitored regularly • Intervention will take place both in person and online to support students’ individual needs • MTSS (Tier 2 and 3) interventions will be determined based on interim assessment data meetings and summative assessments 	<ul style="list-style-type: none"> • NEST will continue to reach out for social-emotional check-ins
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Scheduling

Full School	Hybrid	Online
<p><i>All students return to school daily</i></p> <ul style="list-style-type: none"> • Social distancing and face masks will always be followed and worn throughout the school day • Students will remain in their assigned homerooms throughout the day • Content teachers will travel to their student's homerooms to provide their instruction • Special area teachers (Art, Music, PE/Health, Spanish, Technology) will come to the student's homeroom to provide their instruction • Breakfast will be served as a grab and go where students take their meal back into their classrooms to eat • Lunches will be provided both in the cafeterias, as well as in the classrooms where students will be 6 feet apart to eat their lunch • NEST lessons will be provided to address the social emotional needs of our students • With this model, students will be actively engaged in lessons and the curriculum will maintain its intended delivery 	<p><i>Half of the students attend school each day on an A/B schedule</i></p> <ul style="list-style-type: none"> • Students will be divided into two groups first by multiple students across buildings per family, then by last name • Students will receive approximately 90-180 minutes a week of in-person instruction; students will also receive an additional 90-120 minutes per week of on-line instruction • Teachers will have office hours for small group instruction and 1:1 conferencing • Morning Meeting would be provided during the in-person instructional days (twice per week) • Breakfast will be served as a grab and go where students take their meal back into their classrooms to eat • Lunches will be provided both in the cafeterias, as well as in the classrooms where students will be 6 feet apart to eat their lunch 	<p><i>All students work remotely using Microsoft Teams (6-8)</i></p> <ul style="list-style-type: none"> • Daily check-ins, lessons and instructional materials will be posted to meet the required amount of instructional time by grade level • Teachers will be provided with expectations and protocols for taking attendance, delivering lessons and instructional materials, assessing student work, grading, and providing feedback • NEST will continue to be provided daily to ensure we are meeting the social-emotional needs of our students/families • Office hours will be in addition to on-line learning

Rationale

Full School	Hybrid	Online
<ul style="list-style-type: none"> • Having adults move throughout the building drastically reduces the traffic throughout the hallways thus limiting exposure for our students and staff • Students staying in one classroom also maximizes their instructional time and allows for the teachers to maximize time on task. • Grade levels are grouped together, as much as possible, to limit the exposure between grade levels • NEST will be provided daily to address the social emotional needs of the students, communication and distribution of school-wide materials 	<ul style="list-style-type: none"> • Hybrid model cuts student body in half to create class sizes that are appropriate for social distancing and statewide mandates • Two days per week will meet instructional minute requirements and assist students with preparation for on-line learning • Office hours will provide students/parents a point of contact for questions/help on assignments and lessons, opportunities for feedback, small group and/or individualized instruction (tiers 2/3), as well as attendance check-ins • NEST will remain essential as the anchor for communication, distribution, and for checking on the social-emotional welfare of our students and families 	<ul style="list-style-type: none"> • Microsoft Teams (6-8) is a district-wide platform in which all students and staff will be provided continued training • All lessons will be pre-recorded to ensure that high-quality instruction is happening across the school



High School – Grades: 9-12

2245 Kenmore Avenue

Buffalo, NY 14207

Principal: Ann Morgante

Assistant Principal: Brett Lutterbein

Teaching and Learning

REOPENING PLAN – TEACHING AND LEARNING / SCHEDULING

In School Instruction	Hybrid Instruction	Online Instruction
<p><i>All students return to school daily</i></p> <ul style="list-style-type: none"> • Block Schedule – 90 -minute blocks, every other day • 4-day rotation • Semester courses one out of four days • Students class schedule will move to 90-minute class blocks to maximize instruction and student-centered learning • Unit and daily lesson plans will be submitted to administration for review and feedback • All teachers will receive Microsoft Teams 100 and 200-level trainings to increase their capacity around lesson development and implementation using the Teams platform • Professional development around best practices for both block scheduling and online learning will be developed and implemented 	<p><i>Half of the students attend school each day on an A/B schedule</i></p> <ul style="list-style-type: none"> • Student will be divided by alphabet – last names • Students will have 90 minutes of in-person instruction weekly per course and 90 minutes of online instruction for the other three days • Unit and daily lesson plans will be submitted to administration for review and feedback • Students will receive in-person and online instructional experiences that are standards-based, rigorous, and student-centered using Microsoft Teams • Curriculum materials will be online and accessible to students, parents and stakeholders to ensure equity and high-quality student-centered instruction is taking place 	<p><i>All students work remotely using Microsoft Teams</i></p> <ul style="list-style-type: none"> • Daily check-ins, lessons, and instructional materials will be posted to meet the requirement of 180 minutes of instructional time • Unit and daily lesson plans will be submitted to administration for review and feedback • All courses are required to submit a distance learning template (see attached) and a course syllabus for administrative review • The curriculum will be adjusted to reflect consistent, rigorous online instructional experiences • Professional development will take place in-person or remotely, as per state and county guidelines • Administration will remotely monitor online teaching and learning on Microsoft Teams to ensure high-quality instruction and feedback

<ul style="list-style-type: none"> Standards-based, student-centered learning will be developed and implemented daily by instructional staff, using strong learning targets and formative/ summative assessments Equity lessons and discussions will be at the heart of the NEST curriculum and teacher training around culturally responsive lessons will take place during in-service training Administrative and Lead walkthroughs will occur weekly to ensure instructional goals and quality instruction are being implemented Informal and formal observations will take place based on the Danielson Rubric and Framework for Teaching Quarterly data meetings are tied to interim assessments that inform future planning and instruction through standards-based, teacher-created department and/or course goals Teacher professional development plan is rooted in Danielson’s 3c for veteran staff and 1c and 3d for incoming and early-career teachers EL Education has supported PD and teacher development efforts through the advent of 	<ul style="list-style-type: none"> Administrative and Lead walkthroughs will occur weekly to ensure fidelity to instructional goals and to assure that quality instruction is being implemented Informal and formal observations will take place based on the Danielson Rubric and Framework for Teaching Quarterly data meetings are tied to interim assessments that inform future planning and instruction through standards-based, teacher-created department and/or course goals Teacher professional development plan is rooted in Danielson’s 3c for veteran staff and 1c and 3d for incoming and early-career teachers Teachers will have office hours for small-group instruction, 1- to -1 conferencing, and intervention to ensure equity and access to all students Teachers will log weekly contact hours with students Small-group instruction will be mandatory for Special Education and ELL learners to meet state requirements and to implement individualized learning plans that continue to develop critical college-ready skills Teachers will have pre-recorded lessons on 	<ul style="list-style-type: none"> Interim assessments will be modified to fit an online platform in order to collect data that informs instruction and assess standards-based targets/ goals per department and course Feedback on instruction will be based off the Danielson Rubric and goals set by the school-wide professional development Office Hours - in addition to 180 minutes of instruction, there will be two, thirty-minute office hour sessions weekly to prevent students from falling behind and help them remain connected to the school Teachers will log weekly contact hours with students Students who are not performing according to the expectations set by the teacher will be provided with mandatory intervention online Special Education and ELL teachers will have individual contact with each of the students on their caseloads 3x a week in order to meet their individual goals Grading policies for online learning will be developed according to guidance from the state NEST- students will be scheduled a NEST mentor who will continue to reach
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<p>student-centered protocols and the building of teacher capacity, which will develop increased student independence and promote student ownership/planning both in the classroom and in the case of a return to distance learning</p> <ul style="list-style-type: none"> • All students with individual learning plans (IEPs) and English Language Learner designation will receive all state-mandated accommodations • Communication and feedback will continue to occur through emails, phone calls, Remind App, and Microsoft Teams to ensure that families and students are connected to the school and that student progress is monitored regularly • Intervention period will be available after school from 3:00-3:30pm once the continuity of instruction is established • These steps will ensure the rigor, scope and magnitude to be consistent through all three models • MTSS (Tier 2) interventions will be determined based on interim assessment data meetings and summative assessments • 12th grade Government and Economics becomes and online course offering 	<p>Microsoft Teams for days that students are not in person</p> <ul style="list-style-type: none"> • NEST every other day for 24 minutes (48 minutes weekly). NEST leader will continue to be a point of contact for students’ social-emotional and academic needs. Equity lessons and discussions will continue to be at the heart of the NEST curriculum • Communication and feedback will continue to occur through emails, phone calls, Remind App, and Microsoft Teams to ensure that families and students are connected to the school and that student progress is monitored regularly • Intervention will take place from 3:00-3:30pm once the continuity of instruction is established. Online sessions can also be utilized as intervention time to support students’ individual needs • MTSS (Tier 2) interventions will be determined based on interim assessment data meetings and summative assessments 	<p>out for academic and social-emotional check-ins</p>
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Scheduling

Full School	Hybrid	Online
<p data-bbox="217 310 568 378"><i>All students return to school daily</i></p> <ul data-bbox="253 428 578 1848" style="list-style-type: none"> • Block schedule – 90-minute blocks, every other day • 4-day rotation • Semester courses meet one out of every four days • Grade-level houses • Timely intervention • Early-Release/Late Arrival for Seniors and Juniors • 12th grade Economics and Government moved to online platform via Microsoft Teams • Paired down electives across all disciplines and created more sections to limit class sizes • Eliminated multiple-grade course sections • 24 minutes (daily), 120 minutes (weekly) of NEST time to address social-emotional needs of student body • Breakfast will be delivered to first block classes • Lunch will be in the cafeteria where 6 feet of social distancing will be followed; masks will be required of 	<p data-bbox="639 310 971 415"><i>Half of the students attend school each day on an A/B schedule</i></p> <ul data-bbox="656 466 1000 1638" style="list-style-type: none"> • Students will be divided by alphabet – last names • Students will have 90 minutes of in-person instruction weekly per course and 90 minutes of online instruction for the other three days • Teachers will have office hours for small-group instruction and 1-to-1 conferencing • Teachers will have pre-recorded lessons on Microsoft Teams for days that students are not on an in-person schedule • NEST every other day for 24 minutes (48 minutes weekly) • Breakfast will be delivered to first block classes • Lunch will be delivered to NEST classrooms where 6 feet of social distancing will be followed; masks will be required of students are done eating 	<p data-bbox="1058 310 1390 378"><i>All students work remotely using Microsoft Teams</i></p> <ul data-bbox="1078 420 1416 1125" style="list-style-type: none"> • Daily check-ins, lessons, and instructional materials will be posted to meet the requirement of 180 minutes of instructional time • Office hours: in addition to 180 minutes of instruction, each teacher will hold two, thirty-minute office hour sessions weekly • NEST: students will be scheduled a NEST mentor who will continue to reach out for academic and social-emotional check-ins

students are done eating		
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Rationale

Full School	Hybrid	Online
<ul style="list-style-type: none"> • Block scheduling limits student movement and transitions in the building throughout the day • Provides ability for teachers to maximize instructional time-on-task and bolsters teacher planning and preparation time for in-person and remote instruction using TEAMS • Students will remain in grade-level houses to minimize travel across the building and minimize student exposure to other grade levels • Most courses are grade-level specific to continue to prevent exposure and limit contact with as many people as much as possible • NEST groups will address social-emotional needs of students, communication, and distribution of school-wide information 	<ul style="list-style-type: none"> • Hybrid model cuts student body in half to create class sizes that are appropriate for social distancing and statewide mandates • Two days per week will meet instructional minute requirements and assist students with preparation for online learning • Office hours will provide students/parents a point of contact for course materials and time for opportunities for feedback, individual support, and attendance check-ins • Microsoft Teams platform will be critical in ensuring quality instruction, student communication, and timely feedback on assignments, assessments, and the tracking of progress • NEST will remain essential as the anchor for communication, distribution, and for checking on the social-emotional welfare of our students and families 	<ul style="list-style-type: none"> • Microsoft Teams is a district-wide platform on which all students and staff will be provided training • All lessons will be pre-recorded to ensure that high-quality instruction is happening across the school



Technology and Connectivity

Key Assurances

1. 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.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • Families will be given an online survey located on the school’s website that will address the following: <ul style="list-style-type: none"> ○ Student access to computing devices at home ○ Type of computing devices at home ○ Number of family members sharing computing devices at home ○ Student internet access at home ○ Level of reliability of internet access at home • Classrooms will have 1:1 computing devices available for student use • School provides high-speed internet access across campus • Computing devices will remain in the building and not go home with students at the end of the instructional day 	<ul style="list-style-type: none"> • Families will be given an online survey located on the school’s website that will address the following: <ul style="list-style-type: none"> ○ Student access to computing devices at home ○ Type of computing devices at home ○ Number of family members sharing computing devices at home ○ Student internet access at home ○ Level of reliability of internet access at home • School will provide computing devices to students in need • School will provide information about low cost and free internet options to those in need 	<ul style="list-style-type: none"> • Families will be given an online survey located on the school’s website that will address the following: <ul style="list-style-type: none"> ○ Student access to computing devices at home ○ Type of computing devices at home ○ Number of family members sharing computing devices at home ○ Student internet access at home ○ Level of reliability of internet access at home • School will provide computing devices to students in need • School will provide information about low cost and free internet options to those in need

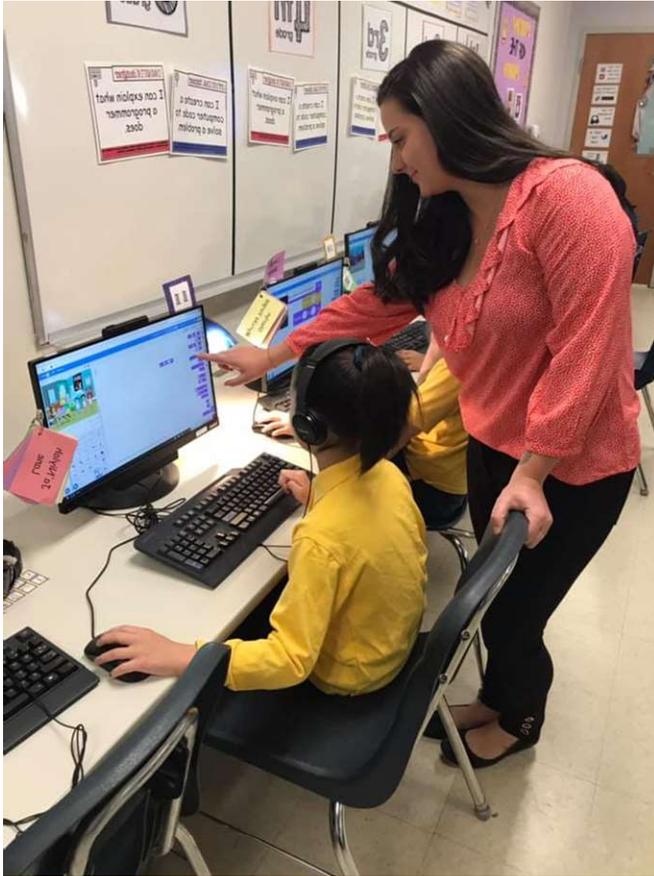
2. Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.

In School Instruction	Hybrid Instruction	Online Instruction
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<ul style="list-style-type: none"> • School provides 1:1 computing device for all K-12 students that remain on campus • School provides reliable high-speed internet access when on campus 	<ul style="list-style-type: none"> • School will provide computing devices to students in need <ul style="list-style-type: none"> ○ Computing devices will be provided to 9-12 students first ○ Computing devices will be provided to K-8 in the order that they request a device through an online request form located on the school website ○ One computing device will be issued per family at first then the school will back fill based on device availability and allow families to request additional devices for additional students within the household • School will provide information about low cost and free internet options to those in need • Each school building will have a designated resource room that will provide internet access to students. Students will have access to the building-based resource rooms during designated hours to get access to the school’s high-speed Wi-Fi to complete their work. 	<ul style="list-style-type: none"> • School will provide computing devices to students in need <ul style="list-style-type: none"> ○ Computing devices will be provided to 9-12 students first ○ Computing devices will be provided to K-8 in the order that they request a device through an online request form located on the school website ○ One computing device will be issued per family at first then the school will back fill based on device availability and allow families to request additional devices for additional students within the household • School will provide information about low cost and free internet options to those in need • Each school building will have a designated resource room that will provide internet access to students. Students will have access to the building-based resource rooms during designated hours to get access to the school’s high-speed Wi-Fi to complete their work.
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3. 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.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> School uses Microsoft Teams as an online learning platform in conjunction with in school instruction 	<p>Students will be offered the following ways to demonstrate competency in the hybrid instruction model:</p> <ul style="list-style-type: none"> Microsoft Teams is the school’s online learning platform for students K-12 Teachers will provide synchronous and asynchronous learning opportunities to students via Microsoft Teams Microsoft Teams will be used as to distribute resources and collect online assignments Paper assignments will be offered to students with low or no internet access. Photos of paper assignments can be submitted via Teams to teachers. Zoom is available as a supplemental video conferencing platform 	<p>Students will be offered the following ways to demonstrate competency in the remote instruction model:</p> <ul style="list-style-type: none"> Microsoft Teams is the school’s online learning platform for students K-12 Teachers will provide synchronous and asynchronous learning opportunities to students via Microsoft Teams Microsoft Teams will be used as to distribute resources and collect online assignments Paper assignments will be offered to students with low or no internet access. Photos of paper assignments can be submitted via Teams to teachers. Zoom is available as a supplemental video conferencing platform



Procedures to consider

Listed are considerations involving technology that has been loaned to students and/or staff that is: being returned, has been returned, needs repair, a replacement device being provided and/or a device that will be sent back out for use.

If possible, send an alternative device out as a replacement. This helps avoid having to touch something while it could still be considered contaminated.

- How to receive district devices that are returned to IT?
 - Consider a drive through style drop off - device is placed in bins upon return.
 - If handling the devices, consider wearing gloves and face coverings while collecting the units
 - Person coordinating drop off should maintain social distancing – use their own pen and clipboard
 - Determine how each device will be identified and all parts accounted for (did they turn in all electrical cords, was the device turned in damaged, who was assigned this

device)

- Once a device is received, it should be cleaned/decontaminated by
 - Utilization of a UV Sanitizing Cabinet
 - Wear a face covering, face shield (if applicable), and gloves when possible. Wash hands or use hand sanitizer before and after handling devices
- If a device must be repaired and returned to the field - consider this device as potentially contaminated
 - Wear a face covering, face shield (if applicable), and gloves when possible. Wash hands or use hand sanitizer before and after handling devices
 - With the device Powered DOWN use an appropriate cleaning detergent and cloth to clean any visible dirt and grime from the screen and keyboard
 - After the device has been cleaned – Use an appropriate cleaning wipe, safe for electronics (use a Clorox wipe, or 70% isopropyl alcohol solution), as well as a lint free cloth to wipe the device and keys - allow this to air dry before working on the device
 - Do not spray any aerosols on the screen or keyboard
 - When handing off the device, do so in a manner that keeps social distancing. If possible, put the device down, walk 6 feet away and have the user retrieve the device

What to avoid

- Sharing of equipment between IT personnel
 - If sharing of equipment between IT personnel is unavoidable there are safety precautions that must be taken into consideration:
 - Access to hand sanitizer to use before and after if equipment cannot be cleaned/disinfected
 - Access to disinfecting wipes/alcohol or cleaning cloths
 - Training to affected staff on cleaning/wiping of devices before and after each use
 - Using covers or plastic over keyboards that can be changed in between users
- Sharing of devices between staff and students
 - If sharing of devices is unavoidable there are safety precautions that must be taken into consideration:
 - Access to hand sanitizer to use before and after if equipment cannot be cleaned/disinfected
 - Access to disinfecting wipes/alcohol or cleaning cloths
 - Training of other staff to assist in the cleaning/wiping of devices
 - Using covers or plastic over keyboards that can be changed in between users

Additional Considerations:

- Do everything possible to provide a device and guarantee available High Speed Internet if needed
- Provide multiple ways for students to participate in learning and demonstrate mastery of ideas
- Provide Prof Development for staff in online instruction

Special Education

Key Assurances

1. The school reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.
2. The school reopening plan must address meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.
3. The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
4. The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.
5. The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • IEP Academic Services: Consultant Teacher-delivered direct to student(s) within classroom • Resource Room- services will be provided services in a special location • IEP Related Services, Speech, OT, PT, CN, & Hearing-delivered direct to student in special location • Special Education teachers will co-plan with general education and related services 	<ul style="list-style-type: none"> • IEP services delivered by direct instruction when students are present in the school building as outlined in the In School Instruction column • Distance Learning will be provided using Microsoft Teams, Zoom, iReady, Castle Learning, Edgenuity, and applications through Clever • Special Education Teachers and Related Services providers will have scheduled office hours to support individual student & 	<ul style="list-style-type: none"> • IEP services will be delivered through use of Zoom and/or Microsoft Teams; small group and/or 1:1 instruction • Classroom instruction/lessons will be Co-taught using Zoom or Microsoft Teams and will allow for break-out sessions to provide additional/ individualized support • Special Education Teachers and Related Services providers will have scheduled office hours to support individual student &

	<p>parent needs, questions, & concerns</p> <ul style="list-style-type: none"> • Special Education teachers will co-plan with general education and related services 	<p>parent needs, questions, & concerns</p> <ul style="list-style-type: none"> • Special Education teachers will co-plan with general education and related services
<ul style="list-style-type: none"> • Teacher introduction letters to families sent via USPS and email. Letters to be translated using the Microsoft Teams translation and school resource translators • Use of Remind, Language Line, email, and/or phone calls • School website for updated information, allows for language translation • Quarterly IEP Progress reports 	<ul style="list-style-type: none"> • Teacher introduction letters and copy of most current IEP mailed to families via USPS mail or email. Letters can be translated using the Microsoft Teams translation and school resource translators • Use of Remind, Language Line, email, and/or phone calls • Case Manager will be point of contact for parent during Distance Learning • School website for updated information, allows for language translation • Quarterly IEP Progress reports 	<ul style="list-style-type: none"> • Teacher introduction letters and copy of most current IEP mailed to families via USPS mail or email. Letters can be translated using the Microsoft Teams translation and school resource translators • Use of Remind, Language Line, email, and/or phone calls • Case Manager will be point of contact for parent during Distance Learning • School website School website for updated information, allows for language translation • Quarterly IEP Progress reports
<ul style="list-style-type: none"> • CSAT will work in collaboration with student’s district of residence to participate in CSE meetings (Annual, Re-Evaluation, Initial, and Amendment) • Special Education Teachers and Related Service providers will complete IEP Drafts, Related Service summary reports, and quarterly IEP Progress reports • District of residence will mail home invitation letters to the parents notifying them of the 	<ul style="list-style-type: none"> • CSAT will work in collaboration with student’s district of residence to participate in CSE meetings (Annual, Re-Evaluation, Initial, and Amendment) • Special Education Teachers and Related Service providers will complete IEP Drafts, Related Service summary reports, and quarterly IEP Progress reports • District of residence will mail/call/email home invitation letters to the parents notifying them of 	<ul style="list-style-type: none"> • CSAT will work in collaboration with students’ district of residence, to participate in CSE meetings (Annual, Re-Evaluation, Initial, and Amendment) • Special Education Teachers and Related Service providers will complete IEP Drafts, Related Service summary reports, and quarterly IEP Progress reports • District of residence will mail/call/email home invitation letters to the parents notifying them of

<p>date, time, and place of CSE meeting. CSAT will follow up with an email, text, or phone call to ensure the parents have received the CSE information</p> <ul style="list-style-type: none"> • CSE meetings will be held in the parents’ preferred language using a staff member, contracted service, or the Language Line 	<p>the date, time, and place of CSE meeting. CSAT will follow up with an email, text, or phone call to ensure the parents have received the CSE information</p> <ul style="list-style-type: none"> • CSE meetings will be held via phone/video conference in the parents’ preferred language using a staff member, contracted service, or the Language Line 	<p>the date, time, and place of CSE meeting. CSAT will follow up with an email, text, or phone call to ensure the parents have received the CSE information</p> <ul style="list-style-type: none"> • CSE meetings will be held via phone/video conference in the parents’ preferred language using a staff member, contracted service, or the Language Line
<ul style="list-style-type: none"> • Special and General Education teachers will provide accommodations and modifications as outlined on each student’s IEP or 504 Plan • Assistive technology will be provided to all students within their classroom/special location as outlined on his/her IEP or 504 Plan 	<ul style="list-style-type: none"> • When students are present in school, Special and General Education teachers will provide accommodations and modifications as outlined on each student’s IEP or 504 Plan • When students are Distance Learning, accommodations and modifications will be made using the accessibility tools in Microsoft applications, Zoom, Castle Learning, Edgenuity, and iReady programs • Resource tools such as calculators, graphic organizers, counting cubes, visuals will be made and sent home for student access • Students will have access to video conference with their teacher for 1:1 supports through Zoom and/or Microsoft Teams • Special Education teachers will ensure class assignments and projects are modified as outlined 	<ul style="list-style-type: none"> • When students are Distance Learning, accommodations and modifications will be made using the accessibility tools in Microsoft applications, Zoom, Castle Learning, Edgenuity, and iReady programs • Resource tools such as calculators, graphic organizers, counting cubes, visuals will be made and sent home for student access • Special Education teachers will ensure class assignments and projects are modified as outlined in the student’s IEP or 504 Plan • Students will have access to video conference with their teacher for 1:1 supports through Zoom and/or Microsoft Teams • Assistive technology will be provided though the online resources

	<p>in the student’s IEP or 504 Plan</p> <ul style="list-style-type: none"> Assistive technology will be provided through the online resources 	
<ul style="list-style-type: none"> All Special Education teachers and Related Services providers will keep a weekly tracking form of the services provided to each student according to their IEP Weekly tracking will include the amount of service per subject, student absence, teacher absence, and make up services All Special Education and Related Service providers will progress monitor student’s individual goals All Special Education and Related Service providers will complete Quarterly IEP Progress reports 	<ul style="list-style-type: none"> All Special Education teachers and Related Services providers will keep a weekly tracking form of the services provided to each student Weekly tracking will include: the amount of service per subject, the method of instruction (Direct Instruction, Distance Learning, Co-Planning) All Special Education and Related Service providers will progress monitor student’s individual goals All Special Education and Related Service providers will complete Quarterly IEP Progress reports 	<ul style="list-style-type: none"> All Special Education teachers and Related Services providers will keep a weekly tracking form of the services provided to each student Weekly tracking will include: the amount of service per subject, the method of instruction (Co-taught lesson, Small group, 1:1, and Co-Planning) All Special Education and Related Service providers will progress monitor student’s individual goals All Special Education and Related Service providers will complete Quarterly IEP Progress reports

In general, Special Education Students are integrated in classroom settings and will follow the plans designed earlier in this document. We will always follow the mandated IEP requirements and only change them through the CSE process. Occasionally Special Education students may require a different model to meet their needs.

- Must continue to meet IEP requirements
- Related Services will be provided in a model as close to traditional as possible
- Develop contingency plan if extended closure is required
- Continue to coordinate with outside providers

Bilingual Education and World Language

Key Assurances

1. Each qualifying schools that reopen using in-person or hybrid instruction will be required to complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner’s Regulations Part 154.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • Incoming K students will be screened during K screening and identified students will be given the NYSEITELL to check for services. Screening will take place following all guidelines set forth by the CDC. • Newly enrolled students for the 2020-21 school year suspected of needing ELL services will be screened and a review of educational records, including the Home Language Survey, will be done by the building ENL Teacher within 10 days of enrollment. The NYSITELL will be given to identified students to check for services. Screening will take place following all guidelines set forth by the CDC. • Building ENL Teachers will communicate with classroom teachers within the first 5 days of schools to check for students suspected of needing ENL services. A review of the 	<ul style="list-style-type: none"> • Incoming K students will be screened during K screening and identified students will be given the NYSEITELL to check for services. Screening will take place following all guidelines set forth by the CDC. • Newly enrolled students for the 2020-21 school year suspected of needing ELL services will be screened and a review of educational records, including the Home Language Survey, will be done by the building ENL Teacher within 10 days of enrollment. The NYSITELL will be given to identified students on a day the student is present in the school building to check for services. Screening will take place following all guidelines set forth by the CDC. • Building ENL Teachers will communicate with classroom teachers within the first 5 days of schools to check for students 	<ul style="list-style-type: none"> • Through coordination with Enrollment, school counselors and ENL teachers, possible incoming ELL students will be identified. • Students that are screened to be possible ELL students will be scheduled an appointment to complete the NYSITELL in person at CSAT’s Family Support Center following all the guidelines set forth by the CDC.

<p>student’s educational records will be done and NYSITELL will be given if needed. All CDC guidelines will be followed.</p>	<p>suspected of needing ENL services. A review of the student’s educational records will be done and NYSITELL will be given if needed on a day that the student is present at school. All CDC guidelines will be followed.</p>	
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2. Provision of required instructional Units of Study must be provided to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • ENL teachers will review the list of ELL students and their proficiency level from the most current NYSESLAT. This includes students that are newly enrolled for the 2020-21 school year. • K-5 ENL teachers will create a push-in and pull-out schedule to ensure that all ELL students are receiving the appropriate level of service. • 6-12 ENL teachers will work with the school counselors to ensure that the ENL students’ schedules provided the needed level of services needed for each student. • ENL teachers will continue to progress monitor the ELL students every 5 weeks to check for progress and make adjustments as needed to better meet the students’ needs. • ENL teachers will work in coordination with the 	<ul style="list-style-type: none"> • ENL teachers will review the list of ELL students and their proficiency level from the most current NYSESLAT. This includes that are newly enrolled for the 2020-21 school year. • K-5 ENL teachers will create a push-in and pull-out schedule for when students are present in the school building. • 6-12 ENL teachers will work with the school counselors to ensure that the ENL students’ schedules provided the needed level of services needed for each student on the days the students are present in the school building. • During remote instruction days, ENL teachers will work in coordination with the classroom teachers to assist the ELL students as needed. • All pull-out services will be given on days that the 	<ul style="list-style-type: none"> • ENL teachers will review the list of ELL students and their proficiency level from the most current NYSESLAT. • K-5 ENL teachers will create a push-in and pull-out schedule to ensure that all ELL students are receiving the appropriate level of service. • 6-12 ENL teachers will work with the school counselors to ensure that the ENL students’ schedules provided the needed level of services needed for each student. • ENL teachers will continue to progress monitor the ELL students every 5 weeks to check for progress and make adjustments as needed to better meet the students’ needs. • ENL teachers will work in coordination with the classroom teachers to best meet the needs of the ENL students.

<p>classroom teachers to best meet the needs of the ENL students.</p>	<p>students are present in the school building when at all possible.</p> <ul style="list-style-type: none"> • ENL teachers will use a common tracking sheet to record service minutes and differentiate between in person and remote support. • During remote instruction, technology will be used to engage the students. • ENL teachers will work in coordination with the classroom teachers to ensure the continuation of learning from school to home. • ENL teachers will continue to progress monitor the ELL students every 5 weeks to check for progress and make adjustments as needed to better meet the students’ needs. 	
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3. Maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children’s education during the reopening process. Provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • Letter will be sent home in the first weeks of school to ELL families in their preferred language to survey what the families’ preferred mode of communication and language. Responses to surveys will be shared with classroom teachers as well. 	<ul style="list-style-type: none"> • Letter will be sent home in the first weeks of school to ELL families in their preferred language to survey what the families’ preferred mode of communication and language. Responses to surveys will be shared with classroom teachers as well. 	<ul style="list-style-type: none"> • Letter will be mailed home with self-addressed return envelope in the first weeks of school to ELL families in their preferred language to survey what the families’ preferred mode of communication and language. Responses to surveys will be shared with classroom teachers as well.

<ul style="list-style-type: none"> • Written communications will be translated into our highest frequency languages. • Continue to use technology to help with communication of non-English speaking parents. • For in person and phone conferences, translators will be made available. • Robocalls will be translated into our high incident languages for non-English speaking families. • Documentation will be kept on communication with families. 	<ul style="list-style-type: none"> • Written communications will be translated into our highest frequency languages. • Continue to use technology to help with communication of non-English speaking parents. • For in person and phone conferences, translators will be made available. • Robocalls will be translated into our high incident languages for non-English speaking families. • Remote learning communication logs will be used to communicate work and assignments that the ELL students have on remote learning days. • Documentation will be kept on communication with families. 	<ul style="list-style-type: none"> • Written communications will be translated into our highest frequency languages. • Continue to use technology to help with communication of non-English speaking parents. • For phone conferences translators will be made available. • Robocalls will be translated into our high incident languages for non-English speaking families. • Documentation will be kept on communication with families.
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In general, ELL Students are integrated in classroom settings and will follow the plans designed earlier in this document. Occasionally ELL students may require a different model to meet their needs.

- Must continue to meet mandated requirements
- Develop contingency plan if extended closure is required
- Continue to coordinate with outside providers and the regional office
- Continue or increase support to these families in home language when possible
- Utilize technology to bridge language barrier

Nurses

As the state is gradually reopening and staff and students are returning in various stages, COVID-19 remains a major area of concern. We expect it will continue to be a concern until widespread vaccination with an effective vaccine has taken place. Therefore, this is a public health reminder that the district, all staff members and students must adhere to the same judicious precautions of safety and hygiene for themselves and others as the pandemic continues. Remember that everyone you encounter, even someone who is not sick in appearance, may be a carrier of COVID-19.

Additional Training (Department Specific)

- Respirator (N95 or equivalent) Training

Required Personal Protective Equipment (PPE)

- Gloves
- Face Coverings/masks
- Face shields (if applicable)
- Respirator (N95 or equivalent)
- Gowns

Face coverings/masks should be available and used per district policies/regulations and procedures. Face coverings/masks, gloves, gowns and hand sanitizer are available for you to use while you are in the building or working on site. Use and dispose of Personal Protective Equipment (PPE) properly. Make information on the appropriate use and disposal of Personal Protective Equipment (PPE) available to all staff.

If you find that soap, towels, hand sanitizer, gowns or face coverings are not available, please alert an administrator or custodian immediately.

Hand Washing before putting on gloves and after glove removal is very important. If you do not have hand washing facilities available, use a 60% ethanol or 70% isopropyl alcohol hand sanitizer.

Procedures to Consider

Health Education & Communication:

Communicate to students, staff, parents and community members:

- Post signs in the Nurse's area(s) on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering
- Hand washing should be the primary way to clean your hands. Hand washing should be done with soap and water for at least 20 seconds. Hand sanitizer should only be used if soap and water is not available. Hand sanitizer works best on clean hands. Hands should be rubbed with sanitizer until completely dry
- Have on hand approved letters/messages for COVID-19 cases or potential cases for various school audience
- Determine procedures for sick child pickup. For example, parent/guardian should stay in their car and call to announce their arrival. The sick child will be escorted out at a safe distance, while wearing PPE, to have the parent/ guardian sign the student out

- Encourage parents to be on the alert for signs of sickness in the children and keep them home when they are sick
- Remind/encourage students and staff to stay home if they feel sick
- Review and understand the process for staff calling in sick. Consider providing a list of questions to supervisors to clarify what type of sickness is occurring (COVID related or not). Illnesses may need to be tracked differently in the future
- Advocate to staff and students on wearing, putting on and removing face covering and/or Personal Protective Equipment (PPE). Send a fact sheet home with students that provide similar guidance to parents
- Communicate the importance of social distancing, monitoring symptoms of COVID-19 and when to stay home
- Confirm that Nurse substitutes are willing to work and have been trained on new protocols
- Ensure that PPE, cleaning supplies, face coverings of appropriate size are available for Nursing staff
- Re-enforce that proper decontamination procedures are followed
- Train unlicensed assistive personnel on the administering of the flow chart, proper temperature taking procedure (if applicable)

Consider a separate room/area for non-sick students

- Medication dispersal/treatments area
- Non-COVID suspected student illnesses (injury, stomach ache, etc.)

Monitoring for COVID-19

- Check State and Local Health Department notices daily about transmission in the area and adjust operations accordingly
- Check for signs and symptoms - based on state guidance

Student Screening will be Required - May include the following based on state guidance:

- Individuals who have a fever of 100.4°F or above or other signs of illness should not be admitted to a school building or onto a school bus
- Employers should inform and encourage staff to self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure
- Implement screenings safely and respectfully, in accordance with any applicable privacy laws or regulations
- Confidentiality shall be maintained
- School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff
- Implement flexible sick leave policies and practices, if feasible
- Monitor absenteeism and have a roster of trained back-up staff for the health office
- Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them
- Create communication systems for staff and families for self-reporting of symptoms and notification of exposures and closures

Sick student/employee

- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect if feasible. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and ensure they are stored properly away from children.

Positive COVID 19, Contact & Return to Work

- Refer to the NYSDOH *Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure*
https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_covid19_publicprivate_employeereturntowork_053120.pdf

Test refusal

- Individual must quarantine for 14 (fourteen) days

Reopening

- Where appropriate, implement policies and procedures for immediately isolating people who have signs and/or symptoms of COVID-19
- Move potentially infectious people to a location away from staff, students, and other visitors while ensuring proper supervision for isolated students
- Take steps to limit spread of the respiratory secretions of a person who may have COVID-19
 - Provide a face covering/mask, if feasible and available, ask the person to wear it, if tolerated. Note: A face covering/mask (also called a surgical mask, procedure mask, or other similar terms) on a patient or other sick person should not be confused with PPE for a worker; the face covering/mask acts to contain potentially infectious respiratory secretions at the source (i.e., the person's nose and mouth).
- Restrict the number of personnel entering isolation areas
- Protect Nursing staff in close contact with (within 6 feet of) a sick person or who have prolonged/repeated contact with such persons

Cleaning (Nurses Office)

Nurse's Offices need to be thoroughly cleaned on a regular, defined basis. Cleaning of this area must occur at least daily.

- First clean surfaces using an appropriate cleaner
- After cleaning the area, use an EPA-registered disinfectant. (EPA's list of products for use against SARS-CoV-2, the virus that causes COVID-19)
- Follow the instructions on the label to ensure safe and effective use of the product.
- Keep the surface wet with disinfectant for the entire contact time (see product label for dwell time). Precautions such as appropriate PPE and making sure you have good ventilation should be followed during use of the product
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces
- Clean and disinfect health cots after each student use
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces (for example):
 - Desks and chairs

- Door handles and push plates
- Bathroom faucets
- Light switches
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Tables and furniture wiped clean, counter tops, high and low dusting
- Window in the door is cleaned daily or at least once per week
- Walls are spot cleaned
- Clean/Disinfect sinks and toilet area

Launder

Laundering/cleaning (if possible) of the isolation curtains in the Nurse's Office regularly according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant.

- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick may be washed with other people's items. Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces.
- Remove gloves and wash hands right away

Suggested guidance for school nurse's regarding office procedures

- High exposure risk jobs are those with high potential for exposure to known or suspected sources of COVID-19. These include the School Nurse and support staff exposed to known or suspected COVID-19 patients
- Staff at high or very high exposure risk will need to use Personal Protective Equipment (PPE) including gloves, a gown, a face shield or goggles, and either a face mask or a respirator, depending on their job tasks and exposure risks
- Those who work closely with (either in contact with or within 6 feet of) individuals known to be, or suspected of being, infected with SARS-CoV-2, the virus that causes COVID-19, should use respirators
- National Institute for Occupational Safety and Health (NIOSH)-approved, N95 filtering face piece respirators or better must be used in the context of a comprehensive, written respiratory protection program that includes fit-testing, training, and medical exams
- The use of facemasks for persons with respiratory symptoms and fever over 100.4 °F is recommended if available and tolerated by the person and developmentally appropriate. Facemasks can be made available to the student awaiting parent/guardian pickup. Masks must be sized appropriately for student use
- All nursing staff should have their temperature taken before and after each shift
- Nurses will check the temperature for students/staff who have been sent to the nurse office for treatment
- Nurse shall check if the student/staff have symptoms that include fever, cough, shortness of breath, vomiting diarrhea etc. If yes, they are sent to the newly created specialized room to wait for parent pickup

- Allow for appropriate social distancing between cots and chairs in the nurse's office. Pre-determine how many people can be in the area before re-opening. As of right now, 36 square feet per person is acceptable
- Consider using visual aids (i.e., painter's tape, stickers, etc.) to illustrate traffic flow and appropriate spacing to support social distancing
- Have teachers and staff call before sending students to the nurse's office (minimize crowding in the office space, give the nurse warning of a student exhibiting flu-like symptoms). Keep in mind that emergency visits should be seen by the nurse during this time
- Keep door(s) in the Nurse's office shut to allow time for the Nurse to put on PPE before coming in contact with the student. Door knobs will be frequently cleaned
- Ensure the availability of appropriate cleaning supplies (e.g., disinfectant wipes) for cleaning of high-touch surfaces
- Have hand sanitizer and tissues readily available for use by students and staff (supervision required)
- Have open or foot operated trash containers available in the nurse's office
- Use screens to set up areas for daily nurse duties – giving meds, general first aid. Set up in a separate area
- Nurses should clean and disinfect between students

Procedures for Cleaners:

Cleaning/disinfecting procedure:

Appropriate cleaners

- Surface cleaner
 - Spray bottle*
 - Bucket
- Soap & water
 - Spray bottle
 - Bucket

*Spray bottle recommended to minimize cross contamination

Step 1. Clean:

- Wear disposable gloves or any other required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
- Change out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting
- Practice routine cleaning of frequently-touched surfaces. Be sure not to miss high touch surfaces (i.e. PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies)

Step 2. Disinfect:

- Disinfecting kills germs on surfaces

- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
- Take all precautions on the label such as PPE, and safe handling procedures
- Change out cleaning cloths (microfiber) often or use disposable products
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
 - Keeping the surface wet for the entire contact/dwell time (see product label)
 - Precautions such as wearing gloves and making sure you have good ventilation during use of the product

Laundering information for staff and students:

Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant

- Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
- If masks are hand washed prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
- Face coverings must be completely dry before wearing
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick can be washed with other people's items
- Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces
- Remove gloves and wash hands right away

Teacher and Principal Evaluation Systems

CSAT will:

- Utilize qualified substitutes when appropriate
- Review whether current Teacher and Principal Evaluation plans need to be adjusted

Certification, Incidental Teaching, and Substitute Teaching

Key Assurance

1. Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner’s regulations (e.g., incidental teaching) or Education Law.

In School Instruction	Hybrid Instruction	Online Instruction
<ul style="list-style-type: none"> • Ensure teachers hold appropriate certificates for assignments 	<ul style="list-style-type: none"> • Superintendent may assign certified teacher to teach a subject not covered by certificate (incidental) not to exceed ten classroom hours per week when no certified or qualified teacher is available after extensive documented recruitment. 	<ul style="list-style-type: none"> • Superintendent may assign certified teacher to teach a subject not covered by certificate (incidental) not to exceed ten classroom hours per week when no certified or qualified teacher is available after extensive documented recruitment.

Athletics

CSAT will follow guidance supplied by Section V and the New York State Public High School Athletics Association. We will modify this information for use with extra-curricular events and Physical Education classes. [New York State Athletics Reopening Guidance](#)